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FINAL DEGREE PROJECT:

The presence of emotions in Physical Education and their influence on learning

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Abstract

Nowadays, emotional education has become increasingly important in the school context, especially for the holistic development and well-being of students. In Primary Education, Physical Education seems to provide a space particularly created for emotional experiences, as movement, games, and social interaction among children constantly generate emotions that influence their own learning and also relationships in the classroom.

The aim of this research is to analyse the presence of emotions in Physical Education lessons and to understand how they influence students' participation, the learning process, and interpersonal relationships. To carry out this study, qualitative research was made based on interviews with twelve Primary Education students from different educational cycles during my internship at the School El Sagrer located in Barcelona.

The results show that positive emotions such as happiness, enthusiasm and enjoyment predominate during Physical Education lessons, especially in activities related to games, movement and cooperation with classmates. However, negative emotions such as frustration, anger, sadness or shame also appear, mostly in competitive situations, conflicts with classmates or activities that cause feelings of insecurity. Furthermore, the study reveals a progressive emotional development linked to age, observing a greater capacity for emotional regulation and reflection in older students.

In conclusion, this research project confirms that emotions play a fundamental role in Physical Education classes and directly influence several factors: motivation, participation, social interaction, and the students' overall learning experience. Therefore, it can be said that Physical Education can become an important educational space for promoting emotional education and the holistic development of children.

Key words

Physical Education, Emotional Education, Learning, Emotional Well-being.

Resum

Avui dia, l'educació emocional ha guanyat cada vegada més importància en el context escolar, especialment per al desenvolupament integral i el benestar dels alumnes. En l'Educació Primària, l'Educació Física sembla oferir un espai especialment propici per a les experiències emocionals, ja que el moviment, els jocs i la interacció social entre els nens generen constantment emocions que influeixen en el seu propi aprenentatge i també en les relacions dins de l'aula.

L'objectiu d'aquesta recerca és analitzar la presència d'emocions en les classes d'Educació Física i comprendre com influeixen en la participació dels alumnes, el procés d'aprenentatge i les relacions interpersonals. Per a dur a terme aquest estudi, es va realitzar una recerca qualitativa basada en entrevistes a dotze alumnes d'Educació Primària de diferents cicles educatius durant les meves pràctiques a l'escola El *Sagrer, situada a Barcelona.

Els resultats mostren que les emocions positives, com la felicitat, l'entusiasme i el gaudi, predominen durant les classes d'Educació Física, especialment en activitats relacionades amb els jocs, el moviment i la cooperació amb els companys. No obstant això, també apareixen emocions negatives com la frustració, la ira, la tristesa o la vergonya, sobretot en situacions competitives, conflictes amb els companys o activitats que provoquen sentiments d'inseguretat. A més, l'estudi revela un desenvolupament emocional progressiu vinculat a l'edat, observant-se una major capacitat de regulació emocional i reflexió en els alumnes de més edat.

En conclusió, aquest projecte de recerca confirma que les emocions exerceixen un paper fonamental en les classes d'Educació Física i influeixen directament en diversos factors: la motivació, la participació, la interacció social i l'experiència d'aprenentatge global dels alumnes. Per tant, pot afirmar-se que l'Educació Física pot convertir-se en un important espai educatiu per a promoure l'educació emocional i el desenvolupament integral dels nens.

Paraules clau

Educació física, educació emocional, aprenentatge, benestar emocional.

Resumen

Hoy en día, la educación emocional ha ganado cada vez más importancia en el contexto escolar, especialmente para el desarrollo integral y el bienestar de los alumnos. En la Educación Primaria, la Educación Física parece ofrecer un espacio especialmente propicio para las experiencias emocionales, ya que el movimiento, los juegos y la interacción social entre los niños generan constantemente emociones que influyen en su propio aprendizaje y también en las relaciones dentro del aula.

El objetivo de esta investigación es analizar la presencia de emociones en las clases de Educación Física y comprender cómo influyen en la participación de los alumnos, el proceso de aprendizaje y las relaciones interpersonales. Para llevar a cabo este estudio, se realizó una investigación cualitativa basada en entrevistas a doce alumnos de Educación Primaria de diferentes ciclos educativos durante mis prácticas en la escuela El Sagrer, situada en Barcelona.

Los resultados muestran que las emociones positivas, como la felicidad, el entusiasmo y el disfrute, predominan durante las clases de Educación Física, especialmente en actividades relacionadas con los juegos, el movimiento y la cooperación con los compañeros. Sin embargo, también aparecen emociones negativas como la frustración, la ira, la tristeza o la vergüenza, sobre todo en situaciones competitivas, conflictos con los compañeros o actividades que provocan sentimientos de inseguridad. Además, el estudio revela un desarrollo emocional progresivo vinculado a la edad, observándose una mayor capacidad de regulación emocional y reflexión en los alumnos de más edad.

En conclusión, este proyecto de investigación confirma que las emociones desempeñan un papel fundamental en las clases de Educación Física e influyen directamente en varios factores: la motivación, la participación, la interacción social y la experiencia de aprendizaje global de los alumnos. Por lo tanto, puede afirmarse que la Educación Física puede convertirse en un importante espacio educativo para promover la educación emocional y el desarrollo integral de los niños.

Palabras clave

Educación física, educación emocional, aprendizaje, bienestar emocional.

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Introduction

With this Final Degree Project I aim to know, analyze and understand the emotional world of our Primary Education students in the field of Physical Education (P.E.).

That is why I approach the topic from the P.E. subject, since this area involves a deep and conscious immersion and experience of emotions through motor practice; it is believed that there is a relationship between physical exercise and emotional state, establishing a space of great importance for education in emotions in P.E. (Bisquerra, 2009; Lagardera & Lavega, 2011).

We need to change the perspective of traditional education, that is, education that views the student as a passive subject in the classroom. The aim of the traditional education was to store knowledge in students in a repetitive manner and through memory-based learning, without taking into account their individual peculiarities and different learning rhythms (Dewey, 1938; Freire, 1970; Pérez Gómez, 2012). Emotions had never been a factor of interest for teachers, which is why there has always been such a distance between the two figures, teacher and student.

It is necessary to give greater importance to the individuality of each student, learning more about their interests and needs, because from them we can observe and recognise the interpersonal relationships and emotional bonds that exist in the classroom (Rogers, 1983; Vygotsky, 1978). Not only do children learn from us, they are the definition of transparency and sincerity, and we must have the tools to always take their feelings into account in the classroom, ensuring that they grow up to be good citizens with values and respect for others and the planet

This is how holistic education has gained prominence in recent years, an education that seeks to develop a person's cognitive, emotional, social and physical dimensions in a balanced way, not just the intellectual abilities of students (Delors, 1996; Yus Ramos, 2001). Therefore, by taking advantage of the practical and experiential nature of P.E., we can holistically develop our students' evolution and thus promote learning on how to manage emotions and facilitate their emotional character in the classroom.

Justification of the chosen topic

In this part of the project, I explain the different reasons why it is important to conduct this research for my Final Degree Project.

I have decided to study this phenomenon because it is a factor that can directly affect both negatively and positively the child's learning.

I want to provide an example of how to approach the subject of P.E. from the perspective of emotional education, where not only the motor development of the student must be taken into account, but also their emotional development.

It is on this aspect I mentioned before that I want to focus my work. I aim to understand how emotions are involved in the classroom and at the same time how to benefit from this information to follow methodologies that make children grow personally through values and empathy.

Objectives

General objective

- **Analyse the presence of emotions in P.E. in Primary Education in order to understand how they influence learning, the classroom environment and the overall development of students.**
  This objective is based on the need to understand students from a holistic perspective, justifying the need to integrate emotional competences into educational programmes to promote more comprehensive and lasting learning. P.E., being experiential and physical, becomes an ideal space for observing, experiencing and educating emotions, which directly influence motivation, participation, social relationships and, consequently, student learning.

Specific objectives

- **Identify the most common emotions experienced by primary school pupils during P.E. sessions.**
  I seek to identify which emotions appear most frequently (joy, frustration, fear, enthusiasm, embarrassment, etc.). This allows me to better understand how students experience physical activities and to develop hypotheses about the emotions that are most commonly repeated in the classroom.

- **Analyse the relationship between physical activity and the emotional state of students in a school context.**
  I know that physical activity has a direct impact on a person's overall emotional well-being. My aim is to analyse this relationship in order to use P.E. as a tool to improve mood, reduce stress and promote a positive emotional climate in the classroom.

- **Examine how emotions influence the classroom environment and interpersonal relationships among students during P.E. classes.**
  I believe that emotions affect not only individual learning, but also coexistence, cooperation, and respect among peers. That is why I seek to understand this influence in order to promote values in the classroom.

Theoretical framework

1. Emotional education

Emotional education has become one of the great pedagogical challenges of the 21st century, as in educational institutions we increasingly find more diverse students, not only in terms of abilities but also in terms of interests, needs, cultural diversity, gender equality, sexual identity, etc. Emotional education understands pupils as **holistic individuals**; beyond the acquisition of academic contents, the school has a responsibility to contribute to the cognitive, social, physical and emotional development of children.

According to Rafael Bisquerra (2009), emotional education is a continuous and lifelong educational process that aims to enhance the development of emotional competences as an essential element of the child's holistic development. Emotions are not a secondary element of the educational process, but a determining factor in learning, social interaction and well-being.

Emotional education as a concept means teaching our students to identify, understand and manage their own emotions and feelings. From a very young age, students are able to express themselves effectively to others and develop empathy with their classmates. Through this process, **emotional intelligence** is fostered (Martín, 2023). According to Daniel Goleman (1995), competences such as self-awareness, self-regulation, motivation, empathy and social skills are fundamental to personal and academic success. This approach represents a paradigm change from traditional educational models that focus exclusively on cognitive development.

This new educational model influences students' learning and development as individuals but also as future citizens. Emotional education also helps us teachers to understand our students better; in this way, we can offer more motivating activities that take their attention and interests into account.

Emotional education has many benefits, some of them are:

- They are more aware of their personality and their place in the world.
- They increase their confidence and self-esteem by recognising their strengths and needs.
- They develop a growth mindset.
- They enhance the motivation to learn new things also.
- They develop better relationships with the rest of the class and the school.
- They participate more actively in class and their academic performance improves.
- They develop their ability for responsible decision-making and reflective thinking.

From a psychological perspective, emotions are closely related to cognitive processes such as attention, memory and motivation. Authors such as Lev Vygotsky (1978) highlight the social dimension of learning, emphasising that the emotional climate and interpersonal relationships largely shape the construction of knowledge. Therefore, in P.E., where motor interaction and social cooperation are constant, emotional experiences become particularly relevant. This is why analysing the students' emotions in this subject will allow me to observe how emotional competences influence the classroom and each child individually.

Inside the framework of emotional education, Rafael Bisquerra (2009) proposes a model structured around five big emotional competences that guide educational intervention:

1. **Emotional awareness** is the ability to recognise one's own emotions and those of others, as well as to identify them and put them a name. This competence also involves understanding the relationship between emotion, thought and behaviour. Developing this emotional awareness enables children to better understand what they feel and to interpret the emotional reactions of their classmates. In the case of P.E., emotional awareness can be demonstrated when pupils identify emotions such as joy, frustration, fear or enthusiasm during activities or games and become aware of them.

2. **Emotional regulation** is the ability to manage one's own emotions appropriately, especially those that can cause discomfort or difficulties in social interaction. This competence includes skills such as impulse control, frustration tolerance, stress management and the capacity to face adverse situations constructively. In the school environment, emotional regulation is known to be essential for fostering a positive atmosphere of coexistence, but in P.E. this competence becomes even more important, as situations of competition or cooperation can generate intense emotions, both positive and negative. Learning to manage these emotions contributes to the children's personal development and the improvement of relationships within the group.
3. **Emotional autonomy** is related to the development of self-confidence, self-esteem and the ability to make decisions responsibly. It also involves developing a positive attitude towards challenges and being able to take responsibility for one's own actions. In primary school, fostering emotional autonomy helps children develop a positive self-image and approach new learning experiences with confidence. Although it is a competence that is more rarely found in the classroom, in the context of P.E., it can be demonstrated when pupils dare to participate in physical activities that previously caused them frustration and begin to face them with confidence, overcoming their fears and insecurities and showing perseverance when facing difficulties.
4. **Social competence** refers to the ability to establish and maintain positive relationships with others. It includes skills such as empathy, assertive communication, cooperation, respect for others, and peaceful conflict resolution. School is the ideal place for developing these social skills, since students constantly interact with their classmates and teachers. In P.E., this competence is even more necessary because many activities require teamwork, cooperation, and respect for the rules of the game.
5. **Life and well-being skills** refer to the ability to face everyday challenges responsibly and in a balanced way, promoting both personal and social well-being. They include skills such as decision-making, adaptability and critical thinking. In the educational field, the aim is to create individuals capable of facing life's challenges responsibly and autonomously. In the case of P.E.,

promoting active and healthy lifestyles can contribute to students' overall well-being.

As has been seen, the development of emotional competences is fundamental to foster the holistic development of children. Emotions influence daily aspects that shape the learning process. Also, in P.E., emotions manifest particularly intensely through movement, games and interaction with others. For this reason, analysing the emotions that arise during P.E. sessions will allow me to better understand how they influence learning and the relationships between pupils.

In this sense, it is necessary to analyse in greater depth the relationship between emotions and learning, analysing how they influence aspects such as memory, motivation and academic performance.

2. Emotions and learning

In the educational context, the emotions students experience can be very diverse and can be classified according to their nature and their impact on learning. Before the practical part of this project, it is necessary to understand this classification in order to better interpret how they influence the classroom.

- First, we find **positive emotions** such as joy, enthusiasm, or satisfaction. They are associated with pleasant or successful experiences. They appear when students enjoy activities, overcome challenges, or have good relationships with their classmates. In the educational context, they foster motivation, active participation, and the desire to learn even more.

- Secondly, we find **negative emotions** such as frustration, fear, sadness, or anxiety. They appear in situations that seem difficult, competitive, or threatening. They are often associated with negative effects but can also have educational values, such as developing emotional regulation. However, when they are too intense or persistent, they can difficult participation and reduce students' motivation, especially in the P.E. classroom.

- Finally, we have **social emotions** such as shame, pride and a sense of belonging. These emotions are primarily about relationships with others and the classroom

climate. In P.E. they play a particularly important role; they can arise in situations involving bodily exposure, comparison with others, achieving goals, or receiving group recognition.

Emotions also play an important role in the way people process and remember information. Studies show that experiences that generate strong emotions tend to be remembered more easily than those that do not provoke any emotion. For example, studies by James L. McGaugh (2003) show that emotional *"arousal"* releases hormones that more strongly fix significant memories, a process known as **memory consolidation**.

In an educational context, this means that activities that provoke interest, curiosity, or enthusiasm can make learning more meaningful for students, are more likely to help them remember the worked content and to establish connections with other contents. That is why John Dewey (1938) defended that learning takes place through experience: active student participation and a connection to their personal experiences have a greater impact on the learning process.

On the other hand, it should also be taken into account that emotions can negatively affect memory when they create situations of stress or anxiety.

Motivation is another factor that is related to emotions and the learning process. When students are motivated, they are more willing to participate in activities, put effort into tasks, and overcome any difficulties that may appear. Interest, joy or satisfaction can increase this motivation and improve academic performance.

The role of teachers is fundamental in creating learning situations that are motivating for students. According to Carl Rogers (1983), education should be student-centered, taking into account the group's needs, interests, and emotions. From this perspective, when a student feels heard, valued and involved in their own learning process, they are more likely to develop a positive attitude toward learning.

For that reason, fostering motivation in the classroom not only contributes to improving academic performance, but also promotes students' personal development and their engagement in the educational process.

It refers to the affective environment created through the relationships between students and teachers. A positive climate is characterized by trust, respect, cooperation, and a sense of emotional security, which facilitates students' active participation and helps create favorable conditions for learning.

According to Vygotsky's (1978) sociocultural perspective, learning is a social process that is constructed through interaction with other people. This means that the relationships created in the classroom have a big influence on how students learn and participate in educational activities. He distinguishes two situations:

- When the emotional climate is **positive**, students feel more comfortable expressing their ideas, participating in collaborative activities, and taking on new learning challenges.
- When the emotional climate is **negative**, based on tension or fear, it can hinder participation and reduce students' motivation.

This relationship between emotion and learning takes on particular relevance in P.E.. It becomes a privileged space where motor situations involve direct student participation and generate emotional responses that can significantly influence the learning process. For this reason, creating an emotionally safe and respectful environment is one of the fundamental tasks of teachers within the educational process.

3. Physical Education as an emotional space

P.E. is one of the educational areas where the emotional component manifests itself most intensely and clearly, because the body and movement become the primary ways of expression and learning. Unlike other subjects that focus more on learning theoretical content, in this class students experience things through their bodies, which causes emotions to appear very directly during the practice of the activities.

According to Pere Lavega (2011), the motor situations that occur during games and physical activities generate diverse emotional responses depending on the type of interaction. Body movement not only involves a physical action, which it does, but also an emotional response that is part of students' educational experience.

At the same time, physical activity allows students to experience emotions freely and intensely, since motor situations involve challenges, social relationships, and processes of personal growth (Lagardera & Lavega, 2011). This way, the body becomes a channel through which students can express emotional states.

Every activity, game, or motor situation generates a personal experience which is completely unique for each child; we cannot expect everyone to react the same way because many factors influence it, even what they see daily at home or in the street.

According to Pere Lavega (2011), through play and interaction with peers, students have the opportunity to experience different emotions and learn to manage them within an educational environment. Moreover, these experiences are of great importance in the development of children's personal and social identity. When students participate in physical activities, they construct meanings from the emotions they experience during the activity.

P.E. can be considered, by far, a privileged space for working on emotional development in the school. It allows living real-life situations where emotions arise naturally and meaningfully. According to Pere Lavega (2011), these emotions depend on the type of relationship established between the participants:

- **Cooperative activities** tend to generate positive emotions related to collaboration and mutual support. It doesn't always have to be that way, but it's the most common pattern observed so far.
- **Competitive situations** can lead to more intense emotions tied to the result, such as satisfaction with success or frustration in the face of defeat.

These emotional experiences are part of the educational process and can be used by teachers to foster values such as respect, cooperation, and empathy (Lagardera, F. 2011). Through reflection, students can learn to better manage their reactions and develop skills both inside and outside the school. For this reason, emotions generated in the P.E. classroom not only have an individual impact on each student, but also influence the group dynamics and emotional climate of the classroom.

4. Gender and emotions in Physical Education

Gender also directly influences the way children experience, express, and manage their emotions in school. We are not referring only to a biological difference, but to a social construct that assigns different roles, behaviors, and expectations to boys and girls (Butler, 1990). These differences are visible from a very young age and also impact how students relate to physical activity and to their classmates.

In society, children know what is expected of them based on their gender; boys are more associated with strength, competitiveness, and emotional control, while girls are allowed greater emotional expression and are expected to have more cooperative and sensitive attitudes, rather than individualistic ones related to strength (Connell, 1995). It is for these reasons that not all students express their emotions in the same way in P.E. classes. Some boys may avoid emotions like fear or frustration so as not to "feel vulnerable," while some girls may feel more insecure or embarrassed when participating in activities that require more physical activity or competitiveness, attitudes that are socially associated with the male gender.

These differences are also based on gender stereotypes. Authors such as Azzarito (2009) point out that certain physical practices have traditionally been associated with a specific gender. Activities like soccer tend to be linked to the male gender, while dance or gymnastics (sports that are more physically expressive) have been more associated with the female gender. This classification can influence students' motivation, participation, and emotions, as they may feel uncomfortable participating in certain physical activities linked to the opposite gender.

According to Scraton (1992), girls may feel less competent or more exposed when competing against classmates, leading to insecurity or demotivation. On the other hand, boys may experience pressure to outdo, ending in frustration or stress if they fail to achieve these expectations. Therefore, gender not only influences participation but also students' emotional well-being.

It is important to consider the role of teachers when creating an inclusive and equitable environment. It is up to us, the teachers, to reinforce or break these gender stereotypes. It is necessary to promote coeducational methodologies based on equal

opportunities, cooperation, and respect to encourage the participation of all students and not just those of a certain gender. Therefore, integrating the gender perspective into P.E. is fundamental to better understand how children's emotional experiences are constructed.

Practical part

Center contextualization

Socio-educational context

The educational center where the practical intervention has been carried out is located in a neighborhood of the city of Barcelona called La Sagrera, which has significant cultural diversity, with approximately 15% to 18% of the population being foreign. This reality can also be observed at the School El Sagrer, where there are increasingly more newcomers, especially because of the open enrollment this school has.

Regarding socioeconomic level, it is a medium-low profile context, with an annual per capita income below the city average. This means that some students find themselves in vulnerable situations, which makes them eligible to participate in financial assistance programs and necessitates that the school ensure equal opportunities by covering, in some cases, expenses related to materials or school activities.

Despite these conditions, the neighborhood has an active association network and cultural and sports facilities that foster social cohesion and the connection between the school and its surroundings. The school makes use of these resources to enhance the learning process while also promoting meaningful educational experiences outside the classroom.

In terms of the linguistic area, Catalan and Spanish are given equal importance. The center follows a language immersion model, using Catalan as the medium of instruction (vehicular language), but in practice there is a strong presence of Spanish in informal contexts such as the playground.

Center characteristics

The School's Educational Project (PEC) defines the school as a public, secular, inclusive institution rooted in its community, with a clear commitment to social cohesion and educational equity. Students are considered the protagonists of their own learning process, following a competency-based, globalized approach.

Moreover, the center pays special attention to diversity and has experience in educating students with specific educational needs, such as those who are deaf. This involves using adapted methodologies and specific support resources, for instance coordinated work with external services.

At a methodological level, cooperative work, interdisciplinary projects, and attention to different learning paces are promoted, as well as formative assessment focused on the process rather than the outcome. Emphasis is also placed on emotional education, democratic participation, and the holistic development of students.

Family participation is active and takes place through various forums such as the AFA or the School Council, which strengthens the relationship between the school and the community.

Organization and operation of the center

In its organization, the center features a structure that promotes smooth operation and adaptation to students' needs. For example, the distribution of the cycles within the building is designed according to pedagogical criteria, placing the initial cycle on a dedicated floor to minimize distractions and foster concentration.

In general, it is a school that places importance on routines and the creation of a structured environment, aspects that contribute to providing students with a sense of security and stability.

School classrooms context

My intervention is carried out in a primary school with an organization based on cooperative work. The students mostly are arranged at tables of heterogeneous groups

that mix different learning levels and rhythms, which promotes inclusion and support between them.

The classrooms have a flexible distribution that allows students to move around and participate actively. The school combines individual work sessions with more hands-on and cooperative activities, reflecting an active and meaningful teaching approach.

However, there are also some challenges, such as the presence of diverse educational needs, for example, a case of a student ASD (with an Autism Spectrum Disorder), and occasional conflict situations like discussions between pupils, both in the playground and in the classroom, making them feel uncomfortable in some cases. These situations are particularly relevant within the theoretical framework of this project, as they allow me to observe how students manage their emotions and self-regulation in educational contexts.

Contextual justification in relation to the research

This context is necessary for the research I am proposing, as it combines many factors of great importance for this research, which is committed to emotional and inclusive education.

Moreover, the fact that the school promotes active methodologies and participatory spaces facilitates the observation of emotions in real-life interactions among students, especially in areas such as P.E., where experiences are intensely emotional.

That's why I believe this school environment is an appropriate space for me to analyze what emotions students experience and how they manage them, as well as their influence on the classroom climate and the learning process.

Design of the practical part

Data collection approach

In order to address the objectives I have set for this project, I have designed a data collection proposal based on interviews with primary school students.

Concretely, I plan to interview four students from each cycle: **initial** (6 to 8 years old), **intermediate** (8 to 10 years old), and **upper** (10 to 12 years old) with the aim of learning, from their own voices and experiences, the emotions they mostly feel during P.E. classes and how they manage any conflict or difficulty that may arise. The questions are based on the theoretical framework of emotional education and the classification of emotions (positive, negative, and social). I chose this methodology because it allows me to hear the students' subjective experiences, an aspect I consider especially relevant in a study focused on emotions. At the same time, in order to ensure the consistency and comparability of the data collected in a scientific study, I have developed a single interview script for all students across the different cycles of Primary Education.

Although the questions are the same for all children, I have adapted the presentation format according to age. In the case of the initial cycle, visual aids and concrete examples will be used to facilitate understanding, while in the middle and upper cycles a more verbal and reflective format will be maintained. I also think that with older children I will be able to extend the interviews and get more elaborate answers. Additionally, the responses will be recorded for later analysis (always with the consent of both the families and the school principal).

Proposed questions:

1. **How do you normally feel in a P.E. class?**

→ My objective with this question is to identify predominant emotions in P.E. classes.

2. **In what situations do you feel this way? Can you give me an example?**

→ My objective with this question is to relate emotions to specific situations.

3. **Is there any time when you feel bad (nervous, angry, sad...)? What happens at that moment?**

→ My objective with this question is to identify negative emotions and their origin.

4. **What do you do when an activity doesn't go well or you find it difficult?**

→ My objective with this question is to analyze how you manage frustration.

5. **What do you do when you have a problem or conflict with a classmate in P.E.?**

→ My objective with this question is to observe conflict resolution strategies.

6. **Do you think your feelings affect on how you participate in class? In what way?**

→ My objective with this question is to relate emotions with participation/learning)

Results

Based on interviews with twelve students from each cycle of Primary Education, many emotions and experiences related to P.E. classes were identified. The responses reveal common elements across ages and also differences related to the children's level of emotional maturity.

In the **initial cycle**, most responses to the first question (How do you normally feel in a P.E. class?) reflected positive emotions such as joy, happiness, or enthusiasm. Students mainly associated these emotions with games, movement, and activities they enjoyed, especially those involving running or playing with friends. Even so, very intense negative emotions also appeared, particularly anger, sadness, and frustration. Some of the children say they feel bad when they lose, when they detect cheating, or when they have conflicts with their peers. For the most part, the reactions are impulsive, such as shouting, hitting, or crying. In some cases, feelings of exclusion or the need to stand out above the rest have also been described.

In the **intermediate cycle,** positive emotions continue to predominate, especially happiness and well-being during games and physical activities. Many students highlight that they feel better when they can play freely, run, or take part in dynamic activities. However, negative emotions again also arise, those related to conflicts with peers, making fun of others or activities they don't like, such as dances. Compared to initial cycle, there is a greater ability to identify and explain one's own emotions. Some students say that when they are angry or sad, they participate less or are less motivated to do P.E.. In addition, the first emotional self-regulation strategies begin to appear, such as talking to the teacher, separating themselves from the conflict, or trying to control their anger because they start to know the consequences there can be after a badly reaction.

In the **upper cycle**, the responses in general show more developed emotional reflection. Students continue to associate P.E. with positive emotions, especially when they work with friends, play freely, or participate in activities they enjoy. However, more complex social emotions also emerge, such as shame, especially in body expression or dance activities in front of others. Some students express frustration when they lose, when they don't know how to do an activity or when they receive negative comments from their classmates about their physical abilities. More deep reflections about relationships between them also arise, distinguishing between jokes among friends and comments they consider offensive coming from other classmates. During this age, there is a better tendency to try to manage conflicts by talking, walking away from the situation or thinking before acting.

In general, the results show that P.E. is a space where emotions constantly appear and with great intensity. Positive experiences foster participation, motivation and enjoyment while negative emotions can lead to demotivation, conflicts or rejection of certain activities. A progressive evolution is also observed in the way students identify, express and regulate their emotions as they get older.

The following table summarizes the main emotional patterns identified in each cycle through the interviews made with the students.

Educational cycle	Predominant positive emotions	Predominant negative emotions	Most common conflict situations	Emotional regulation strategies observed
Initial cycle	Happiness, excitement, fun.	Anger, sadness, frustration.	Cheating, exclusion from games, losing.	Crying, shouting, hitting, seeking help from the teacher.
Intermediate cycle	Happiness, motivation, surprise.	Anger, sadness, frustration.	Arguments, teasing, activities they dislike.	Talking to the teacher, distancing themselves from conflicts, trying to control emotions.
Upper cycle	Enjoyment, enthusiasm, satisfaction.	Frustration, embarrassment, nervousness.	Social comparison, criticism from classmates, competitive situations.	Reflection, apologising, distancing themselves, verbal communication.

Main emotions reported by cycle.

Discussion

> *Note: The responses I received from twelve students in total at La Sagrera School were originally given in Catalan and have been translated into English for consistency with the language of the project. I wrote them down in this document (Annexes) in great detail so that I can carefully examine them.*

The analysis of the results obtained through twelve interviews with students has allowed me to achieve a deeper understanding of the presence of emotions in P.E. lessons and their influence on learning and the classroom climate and the relationships among pupils.

I have also had an initial meeting with the teacher of this subject, who mentioned that the main problem she encountered at the start of the course across all age groups was managing frustration. Now that the course is finishing, she has noticed a significant change in all the classes and a very positive development regarding this issue.

I have been able to observe significant differences according to age, level of emotional maturity and each student's personal experiences. Moreover, I have also identified common patterns that reinforce the ideas written in the theoretical framework regarding the relationship between emotions, learning and P.E..

The results show me that P.E. is an especially intense emotional space. The activities, games, group dynamics and individual competitive situations generate constant, strong emotions that directly influence participation, motivation and relationships between classmates. As Lagardera and Lavega (2011) argue, body movement does not involve only a physical action, but also an emotional experience that forms part of the students' educational process.

Below, I have made a distinction for analysis according to the objectives I have set for this research.

Identification of the predominant emotions in Physical Education classes.

In relation to the first specific objective of this project, the results allow me to identify which emotions are most frequent during P.E. sessions. For the most part, positive

emotions predominate, especially happiness, joy, enthusiasm and fun. Most pupils associate this subject with good experiences because they play, move around and bond with their classmates.

In the **initial cycle**, the students have expressed emotions to me in a very direct and spontaneous way. Their answers show an immediate link between playing and emotional well-being. Many children say they feel happy "because they play", "because they run" or "because they like those games". These responses demonstrate that, at these ages, the aim of P.E. lessons is to generate motivation and positive emotions. Even so, very intense negative emotions also arise, especially anger, sadness and frustration. At these ages, what stands out above all is the children's difficulty in managing their emotions when problems arise with others or situations they perceive as unfair. Some pupils say that when they get angry, they end up shouting, hitting or crying. These reactions show me a low capacity for emotional self-regulation, an aspect very well linked to the developmental stage these children are at. Moreover, I also observe a strong importance to social conflicts: feeling excluded, being unable to take part in a game, losing or cheating during games. This confirms for me, as Vygotsky (1978) argues, that learning and emotional development are socially constructed through interactions with others.

In the **intermediate cycle**, the predominance of positive emotions seen in the initial cycle continues, although pupils show a greater ability to identify and verbalise what they feel. Their responses are no longer so direct because they incorporate more elaborate reflections on the causes of emotions and their consequences. Some students say they feel sad when they make fun of them, when they are shouted at, or when they have to do activities they don't enjoy. Emotions related to frustration still arise when they lose or have difficulties to carry out an activity properly. Nevertheless, the first strategies for emotional self-regulation are already beginning to emerge, such as taking a deep breath, stepping away from the conflict or trying to speak to the teacher and avoid making the problem worse. This shows a progressive and positive development in the students' emotional awareness and social competence.

In the **upper cycle**, emotions continue to be very present, but the responses show a much more developed reflexive capacity. Students not only identify the emotions they

experience in class, but also analyze the causes. Some continue to explain that they feel frustrated when they lose or when peers make fun of them, but it is even mentioned that on certain occasions they perceive inequalities coming from the teacher. More complex social emotions that weren't mentioned before such as shame appear, especially in activities of body expression or dance in front of an audience.

It is especially interesting to observe how a student already differentiates between the jokes made by friends and those that perceives as aggressions because he does not consider him a friend. This differentiation demonstrates a more advanced development of emotional and social competence, since they are able to interpret the emotional intention of others and contextualize social relationships. Until now, younger pupils did not distinguish between friendships and could get extremely angry with anyone.

Relationship between physical activity and emotional state of the students

The second specific objective of this work was to analyse the relationship between physical activity and the emotional state of pupils in the classroom. The data obtained clearly shows that there is a direct connection between participation in physical activities and the emotions experienced by the children. Furthermore, this was the last question I asked students in the interview, and they all reported that this connection existed.

When they enjoy the activities, children take part with more enthusiasm, want to learn and have a better attitude. In contrast, when an activity causes them frustration, shame or disinterest, their engagement decreases. Some pupils explain that when they are angry or sad, they stop participating, do not listen to the teacher or simply do the activity "without enthusiasm". As Rogers (1983) said, students learn best when they feel emotionally involved, listened to and motivated.

Pupils repeatedly say that they feel better when they can move freely or take part in active games, a fact that reinforces the idea that physical activity can contribute positively to children's emotional well-being. In this case, free play is particularly significant. Many pupils explicitly mention that when they play this way it brings them the greatest emotional well-being, and also, indirectly, a sense of autonomy.

It is also observed that competitive activities generate very intense and usually negative emotions. That said, some students feel satisfaction and pride when they win or surpass themselves, but others feel frustration, anger or sadness in the face of defeat. This is linked to Lagardera and Lavega (2011), who explain that competitive situations provoke particularly intense emotions related to the outcome and to social comparison.

Another aspect I want to highlight is that some pupils say they feel bad when they cannot do an activity, when they get very tired or when others make fun of their physical difficulties. These experiences should be taken into account as they can negatively affect children's self-esteem and confidence.

All of this shows me that emotions directly shape how children experience P.E.. When the emotional experience is positive, motivation, participation and desire to learn increase. Conversely, when emotions are negative they can lead to rejection, demotivation and difficulties in participation.

Influence of emotions on the classroom climate and interpersonal relationships

For the third specific objective of the study, as we have already seen in the previous analysis, the results show that emotions have a direct influence on the classroom climate and on the relationships between pupils during P.E. sessions.

Many of the negative emotions expressed by the students are related to interpersonal conflicts, such as making fun, arguments, cheating during games or feeling excluded from the group. These situations generate emotions such as anger, frustration or sadness, which often affect participation and coexistence within the class.

Nevertheless, an emotional development is also observed as they grow. In the lower years, more impulsive responses predominate, whereas in the upper years more reflective strategies emerge, such as trying to talk things through with one another, stepping away from conflict or seeking help from the teacher. This could demonstrate the progressive development of the students' emotional and social competence.

Furthermore, many children associate feeling good with playing with their friends or being part of a group where they feel comfortable and accepted. On the other hand, a

lack of acceptance or trust from certain classmates can lead to insecurity and demotivation. To achieve this objective, the teacher's role is fundamental in creating a positive emotional climate based on respect, cooperation and inclusion. As Vygotsky (1978) states, learning is socially constructed, and for this reason the relationships and emotions that exist in the classroom have a significant influence on students' development and learning.

Study limitations

Nevertheless, this study has some limitations that should be taken into account. Firstly, the research was conducted in a single educational centre and with a small sample of students (to reach all ages), which limits us from generalising the results to other school contexts. Furthermore, the data were obtained only through interviews, meaning that the responses depend on the children's ability to express and identify their emotions. In younger children, this difficulty has been particularly evident. It should also be taken into account that emotions are subjective and changeable, and can vary depending on each child's personal circumstances or the situations experienced during P.E. lessons. For this reason, it would have been a good idea to propose other methods alongside the one carried out in order to compare results.

Future lines of research

As possible future lines of research, it would be interesting to extend this study to other schools and educational contexts in order to compare results and observe whether students' answers vary according to the type of center or the methodology used. It might also be interesting to investigate deeper into emotional differences by gender, as well as to analyse in more detail the impact of certain physical activities on boys and girls.

Finally, I believe it would be enriching to create studies that incorporate direct observations of P.E. sessions or the participation of teachers and families, with the aim of obtaining a more complete view of the relationship between emotions, learning and school life.

Conclusions

This work has allowed me to explore the relationship between emotions and learning in P.E. lessons in a primary school. Through the practical part, I have been able to observe how emotions are a constant part of the experiences children have during these sessions and how they directly influence them, as individuals or as a group.

Final conclusions of the research

This study has allowed me to confirm the ideas that guided the research from the beginning. It states that emotions play a fundamental role in P.E. lessons and directly influence the way pupils participate, learn and relate to others. Although positive emotions predominate, I have also observed that negative emotions can significantly affect children's motivation and well-being.

The results show me that P.E. has an emotionally charged environment, as students constantly experience cooperation, competition, frustration, personal challenge and social interaction. These emotional experiences modify children's participation and their desire to learn. Furthermore, the study also reveals an emotional development over age, from reacting more impulsively to conflicts to demonstrating a greater capacity for reflection and emotional regulation.

Final personal reflection

One of the main ideas I take from this work is that P.E. is not just a space for developing physical or motor skills, but also a context that can also contribute emotionally and socially. During these sessions, pupils experience very intense emotions that constantly influence the way they act, relate to others and learn.

I also consider the role of the teacher to be fundamental, creating a positive emotional climate in the classroom. The way conflicts are managed, the inclusion of students or the organization of activities can influence the emotional well-being of children as well.

Finally, I believe that this investigation reinforces the need to place more emphasis on emotional education in the school environment and, in particular, in P.E. classes, as it offers many opportunities to work on the holistic development of pupils.

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Annexes

- **Annex 1: Initial cycle table**

Questions	Answers			
	1st grade A	**1st grade B**	**2nd grade A**	**2nd grade B**
How do you normally feel in a P.E. class?	Well, because I feel like playing. 😀 *(Bé perquè tinc ganes de jugar.)*	I feel happy, but sometimes I get angry and cry. 😀😒😭 *(Em sento contenta però a vegades m'enfado i ploro.)*	I'm serious but also happy sometimes. 😒😀 *(Seria però també contenta a vegades.)*	Well, because I like it. 😀 *(Bé perquè m'agrada.)*
In what situations do you feel this way? Can you give me an example?	When I play football with my friends or run very fast in games. *(Quan jugo a futbol amb els meus amics o corro molt ràpid als jocs.)*	Because we play games that I like, and sometimes I also feel sad and angry because I don't like other games. *(Perquè fem jocs que m'agraden i a vegades també em sento trista i enfadada perquè alguns jocs no m'agraden.)*	I'm serious because I never get to go first when I want to catch in a game, and I'm happy when we play fun games. *(Estic seria perquè mai em toca quan vull pillar en un joc i estic contenta quan fem jocs divertits.)*	I feel happy when I like the activities, like "The Hairy Spider." *(Em sento content quan m'agraden les activitats, com "l'Aranya Peluda".)*

Is there any time when you feel bad (nervous, angry, sad...)? What happens at that moment?	When I have problems with the girls in my class. Also when someone yells at me, I don't like it. I feel angry when they do it. I also don't like it when they cheat at a game. Sometimes I tell the teacher and other times I end up hitting them. *(Quan tinc problemes amb les nenes de classe. També quan algú em crida perquè no m'agrada. Sento ràbia quan ho fa. Tampoc m'agrada quan fan trampes a un joc. Algunes vegades li dic a la professora i altres acabo pegant.)*	Yes, when I get angry with someone I cry and sit on the floor and don't want to follow the class. I feel like biting my classmates, kicking them in the face, hitting them. I also cry and scream. *(Sí, quan m' enfado amb algú ploro i m'assec al terra i no faig la classe. Em ve de gust mossegar als meus companys/es, donar patades a la cara, pegar. També ploro i crido.)*	Nervous, angry, and sad because when everyone plays during free time, they don't let me, and I don't like it. I breathe because I don't like crying, but sometimes I can't stand it anymore and I cry anyway. I also always want to be the first and do better than everyone else. *(Nerviosa, enfadada i trista perquè quan tots juguen en el temps lliure a mi no em deixen i no m'agrada. Respiro perquè no m'agrada plorar però a vegades no ho suporto més i ploro igualment. També sempre vull ser la primera i fer-ho millor que la resta.)*	Yes, sometimes I feel angry and I get so mad that I hit others or talk back to the teacher. *(Si, a vegades em sento enfadat i tinc tanta ràbia que pego a la resta o contesto malament a la professora.)*
What do you do when an activity	When I don't like an activity, I tell the teacher and I don't play. Sometimes I play, but I don't feel well.	I don't tell the teacher; I go sit down because I don't want to do it.	I feel angry because I don't like being told I have to play this game. Sometimes I go and sit	I feel bored, and when that happens I try to do the activity, but I don't leave.

doesn't go well or you find it difficult?	*(Quan una activitat no m'agrada aviso a la professora i no jugo. A vegades jugo pero no em sento bé.)*	*(No li dic a la professora, jo marxo a seure perquè no la vull fer.)*	down, and other times I do it but I'm angry. *(Em sento enfadada perquè no m'agrada que em diguin que he de fer aquest joc. A vegades vaig a seure i altres ho faig però enfadada.)*	*(I feel bored, and when that happens I try to do the activity, but I don't leave.)*
What do you do when you have a problem or conflict with a classmate in P.E.?	I try to fix it by telling them I didn't like that, but sometimes I yell at them and hit them. *(Intento solucionar-ho dient-li que no m'ha agradat això però a vegades li crido i li pego.)*	When I get angry with a classmate, I yell at them and then sit down and cry because I didn't do anything. Sometimes I hit them too. *(Quan m'enfado amb un company li crido i després m'assec a plorar perquè no ho he fet res jo. Algunes vegades també pego.)*	If they hit me, I hit again stronger. Sometimes when they treat me badly or bother me, I feel like I want them to die. *(Si em peguen, jo em torno més fort. A vegades quan em tracten malament o em molesten sento que vull que morin.)*	I argue when I get angry; I insult them and hit them. One day I got angry with one friend and we both insulted each other. *(Em barallo quan m'enfado, els insluto i els pego. Un dia em vaig enfadar amb un amic i ens vam insultar els dos.)*
Do you think your feelings affect on how you participate	I think that if I'm angry I learn less because I just get angry and don't do anything else.	Yes, a little. Because when I'm angry I'm focused on hitting the person and I don't pay attention to the teacher.	I think so, because if I don't play in the games I don't learn.	I think so, because when I get to class angrier than usual, I don't pay attention.

in class? In what way?	*(Jo crec que si estic enfadat aprenc menys perquè només m'enfado i no faig res més.)*	*(Sí, una mica. Perquè quan estic enfadada estic concentrada en pegar a la persona i no li faig cas a la professora.)*	*(Jo crec que sí perquè si un dia no faig els jocs no aprenc.)*	*(Si jo crec que sí perquè jo quan arribo més enfadat a classe de lo normal no faig cas.)*

- **Annex 2: Intermediate cycle table**

Questions	**Answers**			
	3rd grade A	**3rd grade B**	**4th grade A**	**4th grade B**
How do you normally feel in a P.E. class?	I feel happy. 😀 *(Em sento content.)*	Well, but sometimes I get a little angry. 😀 😠 *(Bé però a vegades una mica enfadat.)*	Well, but I'm angry. 😀 😒 *(Bé però enfadat.)*	I feel good and surprised because I'm learning new games. 😀 😮 *(Em sento bé i sorprès perquè aprenc jocs nous.)*
In what situations do you feel this way? Can you give me an example?	I feel happy when we shoot the ball or play fun games. Especially in games where I have to run. *(Em sento content quan fem tirs de pilota o fem jocs divertits. Sempre en els jocs que he de córrer.)*	I feel good when we do the warm-up games and when we use the tennis balls. *(Em sento bé quan fem els jocs d'escalfament i quan fem servir les pilotes de tennis.)*	I feel good when we play freely. *(Em sento bé quan fem joc lliure.)*	I feel good when I run because I run very fast. *(Em sento bé quan corro perquè ho faig molt ràpid.)*

Is there any time when you feel bad (nervous, angry, sad...)? What happens at that moment?	Yes, when they make fun of me I feel sad, and to relax I draw or sing songs. I also get angry when I lose, but I know it's just a game and I have to accept it because it's a game, or when my classmates cheat, I go and tell the teacher. *(Sí, quan es burlen de mi em sento trist i per relaxar-me dibuixo o canto cançons. També m'enfado quan perdo però sé que és un joc però sé que m'he d'aguantar perquè és un joc o quan els meus companys fan trampes, li vaig a dir a la professora.)*	Yes, when the teacher yells on me, I don't feel good about it and I answer her back. When I get caught, I get angry too. *(Sí, quan la professora em crida, no em senta bé i li responc. Quan em pillen també m'enfado.)*	When we do the dances, I don't like the dancing so I don't have fun. *(Quan fem les danses, no m'agrada el ball i no m'ho passo bé.)*	I feel sad when they take away my free play for bad behavior. Sometimes I cry too. *(Em sento trist quan em treuen el joc lliure per portar-me malament. A vegades també ploro.)*
What do you do when an activity	I try my best to do it. Some classmates get angry when it happens to them, but I don't; I try.	When we play a game I don't like, I do play, but I don't feel like it.	When it's time to dance, I do it but without enthusiasm. When we play "The Hairy Spider," I try not to get caught	I get very angry and I don't do the activity. When that happens I don't want to talk to anyone and I go to a corner.

doesn't go well or you find it difficult?	*(Esforçar-me per intentar fer-ho. Alguns companys quan els hi passa s'enfaden però jo no, jo ho intento.)*	*(Quan fem un joc que no m'agrada si que jugo però no tinc ganes.)*	because I don't like the game. *(Quan toca ballar, ho faig però sense ganes. Quan juguem a "l'Aranya Peluda " intento que no em pillin perquè no m'agrada el joc.)*	*(M'enfado molt i no faig l'activitat. Quan em passa això no vull parlar amb ningú i marxo a una cantonada.)*
What do you do when you have a problem or conflict with a classmate in P.E.?	I try not to say anything to him; I tell the teacher so we can solve it by talking. Some days I haven't told the teacher and I've spoken badly to my friend. *(Intento no dir-li res, li dic a la profe per poder solucionar-ho parlant. Algun dia no li he dit a la profe i li he parlat malament al meu amic.)*	Sometimes I fix it and other times I fight with my friends when I'm really angry. *(A vegades ho soluciono i altres vegades em pego amb els meus amics, quan estic molt enfadat.)*	When I get angry, I distance myself from the person, and if they keep bothering me, I push them away because they won't stop. *(Quan m'enfado em separo de la persona i si em segueix molestant l'empento perquè no para.)*	I talk about it with the person but I can't always do that and I insult and hit my friends. *(Ho parlo amb la persona però no sempre ho puc fer i insulto i pego als meus amics.)*

Do you think your feelings affect on how you participate in class? In what way?	They affect me a bit because when I don't feel like it, I don't participate as much. *(Afecten una mica perquè quan no tinc ganes no participo tant.)*	I think it sometimes does affect me, when I argue with my brother, I feel less like doing P.E. *(Jo crec que a vegades sí que afecta, quan em discuteixo amb el meu germà arribo amb menys ganes de jugar a Educació Física.)*	I always go in happy and want to learn, but I come out angry because we do activities I don't like. *(Jo sempre entro feliç i amb ganes d'aprendre però surto enfadat perquè fem activitats que no m'agraden.)*	Yes, because when I'm sad I don't feel like going to PE; I only want to go when I'm happy and feel like running. *(Sí perquè quan estic trist no tinc ganes d'anar a Educació Física, només vull anar quan estic feliç i tinc ganes de córrer.)*

- **Annex 3: Upper cycle table**

Questions	**Answers**			
	5th grade A	**5th grade B**	**6th grade A**	**6th grade B**
How do you normally feel in a P.E. class?	Pretty good because I like PE. *(Bastant bé perquè m'agrada Educació Física.)*	Happy almost always. *(Contenta casi sempre.)*	I feel good, but sometimes I get very tired during the harder activities like press-ups. *(Em sento bé però a vegades em canso molt amb activitats més dures com les flexions.)*	Well, because I like PE. (Bé perquè m'agrada Educació Física.)

In what situations do you feel this way? Can you give me an example?	When we do the warm-up games and when the teacher lets us play freely or play running games. I also always like playing with my friends. *(Quan fem els jocs d'escalfament i quan la profe ens deixa fer lliure o jocs de córrer. També m'agrada jugar amb els meus amics sempre.)*	During warm-up games, in volleyball and skating. Also when I'm with my friends in the same group. *(En els jocs d'escalfament, al volei i a patinatge. També quan estic amb les meves amigues en el mateix grup.)*	I always feel up for it, and that's why I'm happy, but I don't like the favouritism the teacher shows with 6th grade B. We do a lot more hard activities than they do. I also feel good when we do calm activities inside the sports hall, instead of outside on the pitch. *(Sempre em sento amb ganes i per això estic feliç però no m'agrada el favoritisme que té la mestra pel B. Nosaltres fem moltes més activitats dures que ells. També em sento bé quan fem activitats tranquil·les a dins del pavelló, en comptes de fora a la pista.)*	When it's time for running games or when I'm in a group with a friend of mine. *(Quan toca fer jocs de córrer o quan em toca en un grup amb un amic meu.)*

Is there any time when you feel bad (nervous, angry, sad...)? What happens at that moment?	I feel angry when they provoke me; I try to control myself but I can't. Especially when it's the boys in my class I don't like. If it's my friends doing it, I don't mind because I know it's a joke. I never feel sad in class, but sometimes I get nervous when I lose at table tennis and my classmates rub it in my face. When I lose, even if nobody says anything to me, I sometimes get frustrated and pick up a ball and kick it hard, sending it a long way. *(Em sento enfadat quan em provoquen, jo intento controlar-me però no puc. Sobretot quan ho fan els nens que no em cauen bé. Si ho fan els meus amic m'és igual perquè sé que es broma. Mai em sento trist a classe però a vegades nerviós quan perdo al Ping Pong i els meus companys m'ho treuen en cara. Quan perdo, encara que ningú em diguis res, a vegades em frustro*	Only when I leave my clothes at home I do feel a bit bad. Sometimes I also get nervous in a game I don't know. *(Només quan em deixo la roba a casa, em senta una mica malament. A vegades també nerviosa a algún joc que no conec.)*	I feel bad when I have to be the one to catch when I don't listen to the teacher. I also feel angry when my classmates make fun of me about how I run or that I can't do an activity. When I feel like this, I either don't play (I sit down) or I tell the teacher that I don't want to keep playing like that. *(Em sento malament quan em toca pillar quan no escolto a la professora. També sento ràbia quan els meus companys es burlen de mi, de com corro o de que no sé fer una activitat. Quan em sento així, o no jugo (em quedo sentada) o li dic a la professora que no vull seguir jugant així.)*	I get frustrated and tend to want to be on my own and not talk to anyone. I feel sadder when I'm not on the same team as a friend, but I play the game anyway. I get more nervous when I have to do dances in front of an audience or on outings where there are lots of people. If my team is losing, I cheer on them a lot, but I get more frustrated if it's an individual game. *(Em frustro i acostumo a voler estar sol i no parlar-li a ningú. Estic més trist quan no em toca jugar amb un amic meu al mateix equip però jugo igualment al joc. Em noto més nerviós quan he de fer danses davant*

	i agafo una pilota i la xuto amb força molt lluny.)			*d'un públic o sortides on estem amb molta gent. Si el meu equip va perdent, l'animo molt però sí que em frustro més si es tracta d'un joc individual.)*
What do you do when an activity doesn't go well or you find it difficult?	Maybe deep down I don't like it, but I end up doing it anyway because I know it's the thing to do. *(Potser per dins no m'agrada però ho acabo fent igual perquè sé que és el que toca.)*	I feel quite frustrated because I want to do well, but I keep trying until I get it a bit right. *(Em sento bastant frustrada perquè vull que em surti bé però per això ho intento fins que em surt una mica.)*	I feel sad for not being able to do it and angry because the teacher has chosen this activity. *(Em sento trista per no saber fer-ho i ràbia perquè la professora ha escollit aquesta activitat.)*	I feel bad about doing this game or activity, but I do it anyway. *(Em fa llàstima fer aquest joc o activitat però ho faig igualment.)*
What do you do when you have a problem or conflict with a classmate in P.E.?	If it's a friend, I know it's a joke because we know each other better. I don't react to them the same way I would if I got angry with someone who isn't my friend. I can't control myself and sometimes I've even pushed them if I get really angry. The way people say things isn't the	I tend to distance myself from that person and go with other classmates. *(Acostumo a allunyar-me de la persona i marxo amb altres companys/es.)*	Or I try to fix it as best I can, telling them I can't take it any more, or I go to the teacher and tell her they're bothering me. I'm also vengeful and when someone does something to	When we get angry, I go to a corner to think about what happened and then I apologise. *(Quan ens enfadem, marxo a un racó a pensar el que ha*

	same either, and that's why I can get upset about one thing and not another. Sometimes I get into an argument because they've spoken to me terribly, and other times I don't, because the way they said it, means I know it's a joke and it doesn't bother me as much. The psychologist I'm seeing recommended different ways for me to ignore people I don't like, and I use them. Sometimes it works, and other times not so much because I'm really bothered by the way they've spoken to me. *(Si és un amic ja sé que és una broma perquè ens coneixem més. A ells no els responc igual que si m'enfado amb algú que no es amic meu. No em controlo i a vegades els he arribat a empentar si m'enfado molt. Tampoc és el mateix la forma en que et diguin les coses i per això a vegades puc entrar al problema perquè m'han parlat fatal i altres no perquè*		me, I wait for another day, and if something happens to them, I'll make fun of them too. *(O ho intento arreglar com puc, dient-li que no puc més o vaig a la professora i li dic que m'està molestant. També sóc vengativa i quan em fan alguna cosa doncs estic pendent que un altre dia, si li passa alguna cosa a ell doncs em burlaré jo també.)*	*passat i després em disculpo.)*

	per la manera en què m'ho han dit sé que és una broma i no em molesta tant. La psicòloga que jo tinc em va recomanar diferents maneres de poder no fer cas a la gent que no em cau bé i la faig servir, a vegades em funciona i altres no tant perquè em molesta molt com m'han parlat.)			
Do you think your feelings affect on how you participate in class? In what way?	I think so, because if someone provokes me a lot, I do the activities more sadly or without much enthusiasm, and if I'm happier, then I'm more active all the time. *(Jo crec que sí perquè si a mi un dia em provoquen molt, faig les activitats més trist o sense ganes i si estic més content doncs estic més actiu tota la hora.)*	Partly because on days when I arrive happy I'm more active and want to learn. But on days when I'm sad, I'm down and need to rest instead of doing PE. *(Una mica perquè un dia que arribo feliç estic més activa i amb més ganes d'aprendre. Però un dia que estic trista, estic apagada i necessito descansar en comptes de fer Educació Física.)*	Yes, because when I don't like a game, I play it but without any enthusiasm. But for example, when we play a game that I really like, I'm really happy and I start organising my group so we play well and win. *(Sí perquè quan a mi no m'agrada un joc el faig però sense ganes. Però per exemple, quan fem un joc que a mi m'agrada molt doncs*	I think yes because when I'm frustrated I don't participate properly and maybe I don't play well or do everything as well as I could. *(Jo crec que sí perquè quan estic frustrat no participo amb ganes i potser no jugo bé o no faig tot el millor que podria fer.)*

			estic molt contenta i començo a gestionar al meu grup per jugar bé i sortir guanyant.)	