



Covid-19 emergency

Suggestions

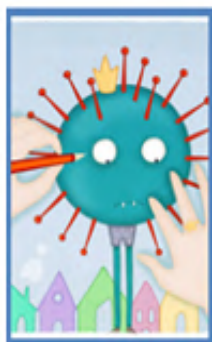
for support and emotional containment

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In a dire moment such as the pandemic we're experiencing, there is no handbook that gives us advice on how best to manage the activities to be carried out at home.

We're staying in our houses all day long and it is where we plan activities to be carried out with our sons and daughters, whether they are children or in their youth.

We are also bound to maintain "long distance" relationships with our parents and grandparents.

Or maybe it's through our work that we fulfill the mission of caring and supporting.

To face the difficulties that life entails, fortunately we can communicate the emotions that often occur on a subliminal level. Emotions such as love, fear, hatred, anger, shame, anguish, anxiety, sadness, surprise, joy and the swings between well-being and discomfort.

In order to protect ourselves from the stress generated by an overabundance of information and advices, we suggest that we follow what is communicated by official and governmental bodies.

Even the school, at this time so full of emotion, in addition to carrying on the teaching activity online, must be more attentive than ever to the emotional needs of the pupils. In fact, the DAD aims to keep the class community alive, to fight isolation and demotivation, to create interactions between teacher and learner. To enable pupils and families to work with peace of mind, there must be a proper balance between cognitive and emotional aspects.

We must aim for an emotionality that concerns everyone and that must be managed through dialogue that can take place primarily within the domestic environment, where it is possible to talk in a safe space about the emotions related to the coronavirus emergency.

Don't forget that through positive communication we can defend ourselves and succeed, where, on the contrary, our isolation can mean more anguish.

Any form of expressive representation, be it drawing, playing, speaking, imitating or symbolizing what has been understood by the information received, is a contribution of how society can defend itself, and is the beginning of a path in which the care of life has meaning.

We are not faced with the opportunity to improve children's study habits or reading habits: it is a global emergency and we cannot expect rational behaviour from children and adults.

So here are some of the things that we should do:

Activities that allow the **family** to live day by day in an emotional and thoughtful space where the family as a whole and each individual can remain as stable as possible.

Let go of the little things that would make us angry at another time.

We should not be demanding.

Let's not forget to communicate how we feel.



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