



Workshop goals:

- To observe the indicators of sadness and discouragement in others.
- To develop your empathy and your interpersonal skills.
- To practice encouraging others.

Take-home message for the children:

- Everyone experiences emotions in certain situations. We have the right to get angry.
- Boys can also feel sad and feel like wanting to cry.
- Welcoming other people's emotions with kindness can help them.
- The calmer and the more present I am, the more I can help.

Theoretical background for the teacher:

When you address a child's sadness or discouragement, you help them share their grief, help them feel less alone. With the listening and help of the adult, he learns to accept his emotional state with kindness and to take care of it. He understands that he has limits, that he is not all-powerful, that life is made up of joys and sorrows. With the support of adults and peers, he learns to gather his strength with courage to get back into action, step by step, and do his best.

Empathy is defined as the act of trying to understand the inner experience of another person, to attune to their emotions. These social and interpersonal skills can be trained. You can explain to the children the appropriate ways of behaving and, more importantly, demonstrate and apply them, since they learn first and foremost through observation and imitation of adults. These behaviors can be trained by "auto-instruction", as well as by role playing.

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

Activities – Workshop 8

How can I help my friend handle their feelings of sadness and discouragement?

Some sad situations (cf worksheet 8A)

5 to 10 mins

By thinking about some situations that they themselves have experienced, the children become conscious of the emotions they have lived through and that the others are experiencing, as well as of the help they received or offered to others. Helping each other is possible and welcome.

After having brainstormed situations with the children in which someone is feeling sad and discouraged, they now have the chance to talk about their emotions (with The Flower of Emotions or Thermometer of Discouragement) and possibly provide help to one another. Helping each other is possible and welcome.

Helping my friend who's feeling sad... (cf worksheet 8B)

10 mins

In this exercise, the children start out by asking themselves some questions before going to help their friend who's feeling sad. However, no one ever has to go... Nonetheless, the propositions the worksheet offer could encourage them. The lifesaver that is meant as a visual memory aid (you could cut it out) could collect some questions and options for the students to make use of in a real situation. The small lifesavers could be offered as a gesture of help.

Role plays & sketches (cf worksheet 8C)

20 mins

Now choose one of the situations you thought up with the children (or pick one from the worksheet) and divide the children into groups of three. Child **A** will play the role of the person feeling discouraged, and child **B** will be the one that's offering help. The third child will play the role of the observer, **C**. The role of **C** is to observe and watch the emotion's indicators, as well as to listen to everyone's lines – just like a director or a camera. **C** is not allowed to say anything during the role play.

All groups enact the situation at the same time in order to reduce the stress of being observed by others. The role play shouldn't be too long. After a few interactions, you can invite them to gather and talk about what happened in every group and what helped reduce the intensity of the emotion. Then the children switch roles. And after that, gather again...

Story: The deaf frog (cf worksheet 8D)

20 to 30 mins

In order to introduce the theme of perseverance in the face of difficulty, a story is told to the children to start off a discussion with the group.

Encouragement and giving compliments (cf worksheet 8D)

20 mins

This is an exercise to help practice saying kind, positive things and making sincere, encouraging compliments. You can do it verbally in a circle with a ball to start off the day, or by cutting out and offering upbeat post-its or stickers. The important thing is that every child can give and receive something with respect and compassion.

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..."