



Workshop goals:

- To name and discern the emotions contained within the sadness and discouragement spectrum.
- To observe the specific indicators of sadness and discouragement.
- To determine the intensity of these emotions in order to accept and deal with them more effectively.
- To train yourself to accept your sadness and discouragement, so you can continue doing what you were doing.

Take-home message for the children:

- When there's danger, stress makes you withdraw within yourself, and stops you from moving, allowing you to pass unnoticed and in doing so saving your life.
- When our life is not in danger, sadness and discouragement can indicate sorrow, a feeling of powerlessness, or a feeling of having been deceived.
- When I'm in that state, I need kindness and support to get back on track.

Theoretical background for the teacher:

Forbearance is originally an instinctive emotional state that allows us to protect ourselves from danger and predators. Physiologically, the tension in our body is relieved, we become tired, our voice becomes deep and toneless and we can sometimes cry. When there is no real danger, i.e. when the cause is cognitive or affective, the emotion can take on two forms. Sadness appears when we are deceived in an affective or non-affective manner, for example when a promise hasn't been kept, when we experience loss, or at the end of something pleasant... Discouragement is the feeling that you're not right at the top, that you're not able to reach a goal or handle a situation. When a child experiences repeated failures, he/she can fall into a state of "learned helplessness": disengagement, de-responsabilisation, inertia, a loss of self-confidence...

Outline of the workshop and suggested activities

Adjust and adapt according to childrens' age

Children are welcomed

Presentation of goals to children

Watching video with children

Discussion: guide the children to discuss what they have seen and what they remember 20 to 30 min.

Questions about the film to introduce the subject to the children:

1. What happened?
2. What do the characters feel?
3. What do they think?
4. How do they react?
5. What do they do?

Questions to relate the video to their lives and to include as many children as possible in the discussion:

1. And you? Have you experienced a similar situation?
2. What did you feel? Who has felt the same?
3. What happened in your body? Who has also felt that in their body?
4. What did you think? Who has thought that as well?
5. What did you do? Who has also done that?
6. What happened then?



Activities – Workshop 4

What is sadness and discouragement? What can we do?

The thermometer of discouragement (cf. worksheet 4)

10 to 20 mins

The children will expand their vocabulary on the emotion of sadness and discouragement. They will learn to discern fear in order to find a lower emotional intensity in place of a higher one that could impair ability and become stressful, allowing them to carry on with the task at hand.

The thermometer allows them to visualise the intensity of the emotion by asking “How do you feel?”. The first zone is a comfort zone. The second zone is the control zone. The “ok” shows the point where it starts to get difficult. Then there is the critical zone, which becomes a turbulent zone where fear in turn becomes very difficult to control.

What is sadness? Table of indicators (cf. worksheet 4A)

20 mins

The children explore three domains in which their sadness can manifest itself: feelings, physiology and thoughts.

With the help of the table, they can order and stick in the cut-out words into their respective columns as per the intensity of the fear indicators - if necessary with the help of an adult, either individually or in small groups.

The completed tables can vary slightly from one child to another since these indicators are subjective.

When I’m sad... (cf. worksheet 4B)

20 mins

With the help of the characters, the children practice recognizing and naming verbal and nonverbal indicators of sadness. They can use the observation table provided for them (cf Super observer! Worksheet 1A) to analyse their current/actual/real emotions. The children are invited to draw their reaction on the face and fill in the outline of the body with their own indicators.

Regaining my energy (cf worksheet 4C)

5 to 10 mins

Following the proposed steps on the ladder, the children practice accepting their discouragement or sadness, so they can regain their energy step by step.

A hodgepodge of emotions

20 mins

Reuse the image resources from activity 1 (add more if necessary). Collect all the photos and words that represent sadness and, if necessary with the help of an adult, discuss and stick them onto either:

- a big board for every emotion as a collective group exercise
- or onto a sheet for every emotion as a more personalised exercise.

Depending on the age of the children, you can also propose making a scrapbook or other artistic activities.

A journey into a beautiful memory - Breathe like a bird (cf. worksheet 4D and 4E)

5 to 10 mins

You can handle your emotions through breathing and body awareness. These two activities help children learn how to feel auto-empathy, how to get out of yourself again and to find new energy. Propose to practice each of these breathing techniques first together to establish a base pattern. Take some time to ask what effect it has on them. Then invite the children to practice individually according to their needs.

Conclusion

Activities can be concluded with reflection time with the children: what do you remember, what have you understood...?

Ask the children to make a decision that they will then present to the group.

Each child makes a decision: “I decide to...”, “I will...”