

EMOTIONS SADNESS

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SADNESS

It is really common to view emotions as good or bad, or some emotions as good and some as bad. Instead emotions are neither, they are normal. All emotions have a purpose and it is important that we engage with them in a healthy way. We can experience emotions with different levels of intensity, for different periods of time and multiple emotions at the same time. Feeling sad can often be a signpost to something or someone valuable to us. It is important to neither ignore feeling sad or get stuck there, we want to process the emotion. This video series aims to make space for all emotions, however if a student is struggling with prolonged sadness, or can't seem to feel anything else, they will need additional support (more than this video series can offer).

An interesting article about scientists who researched how emotions impact the body:

[Mapping Emotions on the Body](#)

If you haven't already it might be good to check out our self-awareness videos that complement this series.

RESOURCES

[Online videos](#)

Worksheets

Pens and large sheets of paper

GOALS

Students will:

- understand that all emotions are normal, including feeling sad
- understand that sadness points to something or someone that has value
- start to become aware when they feel sad
- reflect on how they experience sadness
- gain understanding on how to process sadness
- be encouraged to talk to a trusted person

SADNESS

Session 1

All emotions are normal. Each emotion has a purpose.

Individually:

- Ask the students to list on a table emotions they like, and emotions they don't like. (See the emotions list or the wheel of emotions in case students need some help moving beyond, mad, sad, happy.)
- Ask the students to colour each emotion with the colour that best suits it. (There is no right answer).

In groups:

- Mind-map all the different words associated with feeling sad, even things someone might be called, e.g. 'cry baby'.

[Watch the video: 'Sadness'.](#)

WHAT IS SADNESS?

Session 2

In groups mind-map and discuss:

- The things that can cause us to feel different levels of sadness.
- How do we see sadness portrayed in movies, tv or music? E.g. how do we know someone is sad in the story? What is an example of a sad song and why?
- This may need some direction, but it could facilitate a really helpful discussion - it is so important that students hear one another's answers. Have the students consider various cultural response to sadness. We are not saying what is ok or not ok, what is right or not right. We are giving the students an opportunity to think what messages they have heard about sadness.

[Watch the video: 'What is Sadness'.](#)

BODY, THOUGHTS & EMOTIONS

Session 3

[Start with the video: 'Body, Thoughts & Emotions.'](#)

In groups discuss and mind-map:

- how the body experiences sadness?
- how the mind/our thoughts, express sadness?
- how do emotions or the heart experience sadness?

It is so important to share how you are feeling with someone you can trust. Encourage the students to talk to someone they trust, and if something big is going on, find a trusted adult to chat to.

NOW WHAT?

Session 4

[Watch the video: 'Processing Sadness'](#)

In groups mind-map and discuss:

- What is helpful if someone feels sad?
- Who are people you can talk to?
- What is a helpful response if a friend shares they feel sad?

Individually

It is important to make space for a range of emotions. Being thankful can be helpful to consider good things in the midst of something difficult. We aren't trying to jump over the sad thing, but instead show what can help us after we have spent some time thinking about the sad thing or are feeling sad.

- Make a list of 10 things you can be thankful for today, get specific. E.g. encourage the students to not just write 'my family', but instead, 'when my mum picks me up from school'.

Session 5

HAPPILY EVER AFTER & LOUISE'S STORY

[Watch the video 'Happily Ever After.'](#)

It is normal to experience several emotions throughout our day and it is normal for our day to ebb and flow with different levels of enjoyment.

Individually complete:

- Pupils complete the different levels of enjoyment throughout their day. Reflect as a class how it is normal for our levels of enjoyment to ebb and flow.
- Pupils complete their engagement with social media. Does it reflect the ebb and flow of enjoyment? How do they feel after scrolling 'reels' 'TikToks' 'Snapchats'?

Remember sadness is normal and it is important to process how we feel and share with someone we can trust.

Listen to [Louise share her story](#) of processing sadness when she moved to Cork for the year.