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WHEN THE LIGHT WENT OUT:
a sociological investigation into the social and emotional impact of the April 28, 2025, blackout on teenagers in Amadora, Portugal.

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Mestrado em Sociologia

Orientadora:
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SOCIOLOGIA
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Departamento de Sociologia

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ABSTRACT

On April 28, 2025, some areas of Portugal, including the municipality of Amadora, experienced a short-term electricity blackout. The disruption lasted only a few hours, but it marked an unusual moment of social interruption in a very digital and urban society. The research examines the social and emotional experiences of adolescents who were of the ages of 14 to 18 in Amadora in response to this event. The research recognized feelings not merely as personal psychosocial lived experiences but as social pattern that is formed by daily social life. It analyzes how family settings, migration heritage, community settings and organizations trust influenced young peoples' emotional narratives during the blackout. The study adopted a qualitative methodology drawing on twenty guided qualitative interviews carried out with teenagers in schools, football fields, churches and public spaces in Amadora. The study indicates that the event acted as a socio historic perspective that exposed current social disparities rather than producing new ones. Adolescents from stable family networks described the event as a momentary inconvenience or a chance for connection. Anxiety related to insecurity and lack of information was reported by teenagers from economically vulnerable households. Migrant-background youth perceived the event through family histories of instability. The results also emphasized the crucial role of online social interaction in teenagers' daily lives. This thesis adds to the sociology of childhood and emotions in Portugal by indicating how temporary infrastructural disruptions may reveal structural inequalities in urban peripheries, offering real-world suggestions for enhancing community strength among teenagers in Amadora.

Keywords: *Blackout, Amadora, Community Resilience, Adolescent, Sociology of Childhood, Sociology of Emotions, Family Setting*.

RESUMO

No dia 28 de abril de 2025, algumas zonas de Portugal, incluindo o município da Amadora, sofreram um apagão de eletricidade de curta duração. Embora a interrupção tenha durado apenas algumas horas, marcou um momento invulgar de interrupção social numa sociedade altamente digitalizada e urbana. Esta investigação analisa as experiências sociais e emocionais de adolescentes com idades compreendidas entre os 14 e os 18 anos, na Amadora, em resposta a este acontecimento. O estudo reconhece que as emoções não são apenas experiências psicossociais individuais, mas também fenómenos sociais moldados pela vida quotidiana. Analisa de que forma o contexto familiar, o percurso migratório, o ambiente comunitário e a confiança nas instituições influenciaram as narrativas emocionais dos jovens durante o apagão. A investigação adotou uma metodologia qualitativa, baseada em vinte entrevistas semiestruturadas realizadas com adolescentes em escolas, campos de futebol, igrejas e espaços públicos da Amadora. Os resultados indicam que o acontecimento funcionou como uma perspetiva sócio histórica, revelando desigualdades sociais já existentes, em vez de criar novas desigualdades. Os adolescentes provenientes de contextos familiares estáveis descreveram o apagão como um incómodo temporário ou como uma oportunidade para fortalecer os laços familiares. Em contrapartida, os jovens de famílias economicamente mais vulneráveis relataram níveis mais elevados de ansiedade associados à insegurança e à falta de informação. Os adolescentes com percurso migratório interpretaram o acontecimento à luz das histórias de instabilidade vividas pelas suas famílias. Os resultados evidenciaram ainda o papel fundamental da interação social online no quotidiano dos adolescentes. Esta dissertação contribui para a Sociologia da Infância e para a Sociologia das Emoções em Portugal, ao demonstrar que interrupções temporárias das infraestruturas podem revelar desigualdades estruturais presentes nos contextos urbanos periféricos, oferecendo igualmente sugestões práticas para reforçar a resiliência comunitária entre os adolescentes da Amadora.

Palavras-chave: *Apagão, Amadora, Resiliência Comunitária, Adolescente, Sociologia da Infância, Sociologia das Emoções, Contexto Familiar.*

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BACKGROUND

On 28 April 2025, a serious electricity blackout distorted Portugal, especially the locality of Amadora. Most people see this interruption as the most severe blackout incident on the European power system in many years and the first of its kind. The event lasted for few hours but caused serious interruptions in transport, communication and daily routines all over the municipality. In Amadora, day-to-day life unraveled, homes and roads remained dark, trains failed to run on schedule, and stores did not open for long hours as they used to. In the absence of phones or radio updates, the residents stood still, no one was sure of why the power was cut off.

When something serious like the blackout happens, teenagers tend to feel it deeply. The group I am referring to is people between the ages of 14 and 18, they are children who barely forget events of this kind. Adolescence is a phase in which family connection, social group and online social interaction play a significant role in daily social life, making unanticipated disruptions specifically important. For most teenagers, coursework, interaction and free time activities relies strongly on electricity and information technologies. When the light goes out, those links are immediately broken or weakened.

On the other hand, Amadora has a large population, with people from various social strata. Within those regions, there are clearly varying degrees of income, home environment, and public resources. Descendants of migrants often sit in homes there, where the various tongues define daily conversation. What's happening around here puts Amadora squarely within the context of something interesting, such as how a power outage changes how children feel and interact.

Another feature of this study is that the experience of Amadora youth during April 28, 2025, power outage is closely connected to emotion in relation to domestic living standards and environmental standards. Soon after the blackout, those sensations emerge further.

1.2 Amadora

Amadora is a community with the highest population density near the Lisbon metropolitan area. Looking at data from the Instituto Nacional de Estatística (INE), the district has roughly 169,000 dwellers, spans approximately 24 km², with a population of over 7000 inhabitants per square Kilometer. This community also have a high inflow of migrants' progression, indicating its relevance as a host location where both Portuguese and migrant families.

Communities exist in the same zones, yet conditions are often very different. Not every home has a very good income or a secure place to live. Many teenagers grew up in families with different financial backgrounds, different cultures, and migration heritage. So, their day-to-day experiences are shaped by these differences.

Places of socialization like schools, churches, parks, and other public places are essential components of teenagers' life, because these places are where they learn, meet friends or build relationships, have fun, and interact.

The same goes for when homes are different, even adjacent homes, a tendency laid bare in Amadora. Even though the event impacted the entire district, adolescents encountered it distinctively according to their family situation or position, housing circumstance and their surroundings.

1.3 Teenagers and Blackouts

Blackout disrupts daily social practices that teenagers frequently overlook, like communication, study, movement and family engagements. Such interruptions offer an access to comprehend how adolescents interpret unforeseen changes in their daily life.

Various research of crisis has focused primarily on psychological effects, while giving less focus to the broader social circumstance in which children's feelings are formed. But this research didn't do that, it embraces its explanation from a sociological standpoint by exploring emotions in connection to family life, where the teenagers live and their social ties.

Some Portuguese scholars such as Sarmento (2004) have explained that adolescents should be seen as social participants whose encounters merit sociological recognition.

Analyzing how children responded and behaved during the blackout in Amadora can help us understand:

How emotions are shaped by social structures.

How families protect children or how they fail to do so.

What young people think creatively when pressure is on.

If kids need to be supported in approaching emergencies.

1.4 Research Problem

Even though the April 2025 power outage gained significant public recognition, limited information is documented about how teenagers in Amadora experienced the blackout interpersonally and emotionally. What remains unclear are the responses to queries, such as:

What types of emotions were most common?

How does the way families live affect those feelings?

How did migrant background influence their experience of the power outage?

What role did schools, churches, football fields, and other institutions play?

Until those concerns are addressed, it's unclear what effective policies, school routines, or home tools can be in terms of protecting children from power cuts, or from other emergencies.

1.5 Research Questions

What drives this study?

One central inquiry leads the way. There are further moves, each leading deeper into that primary question.

- How did the blackout that happened on April 28, 2025, affect teenagers aged 14 to18 in Amadora?

Sub-questions.

- What emotions did teenagers express during, and after the blackout
- How did different family configurations contribute to feelings at home?
- How does the teenagers' migration origin affect their interpretation of the blackout?
- How did open spaces, schools, parks, religious buildings, and crowded households affect their feelings during the blackout?
- In what ways did the blackout show the existing social inequities that exist in Amadora?

1.6 Objectives of the Study

- To explore teenagers' emotional experiences when the light went out.
- To investigate how family system, migration context and community context impact these live experiences.

REVIEW OF LITERATURE

2.1 Overview

In this part, the researcher reviews the primary sociological analysis which shapes the study. It explores analyses on the sociology of emotions, sociology of childhood, sociology of urban inequality, and of family disparities. The aim is to position the study within existing knowledge and to identify the gap addressed by this dissertation. Four major domains of sociology were visited for better analysis, these are:

Sociology of Childhood

Sociology of Emotions

Sociology of the Family

Urban Inequality, Migration, and Youth in Peripheral Contexts

The objective is not only to review a previous body of work. It is to demonstrate how this study bridges already existing research and introduces something novel. The study does not regard the blackout as a psychological event. It treats it instead as a social event, which exposes structural differences in emotional experiences among teenagers in Amadora.

2.2 Sociology of Childhood

The sociology of childhood was established in the late 20th century as a formidable academic discipline. Prio to that time, teenagers were mostly studied in psychology or education. They were interpreted as incomplete adults who required growth to really make meaning of their social life. This viewpoint was overturned by the “new sociology of childhood.” It maintained that children are social actors. They interpret their world and are actively shaping social life.

Scholars like Manuel Jacinto Sarmento of Universidade do Minho is one of the most significant Portuguese researchers whose work contributed to how teenager should be seen. Sarmento believes that childhood is an act of social construction (2002). This study of the blackout complies with such tradition.

Hearing adolescents speak via interviews also reveals the values of modern adolescent study, where teenagers are interpreted as experienced respondents in the creation of social information rather than inactive participants (Nairn, Munro & Smith, 2005).

Adolescents aged 14 to 18 years are not viewed as weak individuals. They are depicted here as social actors who interpret the blackout through family stories, peer pressure, and social position.

2.3 Sociology of Emotions

Teenagers' emotions are their private feelings. Sociology shows us that emotions are socially shaped. One major figure in this field is Arlie Russell Hochschild (1979, 1983). The author argues that emotions are organized and are shaped by the way people react in different situations.

For example: Boys are discouraged from showing fear. Girls might be expected to show concern. Families might also avoid panic to maintain order. This is an important concept for understanding how adolescents respond during the blackout. Emotional reactions were not only personal, but a result of family norms and peer expectations.

In Portugal, research on emotions regard young people has developed in connection with family and education studies. Scholars like Analia Tores (2001) and Teresa Seabra (2009) have demonstrated in their research that family background, experiences from school and social inequalities are some of the factors that influenced how teenagers interpret and respond to events that happen around them. The sociology of emotions emphasizes that:

Emotions reflect power relations.

Emotions reflect inequality.

Emotional security is rooted in social capital.

In this thesis, fear, boredom, anxiety, and solidarity are explored as socially distributed experiences.

2.4 Sociology of the Family

Family is the major place of emotional socialization. Portugal's Portuguese sociologist Anália Torres looked at family transformation. She demonstrated that the Portuguese family has been increasingly diverse over time. So, family structures today include nuclear families, large families, single-parent families, reconstituted families, grandparent-led households, migrant and transnational families (Torres, 2004).

Thes family structures shapes emotional responses of teenagers during crises, it helps them gain reassurance, they understand responsibility, understand economic resources, and they begin to see the importance of vital communication patterns.

Single-parent households often encounter more stress due to economic pressure. It may be intergenerational narratives and experiences that contribute to those grandparents-led households. For migrant families, crisis events may overlap with memories of instability in origin countries. This shapes emotional meaning.

2.5 Migration and Second-Generation Youth

Amadora is a community with so many migrants with divers tongues, these migrants have parents who are from countries like Angola, Cape Verde, Guinea-Bissau, Brazil, and other countries. In Portugal, migrant studies of migration tell us that second-generation youth navigate dual identities in the process. They belong to Portuguese society but also bring with them family histories from other places (Teresa Seabra, 2009).

Previous research in Portugal suggest that some migrant-communities have high levels of family unity, economic vulnerability in some neighborhoods, the place of religious institutions, and peer group solidarity (Wal et al., 2015; Tores, 2011). So, how we interpret a crisis can vary depending on the migration background. For some families, a blackout can be a bit of an inconvenience. For others, particularly those who have lived through political instability, it may provoke profound insecurity.

2.6 Urban Periphery and Inequality

Though Amadora is located close to the Lisbon Metropolitan Area, the same can be said of it as an urban periphery. Peripheries (Urban) include the urbanized, like, increased population density, mixed socioeconomic status, more exposure to housing inequality, and youth concentration.

Research on Portuguese urban peripheries shows that community disparities can be seen from poor housing conditions, government support and unequal encounter of police behavior as well as social exclusion (Wacquant, 2007; Seabra,2009; Measo, 2025).

Rodríguez Maeso (2025) extended his argument and explains that adolescents' living in urban communities where racism happens may experience situations differently because police activities and societal participation are not fairly allocated. All these conditions influence the perception of safety on adolescents when an unexpected events like blackout occur

2.7 Digital Society and Adolescents

Research has shown that digital communication has become the central part of adolescents' life, how they build friendship, and even the way they participate in everyday activities is mostly controlled by smartphones (Livingstone,2009; boyd, 20014). These days, smartphones are not just a tool, they have now become part of social life. Studies in Portugal has also shows that digital communication plays an important role on how young people learn and socialize in their everyday life (Seabra, 2009). So, when the blackout happened this dependence became visible, as access to the internet, text, browsing, watching tv and so on became difficult.

This tide is broken when the light goes out, and because of these teenagers could have anxiety due to lack of communication, boredom due to inactivity, and incessant stress due to absence of digital connectivity.

Very few sociological research studies have studied involuntary digital disconnection among urban youth. Therefore, this research enhances the understanding of digital dependence in the context of family and community during infrastructural collapse.

2.8 Gaps in Literature

While there is extensive literature on childhood, emotions, family diversity, migration and urban youth, very few studies have discussed how a short-term power outage influences the feelings of adolescents, especially in Portugal.

There is limited research on short-term infrastructure crises in Portuguese municipalities, adolescent emotional reactions to power outage events, structural comparison of family types in crisis situations, digital interruption and youth emotional experience. This is the reason the researcher carried out this research, to close the gap.

The literature shows that: Childhood is a social construct. Emotions are social constructs. A family's structure changes emotional safety. Historical migration shapes crisis interpretation. There are unique social dynamics among urban peripheries. Yet the intersection of these forces in a short-term blackout context remains underexplored in Portugal.

Following the work of Manuel Jacinto Sarmento (2002,2011), Anália Torres (2004), Arlie Russell Hochschild (1979,1983) and Norbert Elias (2000,1939), this research is developed on the involvement of these researchers to analyze how a brief power outage demonstrates the connection among feelings and social framework among teenagers in Amadora.

THEORETICAL FRAMEWORK

This part describes the theoretical structure that shapes the study. It clarifies how teenagers from 14 to18 years old in Amadora encountered the blackout of 28 April 2025 via a sociological viewpoint. Instead of addressing the blackout as only an electrical outage, the research recognized it as a social phenomenon influenced by family social connection, social life, migration history and day-to-day social exchanges. Feelings in young minds come into play when family, local community, background values, unfair conditions, and close bonds enter the picture. Because of this, the writer looked at three key sociological themes:

1. Children as social actors

2. Family systems and social support

3. Community Resilience and Local Networks

4. Social shaping of emotions

3.1 Children as Social Actors

The present study builds on the sociology of childhood, especially the contribution of Allison James and Alan Prout (1997), Manuel Jacinto Sarmento (2004; 2011), and Natália Fernandes (2009). These writers maintain that adolescents are important social individuals who analyze, bargain and make sense of their daily encounters. Putting all these scholars' ideas together, formed a base built on careful observation and long-standing questions about how children are seen and shaped by society.

They see children as participants who join in and take part in how people live around them**,** have their own interpretations of events**,** create meaning through everyday interactions**,** express emotions based on learned cultural and family norms.

When the lights went out in Amadora that very day, kids didn't just sit there doing nothing. They were able to look at what the darkness could signify, discuss events with friends, and decide whether to feel fear, boredom, or excitement. Starting from their own family background to understand what was happening.

Observing teenagers as involved social agents supports the use of narrative interviews, enabling respondents to interpret the blackout in their understanding and in their own words. This strategy is stable with qualitative inquiry that values respondents' voices (Jackson & Mazzei, 2012; Nairn, Munro & Smith, 2005).

3.2 Family Systems and Social Support

A child's world often centers around family institutions, which is one of the main building blocks of society where teenagers learn to build emotions, their response to things and how they expect things around them to be daily. Insights come from Annette Lareau (2011), who talks about gaps between families and social classes. Then come David Morgan (family practices, 1996), and Anália Torres' work (2004), which focuses on Portuguese family structures. Families can be understood as systems that organize daily routines, communication, expectations, emotional responses, and rules of behavior.

When the lights went out, families began to worry about what they could do to make teenagers sense real safety, who stays with them, how information is shared, how their daily schedules get interrupted, how conflict or calm is maintained.

In Amadora, how families operate when an unplanned situation happens changes across the various social structures, like large families, small families, single parents raising kids alone, migrant families, and households where grandparents are primary caregivers.

Every kind of home sets up its own mood, and that alone shapes how teenagers feel in daily life.

3.3 Community Resilience and Local Networks

This part of the research takes shape from the work of Daniel Aldrich (2013) on how social capital helps during disasters.

Another prominent scholar whose work is prominent in this study is Kathleen Tierney (2014), she studied divers communities and their reactions during emergencies. Then there is Enrico Quarantelli (1988), his study elaborates how people act during crises. Their work focuses on emergencies where groups respond together.

When disaster strikes, adolescents often turn to their social network for help. Trust within groups makes it easier to get what is needed. Social connections act like safety nets during periods like that of the blackout. People try to lean on people they know when things go wrong.

In Amadora, these networks include neighbors, football teams, school friends, church groups, youth organizations, local groups, and immigrant community networks.

What these networks do is, they care if teenagers receive proper information, whether they stay indoors or outdoors, how fear spreads or reduces, and how calm is maintained in the homes of these teenagers or in groups they belong.

What happens inside homes varies, though kids live in nearby streets, how they feel depends on deeper neighborhood strengths or weaknesses.

3.4 Model for the Theoretical Framework

Based on the theories above, this research uses a conceptual model with five interacting layers:

1. Teenager interpreted the blackout through what they have lived, their shared habits, their way of connecting, shaped by where they come from.

2. When the lights went out, kids felt things differently because grown-ups around them taught what fear, quiet, or duty looked like and this helped shape their emotions.

3. Family structure, like single-parent, large family, migrant, or grandparents' affects communication, emotional support, and access to information.

4. What surrounds these teenagers and how safe they feel day by day ties closely to where they live, what homes look like, and this influences their experience during the blackout.

5. Emotions shift when people are around, like neighbors, church circles, school friends, either calming or stirring things up. What happens nearby doesn't just echo, it reshapes the mood, it takes away fear, and it gives stability.

This conceptual structure directed the analysis of the conversation evidence. Instead of describing teenagers' feelings as personal emotional response, it explored the extent to which family connection, relocation history, community settings as well as society connection formed their encounters when the light went out.

The analysis of respondent's stories also comes after the perspective that qualitative conversations create socially developed reports of encounter as opposed to objective explanations of truth (Munro, Nairn & Smith, 2005; Mazzei & Jackson, 2012). The teenagers narrated the event of the blackout from a social context, not stress. As a matter of fact, they felt relief while talking about the event because they never knew they would have the opportunity to talk about it before the researcher came to them for interview.

RESEARCH METHODS

4.1 Overview.

This study was conducted to explore the way teenagers aged 14 to 18 in Amadora experienced the acute blackout of April 28, 2025, socially and emotionally. The main purpose of the study was not to evaluate emotions statistically, but to demonstrate how adolescents tell their experience of the blackout through their everyday life, social relationships, and neighborhood experiences. Hence, a well conducted qualitative research pattern was used to make the analysis convenient because this pattern allows the participants to describe their emotions, family interactions, and social experience in their own interpretation.

The researcher chose the interview method because it allows participants to conveniently explain situations in their own words and gives importance to the meanings they attach to their experiences. The researcher felt it wouldn't be pleasant to treat teenagers' emotions as individual psychological responses. The researcher created the interview questions and made them convenient so that the researcher can understand their narratives which they narrated from their social experiences shaped by family, community, migration background, and everyday interaction. This strategy is steady with qualitative sociology, where lived experience is examined within its wider social context (Jackson & Mazzei, 2012; Norman K. Denzin & Yvonna S. Lincoln, 2018).

Three guiding principles guided the methodological choice:

1. Emotions should be approached sociologically, not psychologically
2. Adolescents should be seen as active social actors
3. The analysis needs to be centered on structural variables like emotions, family type, migration background, and socioeconomic context.

4.2 Study Design

This research employed a descriptive study approach which focused on adolescents that were present in Amadora during the blackout that occurred on April 28, 2025. The field report allows the writer to examine a current social event within its real-life setting and are particularly appropriate when the relationship between people and their social environment is central to the research (Robert K. Yin, 2018).

Data was collected through interviews and relevant literature, including books, online, and other scholarly sources, and were subjected to critical analysis.

The research design comprises of 20 semi-structured interviews, and field observations were carried out in youth spaces. For better results, these patterns were used:

Recordings to find individual emotions.

Explored deeper meanings and interpretations via interviews.

Locate results in social settings via observations.

The blackout was temporary, this is why the interview was done within a few months following the event to reduce memory loss, that way the participants were able to express themselves while reflecting on the event.

4.3 Research location: Amadora.

The research site used for the study was Amadora for sociological reasons.

Amadora is one of the most densely populated municipalities in Portugal. A diversity of cultures and people. Characterized by working-class and middle-class neighborhoods. Highly productive in youth public life, like football fields, schools, churches, squares, and so on.

The blackout hampered the municipality for certain hours of the day in the afternoon and early evening till midnight. Schools, shops, traffic systems, and mobile networks were all interrupted.

The target group is adolescents, aged 14 to 18 years, kids who were in Amadora at the time of the outage, and this age group was chosen because: They have a very high connection to digital technology, they are social and reflective, emotionally expressive but structurally dependent on family, they are intimately connected to peer networks, the age range also facilitates comparisons between younger adolescents (14 to 15) and older adolescents (16 to 18).

4.4 The Sampling Strategy Utilized.

Interview Sample

Twenty (20) teenagers volunteered to be interviewed out of the respondents to the survey. Places where the researcher met the participants are: Public secondary school. (Escola Profissional Gustave Eiffel, Amadora), football training ground. (CF Estrela da Amadora),

youth gathering areas and public square. (Parque Central Da Amadora), and church youth groups (The Redeemed Christian Church of God, Home Cell Fellowship Group).

The researcher chose the interview sample purposely to have variation in the emotional intensity of a blackout, family structure, migration background and socioeconomic context.

Participant profile:

5 adolescents from two-parent households.

4 adolescents from single-parent households.

3 adolescents living primarily with their grandparents.

5 adolescents from families with a migrant background.

3 adolescents from middle-class nuclear families.

The number can be calculated as 5+4+3+5+3 = 20.

For clarity, these categories were chosen to capture different family structures and socioeconomic background of the participants.

This choice permitted comparisons along social lines. There was no statistical representation of all the youth in Amadora, as was the intention. The aim, instead, was structural variation for comparison.

Semi-structured interviews.

The reason why the researcher used a flexible structured discussion approach for gathering findings is because this approach enables respondents to describe their encounters in their personal terms while allowing the writer to explore key emotions, silence and themes during the documentation process.

Each section of the interview lasted from 15 to 20 minutes. The interviewees explored narrative reconstruction of the event, interpretation of the blackout, emotional meaning, family reaction, action taken, peer interaction, perception of neighborhood atmosphere, and reflection after electricity returned.

Nine of the interviews were audio-recorded with verbal consent and transcribed for thematic analysis. Results were reported analytically rather than through direct quotations.

Field Observations. Field observations were conducted in football fields, public squares, school entrances, outside train station, and church youth meetings. Picture evidence was taken at locations where permission was granted (see pictures, last page after references).

Basically, the aim was to observe group dynamics, emotional expression in peer settings, and informal coping strategies.

The discussion results were well written into an observation note.

4.5 Operationalizing Main Ideas.

For the researcher to remain consistent while analyzing the findings, the researcher made sure that the research is concentrated on some crucial sociological concepts that guided both the discussion and the explanation of the outcomes.

Emotional Responses. Here, the researcher analyzes the emotional reaction of the teenagers when telling their experience of the blackout, like when they talk about fear, confusion, anxiety, calmness, solidarity, reassurance and so on. Instead of evaluating the teenager's emotions, the researcher studied the way interviewees narrated and explained their experience using their social and family environments as the key factors.

Structure of the Family. The family setting was regarded as different household setups that formed how adolescents experience disruptions. Interviewees came from a scope of socio-familial background, comprising:

Household with both parent's present

Household with one parent present

Household headed by grandparents

Big family (more than five household members)

Blended family (Couples who have a child in their former relationship)

Migration background. Adolescents in this context are migrants whose parents had migrated to Portugal or where at least one parent was not born in Portugal. This idea helped analyze whether former encounters, language, or cultural context shaped how adolescents comprehend the blackout.

Socioeconomic context was analyzed via interviewees' explanation of their surrounding area, housing situations, and the type of job their parents do. These conditions were considered

because they may control entry to means, family pattern, and feelings of security during unplanned situations.

Digital dependence. Digital communication, especially phones, plays a big role in adolescents' everyday life. In the course of the interviews, adolescents showed how losing power and internet use affected their communication with family and friends, their reach to report, and their understanding of network during the blackout.

These mental models offered a common structure for organizing and explaining the interview findings while allowing interviewees to narrate their experiences conveniently in their own words.

4.5 Data Analysis.

Interview transcripts underwent thematic analysis. Main categories were found among the coding of emotional insecurity, family reassurance, institutional trust, peer solidarity, digital disconnection, social memory of instability, and neighborhood atmosphere.

Rather than just a single story, patterns emerged across cases. The analysis sought to link emotional experience with structural conditions.

4.6 Ethical Considerations.

Because participants were minors, strict ethical standards were observed. Measures included:

Parental or guardian verbal permission.

Anonymization and confidentiality.

Secure storage of recordings.

No publicly available identifying information.

The research design is in line with ethical research standards at Instituto Universitário de Lisboa (ISCTE).

The researcher made sure to inform participants that:

Taking part in this research was voluntary, they could leave the study at any time. Their responses would not determine the school evaluation. The power outbreak was not traumatic; thus, emotional risk was low.

4.7 Validity and Reliability.

The integrity of this research was improved via obvious operational functional definitions, it was an honest research process, and the comparison of participants' accounts across different families and social history. Although the discovery cannot be generalized to all teenagers in Portugal, they may be relevant to similar urban communities with diverse social and cultural characteristics.

Credibility was supported using the same semi-structured interview guide for all participants, a consistent interview procedure, audio recording of interviews where permission was granted, and an open pattern-based coding process. These procedures helped ensure that the data were collected and analyzed in a systematic and consistent way, allowing readers to understand and evaluate the research process (Kvale & Brinkmann, 2015; Braun & Clarke, 2022).

4.8 Limitations.

A few restrictions are pertinent:

1. Non-random sampling restricts generalizability. This is because the researcher didn't select the participants, the findings cannot be applied to the wider population, the children that were interviewed were chosen because they had relevant experience not randomly selected from all adolescents.
2. The power outage lasted only a short time; therefore, I was unable to assess or critically observe its long-term effect.
3. Access to speaking with the kids was restricted at some point as many of them were not comfortable being interviewed

Although, socioeconomic status was assessed indirectly. But it is the right methodological style for exploring sociological reporting.

4.9 Researcher Reflexivity.

The researcher knows the social dynamics of Amadora. This familiarity gave access and trust. It helps the researcher move around and approach the participants in a friendly manner which leads to in-depth information, and accurate description of the blackout.

INTERVIEW FINDINGS

This chapter presents the main findings from 20 semi-structured interviews conducted with teenagers in Amadora from the ages of 14 to18. The researcher walked into schools, football fields, churches, and community spaces. Each teenager narrated their experiences, feelings, and how the event affected their views on family, safety, and community regarding the April 28, 2025, blackout. The analysis was not treated as a report of an event but as a narrative whereby participant share their experience of the event, the emotions they felt and their context. (Jackson and Mazzei, 2012. Nairn, Smith and Munro, 2005) The analysis focused on what they can remember of the event rather than a personal story.

Below is a step-by-step process of how this chapter interview was done:

5.1 Interview Participants and Context

The 20 interviewees come from diverse cultural backgrounds:

Age	**Gender**
14 to15 years old: 8	11 Girls
16 to17 years old: 9	9 Boys
18 years old: 3	

Family Structure

Two-parent families: 8

Single-parent families: 5

Grandparent-led households: 3

Large families with 5+ members: 4

Migrant families: 10 (often overlapping) Language of the households

Portuguese only: 9

Portuguese + African or Asian languages: 4

Portuguese + European languages: 2

The diversity of interviews made it obvious that Amadora has a multicultural characteristic. All names used are pseudonyms to ensure privacy, to protect identity, and to maintain confidentiality.

HOW DIFFERENT FEELINGS WAS EXPRESSED DURING THE INTERVIEW

5.2 Stories of Fear, Confusion, or Shock: Fear as a First Response

At first, most teenagers were frightened when the lights went out, their first reaction was surprise or confusion instead of immediate panic. Most of the teenagers explained that they were not sure of what might be the cause of the blackout, so they tried to interpret the event via people close to them, like family, neighbors, and friends. The absence from social media was also a shock, the imagination of what would be happening in the neighborhood like crime, emergencies, people stocked in lift, on the train station, and so on, was the immediate thought that came to their mind.

From Hochschild's perspective (1983), emotions are shaped by social interaction and by the signals people get from people around them. The interviews suggest that adolescents' fear was often connected less to the darkness itself and more to doubt about what was happening.

"The light went out, it was something serious," I thought, it was all black at once, I froze." (Luana, 15, Portuguese background from two-parents family)

Fear stemmed from sudden darkness, not knowing the cause, strange noises, and phones started to lose battery.

Older buildings had dark stairwells, which made children more prone to fear the darkness. *"Our corridor is super dark, even with lights, it's not like we have one. It was like a cave without them."* (Mauro, 14, Portugues background from two-parents family)

Reason for confusion explained

Many children said they had no information for the first thirty or sixty minutes, and this was their thoughts.

Was it a terrorist attack? Was it a fire? Was it happening only in Amadora?

These imagined possibilities caused bewilderment and anxiety.

Then moment of calm

Some children reported feeling unexpectedly calm, often because they were with their parents, some with their coach and others with friends. Candles and flashlights were available, it was as if their parents kept those items, feeling this that day would come.

*The coach told us to stay together, that we were going to wait till, the light is back., nobody leaves alone. We started laughing and joking. (*Fabio 15, Brazilian background, from two-parents household*)*

All of us were in the same room, "My dad joked. We could pretend that we were on a camping trip," haha. (Sara, 17, Portugues background from two-parents family)

Moment of mixed emotions

Almost all the children cited at least two or three emotions during the blackout that fluctuated over time. Some said their emotions moved from fear to calmness, others from boredom to curiosity, a few more said they were seriously confused by the presence and closeness to family made them feel better, and most of them said they moved from feeling uneasy to feeling connected and supported by people around.

This supports the idea that emotions in crises are dynamic, relative, and not settled.

5.3 Family Relationships and Emotional Security

Family behavior plays a big role in teenagers' emotional state. Teenagers from calm families tend to fear less. When adults remain calm it creates a safer atmosphere for children. This reality is supported by family sociology research which shows that households operate as important spaces of the way emotion are regulated (Wall, 2015; Torres, 2016). This is to say that the blackout did not affect adolescents in loneliness per-say, it was experienced through family conversation, activities, and togetherness.

Older siblings demonstrated protection, this is common in large families. While homes that are crowded and usually have issues among adults sometimes increase stress and causes tension.

"My mother set a few candles and said, 'do not worry.' She was calm, looking at her, we became calm." (Rui, 16, Cape Verdean from two-parents family)

Parents who panicked also experienced higher anxiety. In some homes, adults were visibly stressed. *"My uncle began yelling about crime and how the world was no safe place, based*

on his past experiences. I got scared because of him." (Neuza, 15, Portugues background from single-parents family)

Sibling dynamics

Older siblings were often protective. *"My little brother cried. I held his hand and said something like... it would be fine."* (Daniel, 17, Portugues background of two-parents family)

Younger siblings sometimes comfort older ones by turning fear into humor. "*I basically like comedy and telling funny stories, so, with the blackout situation, I got the full attention of my parents and told them my new jokes, we all laugh and slept off in the couch."* (Lucas,18, Portugues from a large family)

Silence vs. noise in the home

Some children described the atmosphere of the house.

Quiet homes created calm.

Confrontational arguing added stress.

Congested apartments made people see too much of each other, leading to stress.

Struggles with routines

Teenagers also reported disrupted routines. They could not study, there was no tv, no cooking, no phone charging.

Families with predictable routines adapted better to change than those with unpredictable schedules.

5.4 Migrant children and communication difficulties

The experience and emotions of teenagers who were born in Portugal was different from the ones born outside Portugal. Children from migrant families said they had more responsibilities when the light went out. They became interpreters who had to explain the situation to their parents who doesn't have good knowledge of Portuguese, and some others related the event to how power failures usually occur in their home country.

This is why the researcher concluded that some migrant backgrounds shaped the conclusion of the migrants on how they tell the story of the power outage. For some families, power outage is nothing that would cause fear. For others, it is something that will cause instability

and doubt. This demonstrates sociological research on migration, language, and family adaptation (Sarmento, 2004).

Situations of language barrier

Some parents found it difficult to understand news from elsewhere. *"My mum speaks pouco Portuguese, not natively. She'd keep asking me to explain what the neighbors were telling me."* (Anjali, 16, Nepalese background, family background undefined).

All of this became a pressure on teenagers whose parents don't speak Portuguese. *I had to be the adult and the interpreter because I was the one who really knew what they were talking about."* (Rui, 15, Cape Verdean background from two-parents family)

They reflected on previous experiences of instability

In some cases, migrant children compared the blackouts to experiences in their home countries. *"In Guinea-Bissau, we had blackouts every week. I wasn't afraid to see this one in Amadora." It felt normal*. (Isabel, 17, from Bissau-Guinea, two-parents family)

Others connected the blackout to traumatic memories*: In my country, when the lights go off, sometimes bad things happen. So, seeing a blackout happen in Amadora got me really scared.* (Luis, 14, Angola, parents household type undefined)

Different cultures have different emotions. Some families promote silence and obedience, while others promote talking and joking. These cultural expectations affected how children reacted to the event.

5.5 Single and Grandparent-Led Households

Families with single parents.

Households led by a single parent or two described higher levels of stress and responsibility when the light went out. Especially adolescents that have younger siblings with them, they had to care for their younger siblings.

This discovery is in line with the view that family setup can influence how young people experience unpredictability and deliver emotional responsibility within the home (Torres, 2016).

My mom was at work. It was me and my brother alone, we were terrified. (Bárbara, 16, Portugues background of single-parents family)

Some children said they felt responsible for siblings, for keeping the home safe.

Homes with grandparents as caregivers

Children living with grandparents told me of how they experience fear. Because their parents are old and fragile, it increases anxiety. They were anxious and dependent on the authority to restore power as soon as possible so that nothing negatively goes wrong with their aged parents. Some adolescents were worried about the safety and health situation of their older parents.

This analysis supports the view that family structure impacts how teenagers experience unpredictability and deliver emotions and responsibility in their homes (Torres, 2016).

One child said: *My grandmother has health problems. I was afraid that possibly she would fall somewhere in the dark, thank goodness that didn't happen*. (Nuno, 17, Portugues background from grand-parent lead home)

Some felt the temptation to calm their grandparents*: "I explain things slowly, and I was trying not to let anybody know that I was scared too."* (Tatiana, 15, Portugues background from ground-parent lead home)

For these youngsters, the blackout showed generational vulnerability.

5.6 Public Spaces in the Black Outbreak

Football Playing Field: Football pitches were featured heavily in several interviews.

Children said:

> Chilling darkness approaching quickly
> Coaches screamed for everybody to stay together
> Our phones' torchlight shines like small stars in the sky

To me, it felt like a particular scene of a movie when everything went dark in the cinema. (Afonso, 14, Portugues background from two-parents family)

Churches were reported among calming places. *That evening*, *we held hands and prayed. It made me feel safe*. (Joana, 15, Portugues background from two-parents family)

Later that day, information and reassurance came from leaders that the situation would be restored. Still, the streets were very scary, as everywhere was dark, several shouts, dogs barking, cars honking and so on.

A teenage boy said: *I rushed home. I didn't want to be outside at night as I was used to because it was all dark in the park*. (André, 16, Portugues background from single-parents family)

Then, outside at the shopping malls, children who were in the shopping mall said they saw:

> Electrical signals
> Rapidly advancing individuals
> Torch-carrying security guards

The whole shopping center was disorganized; it looked so confusing.

5.7 Creative, Solidarity, and Survival

In the face of fear, children had moments of happiness. From fear to anxiety, many teenagers narrated moments of calmness, bonding with family, and how they get support from neighbors. Some of them depended on technology, while others highly expressed their dependence on family bonding.

From the work of Nairn, Munro, and Smith (2005), these narrations should not be read as a mere story or report, but it should be seen as stories told by teenagers from their experience of the blackout, and how they tell this story with ease is what makes them capable social actors.

Family bonding

There is a report where people say the power outage turned into a special moment because it helped them stay together. A teenager narrated her experience: *Words passed on between us: Usually, we're all on our phones.* (Carolina, 17, Portugues background from two-parents family)

Care in the neighborhood, people had to check on their neighbors: *My neighbor brought candles. It felt like a big family.* (Amílcar, 16)

Some used the opportunity to play games, like shadow puppets, hide-and-seek, singing etc., which used to be unlikely.

Some kids showed maturity in reflection: *It made me realize we are mostly dependent on technology. (*Helder, 18, Portugues background from a large family)

I learned that I could deal with the situation more than I thought I would. (Leila, 15, Brazilian background from two-parent family)

5.8 Summary of Qualitative Themes

This chapter expresses how adolescents' experience of the blackout shaped their bonding with people around them, like family, the type of house they live in, their migration background, the society, and how they communicate. Most of them expressed emotions based on the environment they live in.

The chapter also supports the core dispute of this research "teenagers" emotional responses are not a direct reaction but collectively organized via family life, community response, and more extensive cultural circumstances. Family behavior, housing conditions, and community safety formed the response.

DISCUSSION

In this chapter, the researcher discussed and analyzed the findings obtained from the interview analysis and considering the theoretical framework of the study to specifically address the central research questions involved.

In what ways did the April 28, 2025, blackout in Amadora exposed the social and emotional structures underlying adolescents' experiences? The blackout was short-term. It did not cause lasting trauma or a collapse of a structure. But as this research shows, transient disruptions like this may illuminate how emotions are socially organized. The dialogue expands beyond solely individual psychological responses, locating adolescents' emotional responses in the context of family structures, migration histories, economic conditions, public spaces, and institutional trust. However, the event lasted only a few hours, it made available an avenue to observe how everyday social interpersonal impact influenced adolescents' emotional encounters.

According to Jackson and Mazzei (2012), interview narratives are perceived as social reports through which interviewees give explanation to lived encounters rather than simply presenting events. This analysis therefore interprets the outcomes within the broader sociology of emotions, sociology of childhood, and sociology of family.

6.1 Emotions as Socially Structured, not individualized.

Among the strongest results across this qualitative method is one of the facts that emotions were not random. Social patterns, such as fear or feeling anxious, calm, bored, or calmness, exhibited a pattern that is well-documented. Adolescents living in stable two-parent households reported lower fear intensity. Those in single-parent or economically threatened households reported increased anxiety. Some migrant-background children framed the event via cultural memory. Adolescents who depend more on digital communication were more frustrated. These discoveries support the sociology of emotions, which maintains that emotions are formed through social relationships and encounters rather than established only within individuals (Hochschild, 1983; Collins, 2004). The interviewees regularly observed their parents, siblings, teachers or peers before resolving how to narrate the event, which made it clear that emotional responses were socially structured.

This also corresponds to Corsaro's (2018) comprehension of teenagers as active social actors who interpret occurrences through their everyday social worlds rather than responding in a passive manner.

6.2 Migration, Memory, and Emotional Framing.

Migration history did not automatically create fear. However, it shaped interpretation. In some migrant families, adolescents were language interpreters. This role reversal produced short-term strain. For others, parental responses mirrored past experiences of unstable infrastructures. The meaning of darkness was far from universal. For some families, blackouts were a known experience. For others, they symbolize disorder. This shows that emotions are culturally mediated.

According to Sarmento (2004), children's encounters are always formed by their social and heritage related surroundings. The discussions imply that migration history shaped how some teenagers comprehend the blackout, without identifying their emotional responses. There can be only a direct correlation between social memory and migration history in the interpretation of events. Nevertheless, most of the migrant-background participants showed institutional trust in Portugal. This indicates local integration has contributed to how teenagers view safety.

6.3 Housing, Neighborhoods, and Spatial Disparity.

The research demonstrates how physical space affects emotional intensity. Participants in older houses with dark stairwells were more likely to be afraid. This discovery helps the sociological

analysis to show that everyday society influences feelings of safety and belonging (Wall, 2015). That was even lower anxiety for adolescents who were born in safer, brighter neighborhoods.

6.4 Digital Dependence and Emotional Regulation.

One of the central findings is the role of digital infrastructure. For many teenagers, the hardest thing about the blackout was not darkness but loss of connectivity, even projectors they use for learning at school also lost connectivity, but amid this it is important to highlight how important face to face communication could be during unforeseen events. Because phones and internet serve as tools for social belonging for information access, and emotional reassurance

So, when digital networks vanish, adolescents suffer social isolation. But the blackout also threw into relief the potential for other forms of interaction, such as conversation with family members, community and neighborhood contact, shared play, and so on. This duality implies that digital infrastructure is simultaneously a stabilizing factor and a system that engenders dependence. It regulates feelings but diminishes offline coping capacity. The sociological consequence is not that technology is bad, but that emotional resilience relies more on technological continuity.

6.5 Institutional Trust as Emotional Stabilizer.

Most teenagers who participated in this research believed authorities would restore electricity, such trust lowered anxiety. Low levels of trust in the institutions were associated with greater fear intensity, most notably among economically vulnerable households. Trust serves a purpose as an emotional shield. The trust they have in schools, authorities, family, community and so on helped them narrate the event without stress. This is why Collins (2004) assert that emotions of adolescents are balanced when things around them are stable, and when they have trust for government institutions.

6.6 Inequality Revealed, not Generated. A very important point of this research is that the blackout did not result in new inequalities; it revealed existing ones. Emotional intensity was greater where economic insecurity was present, family responsibility was focused, housing conditions were poor, and institutional trust was weak.

Emotional stability was more stable in areas where family roles were distributed, social capital was available, and public spaces were organized. There were high levels of institutional confidence. The blackout reflected social structure.

In the same way, findings have been made in family sociology, where sudden occurrences often reveal current structural gaps rather than creating new ones (Torres, 2016; Wall, 2015).

6.7 Sociological Solutions and Policy Recommendations.

The blackout was only short-term, but it shows areas where sociological intervention can add to resilience. Family support programs, support networks based in the local community, may also help single-parent households by reducing their concentrated responsibility.

This analysis helps to reveal how local bodies can strengthen the way adolescents maintain resilience because it helps them have opportunities to spaces where they can feel supported in situations like the unexpected blackout. Investing in youth-centered public spaces fosters collective resilience.

From the discussion of chapter 6 we can clearly understand that adolescent's emotions of the blackout were shaped by the people they live with, the institutions they depended on, the nature of house they live in, their migration background and so on.

CONCLUSION.

This thesis investigated the way teenagers from aged 14 to 18 in Amadora experienced the social and emotional effects of the blackout of 28 April 2025. It applied a qualitative method, the study explored how family connection, migration background, community factors and everyday social life influence teenagers lived experiences of the blackout.

7.1 Summary of Findings.

The research interviews revealed that teenagers experienced blackouts distinctively depending on their social conditions. However, anxiety and uncertainty were common during the initial moments when the light went out, emotional reactions became strongly shaped by people closest to them, their neighborhood situations and supportive social ties.

Adolescents who analyzed calm family social settings easily got out of anxiety. Others who live in homes where they have just one parent or caring for younger siblings or aged parents often narrate higher social duty when the event occurred. Especially adolescents from migrant families who explained the blackout via past experiences and language differences,

indicating that, where you are originally from can impact the way, you feel about unexpected occurrence like blackout.

The study also emphasized the significance of public environments such as schools, football fields and churches, these are places where teenagers get reassurance.

Overall, when an unplanned event like this power outage happens, adolescents lose every means of digital connection and communication, this made them realize the extent to which their lives, daily communications and feelings are connected to technology.

7.2 Sociological Contribution

This research adds value to the sociology of childhood and the sociology of emotions by demonstrating that teenagers' emotional encounters are closely linked to communal relationships rather than personal psychological reaction alone. Looking at the work of Hochschild (1983), Corsaro (2018) and Sarmento (2004), the findings confirmed that feelings or emotions are formed through day-to-day family life, social conversation and societal settings.

The research also added to Portuguese sociological study by offering positive evidence from Amadora, a municipality which comprise of different cultures and background. Although the blackout lasted a few hours, it exposed how simple social connection plays an important role in emotional protection when an unplanned event occurs.

7.3 Limitations.

It has several limitations. The interview sample was a small sample of adolescents living in a single municipality. Then there's the short-term experience of being blackout. Therefore, the research is not interested in any major long-term emotional effects of blackout, but only in the immediate aftermath.

Nonetheless, this research has various shortcomings. The qualitative participants were limited to twenty teenagers residing in Amadora so I cannot say this represent all adolescents in Portugal. Furthermore, the blackout lasted only a few hours, this makes the study focused on instant lived experiences instead of long-term emotional impact.

7.4 Future Research

This could be doable with future research; for instance, comparing infrastructure blackouts or breakdowns across Portuguese cities and other places. Similarly, adolescents could be examined to determine the role of age in emotional response to unanticipated events.

Longitudinal study could explore the effects of the use of technology and digital communication on adolescents' emotional and social lives.

In future, researchers could compare related power breakdowns across different Portuguese communities and analyze how digital dependence is increasing and how this increase could influence the emotional resilience of adolescent over time.

7.5 Final Reflection

If a blackout in Amadora lasted for a matter of hours, it exposed profound aspects of adolescents’ feelings of safety and security, a feeling of uncertainty and socialization.

The findings indicate that stress and turmoil-related emotions are highly positively associated with family support and neighborhood context (i.e., neighborhood, community, and social networks). Knowledge of these connections is essential to build communities that respond on time to unplanned events, and a community that promotes youth well-being and resilience.

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Attachments

INTERVIEW LOCATION.

Interview Primary locations: Public secondary school. (Escola Profissional Gustave Eiffel, Amadora) = 11

Football training ground (CF Estrela da Amadora) = 2

Youth gathering areas and public square (Parque Central Da Amadora) =3

Church youth groups (The Redeemed Christian Church of God, Home Cell Fellowship Group) = 6

TOTAL= 11+2+3+4 = 22

PICTURES AND LOCATIONS

1. (Escola Profissional Gustave Eiffel, Amadora)
   SEASON: Late February



ATMOSPHERE: Cold sunny Portugues winter morning

Around 13°C

Bright sunshine, blue sky

Trees without many leaves

Light wind

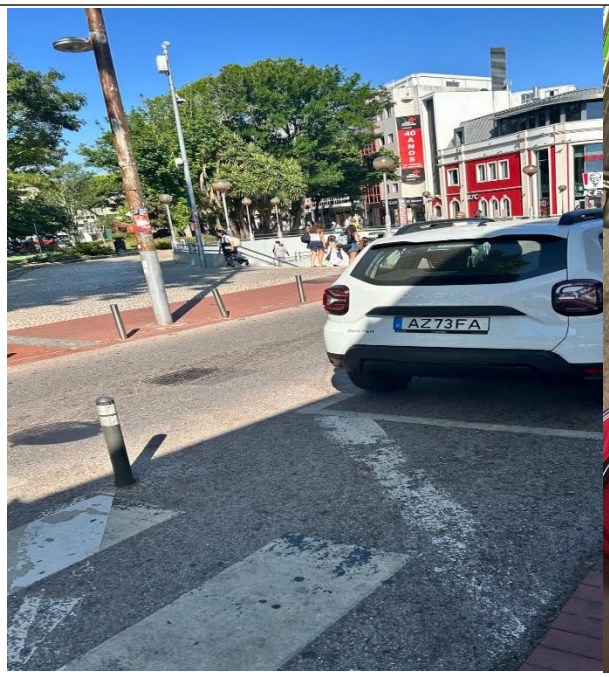
Teenager/students are seen wearing jackets and hoodies

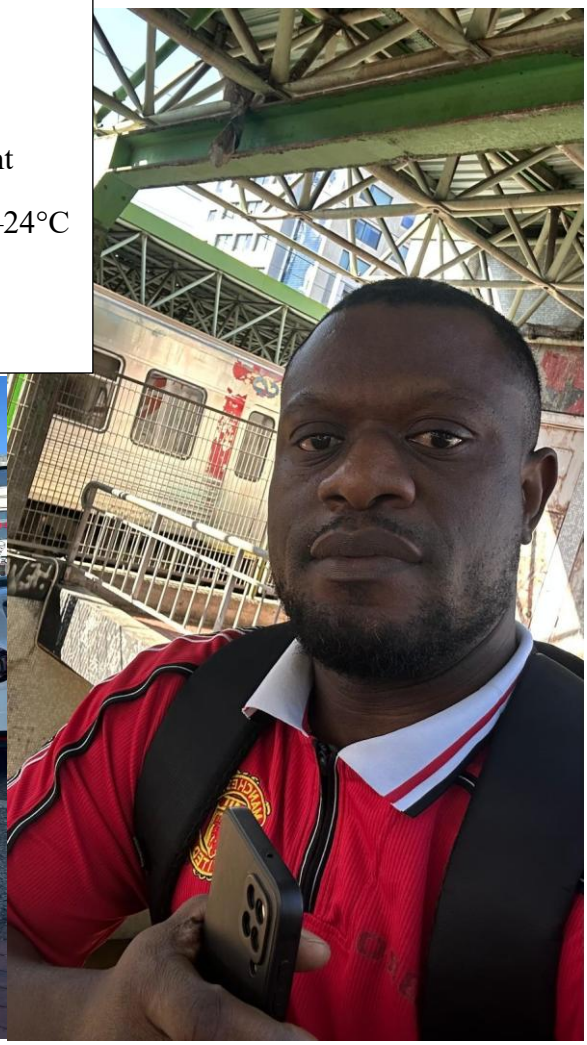
EARLY JUNE.

Location: Outside Amadora Railway Station (Estação da Amadora)

ATMOSPHERE: busy, orderly, steady movement

Weather: Mild and pleasant, approximately 22–24°C





Teenagers gather in small groups near the station entrance. Some are returning from school, while others are meeting friends before heading home. A few sits on benches talking, while others stand with bicycles or skateboards. Although most have smartphones in their hands, conversations flow naturally, with occasional laughter echoing across the square.

CF Estrela da Amadora

Season: Late April.

Weather: Warm.

Golden afternoon sunlight.

Football practice is about to begin.

Whistles.

Children running dressing up...





This interview was quick as the teenage soccer players are in the mood of training. One boy said:

On that, I can remember, suddenly the floodlights switch off. The coach gathers everyone.

He smiles.

He tells us to:

"Stay together.
We'll wait.
Nobody leaves alone."

We began joking…… Fabio, 16, from a Brazilian home.





Parque Central da Amadora



Parque Central da Amadora

Pleasant late afternoon during early summer (June 2025).

Weather: warm - 24–26°C,

Nature of Location: the sky was blue and clear, breezy, chilling environment for outdoor conversations. The park was lively but not overcrowded at the time. Children seen playing in the playground, families sat on benches, and groups of teenagers gathered on the grass and around the walking paths after school**.**

FIELD NOTE QUESTIONS

Escola profissional gustave eiffel

1. Hi, do you remember the blackout on April 28, 2025? Where were you at the time?
2. Were you in school or at home when it happened?
3. What was the first thing you noticed?
4. What did you think was happening?
5. What did your teachers do?
6. How did your classmates react?
7. Did you use your phone?
8. Did it feel serious?
9. What happened after school?
10. Did being in school make it easier?

Football field

1. Were you playing or training when the light blackout happened on 28 April 2025?
2. What did you notice first
3. What did you think was happening?
4. How did you feel?
5. What did the coach or other players do?
6. So, what did you and your teammates do?
7. Did the blackout change anyone's mood?
8. Did you feel safe?
9. Did any of you use your phones? Maybe to call your parents …did you?
10. Now, you realized that it is a blackout for real, did you stay or you went home?

Church Group

1. Were you inside the church when the light went out?
2. What was the first thing you noticed?
3. What did you think was happening?
4. How did you feel about the situation?
5. What did your fellowship leader do?

6. What did your fellowship member do?
7. Did the place feel safe?
8. Did you talk to others about it?

This interview only had 8 questions because they were busy with prayers for many hours and the researcher could not wait.