



A2 Empathy Challenge

Mutual understanding - Giraffe Toolbox Teacher Guide



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All Challenges of level A2 are also available in a printed version in German. You can find them at www.jugendstaerken.at (Jugend stärken, volume 1 - 4).



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Empowering Youth with the Youth Start Entrepreneurial Challenges Programme

CORE ENTREPRENEURIAL EDUCATION

ENTREPRENEURIAL CULTURE

ENTREPRENEURIAL CIVIC EDUCATION

 IDEA CHALLENGE I can develop an idea.	 HERO CHALLENGE I can learn from role models.
 MY PERSONAL CHALLENGE I can solve personal challenges.	 LEMONADE STAND CHALLENGE I can sell things.
 REAL MARKET CHALLENGE I can develop a business plan for the market.	 START YOUR PROJECT CHALLENGE I can plan and implement my project with a team.

 EMPATHY CHALLENGE I can empathise with myself and with others.	 STORYTELLING CHALLENGE I can tell stories.	 BUDDY CHALLENGE I can support others in achieving their goals.
 PERSPECTIVES CHALLENGE I can understand I am part of my environment.	 TRASH VALUE CHALLENGE I can create something valuable out of garbage.	 OPEN DOOR CHALLENGE I can network with others.
 EXTREME CHALLENGE I can set and achieve difficult goals.	 BE A YES CHALLENGE I can say "yes" to myself and those around me.	 EXPERT CHALLENGE I can apply learning and communication techniques.

 MY COMMUNITY CHALLENGE I can do things for the community where I live.	 VOLUNTEER CHALLENGE I can engage in community service.	 DEBATE CHALLENGE I can develop and debate my opinion.
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The Youth Start Entrepreneurial Challenges Programme is based on the TRIO Model, which is a holistic definition of entrepreneurship that encompasses three areas:

- CORE ENTREPRENEURIAL EDUCATION** – Supports entrepreneurial qualification in a narrow sense: developing own ideas and implementing them creatively and in a well-structured way.
- ENTREPRENEURIAL CULTURE** – Personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.
- ENTREPRENEURIAL CIVIC EDUCATION** – Enhancing social competences as citizens: assuming responsibility for oneself, others and the environment.

"Empowering Youth" is a holistic learning programme for lower secondary school students and promotes personal initiatives and entrepreneurial spirit. It is part of the "Youth Start Entrepreneurial Challenges" programme. All competence levels (A1 = primary level, A2 = lower secondary level, B1+B2 = upper secondary level) can be downloaded at www.youthstart.eu in English, German and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "Youth Start mindfulness programme".



Empowering Youth ...

... refers to the title, the goal and the content of a practice-oriented, holistic learning programme which was developed for **lower secondary school** students. Bigger and smaller “**challenges**” form the key element of the programme. They function as learning prompts in three key areas that play an important role in empowering young people:

- entrepreneurial thinking and acting,
- personal development and
- social commitment.

Each key area is assigned a different color to help differentiate between them.
A diagram of the entire programme is included at the beginning of this document.



Empowering Youth is part of the “**Youth Start Entrepreneurial Challenges**” Programme, which aims to foster personal initiative and the entrepreneurial spirit of young people. It was developed in Austria for both primary and secondary school students, and it has been translated into six languages.



The aim of the **Empathy Challenge** is **Mutual Understanding**. To learn how to resolve conflicts or to prevent conflicts from arising in the first place the students fill a **Giraffe-Toolbox** with tools based on some principles from *Nonviolent Communication* by Marshall B. Rosenberg.

The “Youth Start Entrepreneurial Challenges” Programme supports children in developing their potential.

This was proven by a scientific field study which was carried out from 2015 to 2018 in Austria, Slovenia, Portugal, and Luxembourg with about 30,000 children and teenagers.

The research results demonstrate that by working with the programme in lower secondary school, the adolescents’ self-esteem is improved, and teamwork, creativity, and networked and critical thinking are fostered.

The students do not only learn how to communicate empathically and how to treat themselves and others with care and respect; they additionally acquire basic economic qualifications that are vital for their future working life.

We wish everyone working with this programme many inspiring learning experiences!

Eva Jambor and Johannes Lindner, editors

www.youthstart.eu | www.jedekindstärken.at | www.ifte.at



A2 Empathy Challenge

Mutual Understanding – Giraffe-Toolbox

In the **A2 Empathy Challenge** step by step the students fill a “Giraffe-Toolbox” with helpful tools: Cards for naming feelings and needs, keys that help them open doors to each other, a jackal that guards what they need and giraffe ears that help them to understand others and to be understood. The aim is to learn to connect empathically with themselves and with others.

Key competence of the challenge:

I can connect empathically with myself and with others.

Explanatory video: www.youthstartchallenges.eu/A2EmpathyEN



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Big idea behind the challenge

With the Giraffe-Toolbox the students receive some tools from Nonviolent Communication by Marshall B. Rosenberg. These tools help to understand others and to be understood.

Step by step they **get to know their own feelings** better and learn to **express them**, they find out which **needs** are hidden behind them and they explore **ways** to meet these needs.

On a **needs map** they make visible which of their needs are often met by people close to them and how they can care for their needs by themselves.

With so called **Giraffe Ears** they practise **deciphering messages** and discovering hidden requests behind their „Inner Jackals“ typical communication patterns - because it is the Inner Jackal that speaks up loudly when we have overlooked one of our needs.

In **role-plays** they practise putting themselves in someone else's shoes and guessing other people's feelings and needs.

They also practise expressing their **appreciation** and **gratitude**.

The tools in the Giraffe-Toolbox support **resolving conflicts** or **preventing them from arising** in the first place.

Explanatory video: www.youthstartchallenges.eu/A2EmpathyEN

Entrepreneurial Competences according to the reference framework

www.youthstart.eu/en/whyitmatters/ (Competence-oriented learning)

- I can identify and name my feelings and needs.
- I can express my feelings and needs without being mean to others or judging them.
- I can recognise other people's feelings and needs, and I can deal with them mindfully and compassionately.
- I can observe myself and my environment mindfully and act according to the needs I perceive.
- I can ensure that there is a good team spirit.
- I can observe myself and my environment with confidence and learn from mistakes.
- I can learn in the way that is easiest for me.
- I can set goals for myself and plan the necessary steps to achieve them.

Assessment

Step 8: Self-assessment of acquired competences (with the help of questionnaires);

Reflection on own work and definition of personal learning goals



Preparation for all steps:

All students receive the Student Manual with the exercises for each step, the best way to do them is to do them in the given order.

The titles of the exercises are labelled "E".

Large, solid cardboard discs for the feelings and needs clock; 4 large keys (e.g. from old cellar doors), copy templates for the tools for the giraffe suitcase (copy on the cardboard or glue and cut out):

- Key tag or the 4 keys of *Nonviolent Communication*
- Feelings Cards and Feelings Symbol Cards
- Needs Dictionary and Needs Cards Deck
- Pictures: Giraffe with bunch of keys (for the Giraffe-Toolbox), jackal and giraffe ears



Step 1 - Opening doors with the Giraffe-Toolbox

E 1.1. Opening or closing doors with words

E 1.2. Opening doors with the Giraffe-Toolbox

As an introduction, the students reflect on their communication behaviour and their communication patterns.

E 1.3. Tools for mutual understanding

E 1.4. The Giraffe-Toolbox - A toolbox for mutual understanding



Presentation of the project „Giraffe-Toolbox“ in which some tools of *Nonviolent Communication* by Marshall B. Rosenberg are introduced. The aim of the Giraffe-Toolbox is to give the class a haptic tool that supports them in understanding each other and being understood. In order to make the tools easier to „grasp“, it is advisable to make the toolbox together with the children and to gradually fill it with the suggested tools.

E 1.5. How we learn to understand each other better

Ask students to introduce these two pages to their families.

Step 2 - Expressing how we feel

The prerequisite for empathy is knowing your own feelings and being able to name them.

Therefore in step 2 the students' vocabulary of feelings is expanded, many exercises aim at learning to perceive and express their own feelings.



In preparation for this: Copy the Feeling Cards and Feeling Symbol Cards from the templates and cut them out, they will be put in the Giraffe-Toolbox later.



E 2.1. Tools for the Giraffe-Toolbox - Feelings Key

The students imagine how they could feel in a specific situation and they give reasons why they feel this way.

E 2.2. How do you feel when ...

The students imagine how they could feel in a specific situation and they give reasons why they feel this way.

How do you feel when today is your birthday?

e.g. Joyful because I am looking forward to my birthday party

e.g. Nervous because I do not know if everything will be ready for my party.

e.g. Sad because my friend cannot come to my birthday party

E 2.3. Expressing feelings with the body

E 2.4. Where and how do your feelings show?

Both exercises are about noticing a feeling in the body. **Exercise 2.3** focuses on the connection between body posture and feeling. Through these exercises, students are encouraged to explore how feelings affect their bodies and vice versa.



During **exercise 2.4.** the students could take notes:

e.g. When I am angry, I frown and clench my fists, the muscles in my arms become all hard and tense.
e.g. When I am sad, I feel it especially in my stomach, it contracts, and my cheeks become heavy and pull down.
e.g. When I am happy, my upper body feels very light. I can breathe freely.
e.g. When I am nervous, I feel my feet and hands. They can hardly hold still and want to fidget around.

E 2.5. A journey through your body with Posi Meme



With the guided meditative body journey, the students are guided to mindfully focus on their bodies. This focuses the thoughts and helps with concentration. The exercise is also recommended for increasing readiness to learn. It is particularly suitable as an introduction to the beginning of the lesson. The complete instructions are available in the copy templates and in our materials on **Learning Holistic Learning**. You can download them at http://www.youthstart.eu/en/challenges/learning_holistic_learning/.

E 2.6. Words for your feelings - Feelings Cards

In order to be able to name the feelings, an extensive collection of adjectives for feelings is introduced. The vocabulary can be developed step by step in class. The Feelings Cards from the copy templates go into the Giraffe-Toolbox.

E 2.7. Which feelings do you see?

Feelings are perceived differently by each person and also expressed differently. There is therefore no correct or incorrect assignment for the symbols on the Feeling Symbol Cards.

E 2.8. Tools for the Giraffe-Toolbox - Feeling Cards and Feeling Symbol Cards

Copy and cut out the Feeling Cards and Feeling Symbol Cards (from the copy templates) and put them into the toolbox. It is helpful if the toolbox is actually filled with the suggested contents. This way the cards and keys are grasped as tools that can be used in the class to understand each other.



E 2.9. Reading out the weather report

In this exercise you can experience that posture, tone of voice and facial expression have a decisive influence on the interpretation of spoken words. This is tried out in a playful way.

E 2.10. Guessing feelings

Feelings are portrayed with the body and are to be guessed. In this way, the students practise empathizing with others. With this exercise they can also learn that the same feeling in different people can look quite differently on the outside.

E 2.11. Feelings clock



The feelings clock can be made and displayed in the classroom. **This also makes the feelings of the students visible.** The symbols on the clock help to „name“ a feeling without words.

To do this, copy the Feeling Symbol Cards once more and stick them on a large round piece of cardboard.



E 2.12. Do you speak about yourself or do you blame another person?

This exercise is about recognising hidden blame.

With those terms from the exercise that you can put the beginning of the sentence „You have ... me,“ others are often blamed for our own feelings. In the practise of Nonviolent Communication they are also called „false feelings“.

After the sentence starter „I am ...“, which the students practise for expressing their feelings in this challenge, you cannot insert a pseudo-feeling.

These words from the exercise can be used in a phrase with „You have ... me“:

ignored, attacked, misunderstood, provoked, disappointed, neglected, insulted, betrayed, criticised, abandoned, bullied, put down, excluded, judged, let down, rushed, disturbed, suppressed, rejected, overlooked

Which feelings could be hidden behind these false feelings? With which feelings word could you express it?

You have ... me	I am ...	You have ... me	I am ...	You have ... me	I am ...
ignored	lonely	attacked	afraid	misunderstood	sad
provoked	nervous	disappointed	sad	neglected	helpless
insulted	tense	betrayed	angry	criticised	insecure
abandoned	puzzled	bullied	fearful	excluded	tired
judged	unhappy	rushed	nervous	disturbed	uneasy
suppressed	helpless	rejected	empty	overlooked	helpless

On the Feelings Cards there are also some feelings words that can be used in a phrase with „You have ... me“. All of them are feelings words that are built from a verb.:

e.g. excited, fascinated, delighted...

With terms that express unpleasant feelings, this can lead to misunderstandings:

e.g.: disappointed, irritated, bored,....

The following distinction is important:

When you use such a term to express a feeling of your own, you speak about yourself and your own feeling.

I am disappointed because I expected something different.

(I am talking about me and not about you).

However, if your attention is with what the other person did and you blame this person, it is NOT an expression of your own feeling.

I am disappointed because I expected something different from YOU.

(I am talking about you and not about me)

E 2.13. How do you feel?

The students imagine how they feel in fictitious situations. In doing so, they use the Feelings-Adjectives from the Feelings Cards.

E 2.14. Feelings „Pie“ Chart

All the feelings of the last few days are drawn like pieces of a pie in a circle diagram, each feeling has its own colour and the appropriate size in the chart. In this way, the students make visible how they currently feel most of the time. This is an important step in getting to know oneself well and a prerequisite for being empathic with others.



Step 3 - Expressing what we need



Copy the following tools from the copy templates onto thick paper (or glue them onto cardboard) and cut them out:

- Needs Dictionary - 12 cards with front and back
- Needs Card Deck - 48 cards with front and back
- 20 Situation Cards

For **Exercise 3.4.**, copy the front of the Needs Dictionary enlarged so that the symbols are more visible.

E 3.1. Our Feelings Dashboard

Feelings have a message for us - like the lights on a dashboard: They tell us, whether a need is met or unmet at the moment. In E 3.1. the students practise deciphering these messages.

E 3.2. Finding out what is behind your feelings

In this exercise, the students explore what is behind their feelings. When they draw the met need, the situation is remembered not only cognitively but also emotionally with all their senses. You can also use the Wheel of Mindfulness from the Youth Start Mindfulness Programme to activate the 5 senses. It is available at www.youthstart.eu in the „Mind & Body“ section.



E 3.3. Needs Cards: Finding words for what you need

We have chosen 12 categories to give orientation in the multitude of possible 1 symbol, 1 need word and 1 sentence explaining it are introduced per category

In **Exercise 3.8.** (My Needs Treasure Chest), the students then get to know 4 terms per category:

1. **Autonomy**, Freedom, Independence, Choice
2. **Empathy**, Understanding, To be heard, Mourning
3. **Safety**, Structure, Stability, Protection
4. **Community**, Belonging, Cooperation, Companionship
5. **Rest**, Peace, Balance, Space
6. **Support**, Care, to matter, Help
7. **Closeness**, Love, To be welcome, Connection
8. **Celebration**, Play, Beauty & Pleasure, Adventure
9. **Appreciation**, Partnership, Recognition, Consideration
10. **Empowerment**, Participation, Creativity, Completion
11. **Meaning**, Clarity, Learning, Contribution
12. **Physical Wellbeing**, Nutrition, Movement, Health & Recreation

In the Needs Dictionary (see copy templates), all 48 terms are explained with one question or one statement each. The Needs Card Deck contains 48 need word and can be used for the following exercises to playfully introduce the need words step by step, which may be unfamiliar to the students.



E 3.4. Playful needs exploration

What fits together?

The needs words support understanding between people. For everyone the words mean something different, therefore students may question the categorisation we have chosen and find another classification or categorisation more appropriate. A discussion about this is helpful for exploring and thus understanding the terms. The categorisation we propose is no more or less correct than a categorisation proposed by the students.

However, for the sake of clarity in the exercises, we recommend that the 12 proposed categories be retained for further use of the materials.

Needs Bingo

This game also aims to familiarise the students with the need words. We suggest dividing the class into several groups so that all the students stay attentive until the end, even if they have already played their own card. Each member of a group should make sure to call out „bingo“ at the end when the group has played all the cards.

E 3.5. Needs Clock



The Needs Clock can be made and placed at a clearly visible place in the classroom. **It can be used to make the needs present in the class at this moment visible.**

To do this, make another copy of the fronts of the 12 cards from the Needs Dictionary in the appropriate size and stick them on a large round piece of cardboard like the face of a clock.

E 3.6. Tools for the Giraffe-Toolbox - Needs Key, Needs Dictionary and Needs Card Deck



Copy the key tag with the treasure chest symbol (see templates) and use it to make a Needs Key. Prepare the Needs Dictionary and the Needs Card Deck and put everything in the toolbox.

The Needs Key unlocks the personal treasure chest with the hidden needs treasure but also opens doors to others.

E 3.7. Needs Treasure

The 12 categories for the 48 needs are introduced as 12 gold coins. They are a precious treasure. When we find out what we need, we not only understand ourselves and our feelings better, but we can also open doors to others.

E 3.8. My Needs Treasure Chest

This exercise is highly recommended. The students take an intensive look at their needs and recognise which needs they have again and again. The recognition alone is very helpful, it is not always necessary that the need is fulfilled.

Discuss this insight with the students and ask them about their own experiences about this:

The better you know your needs, the better you know what you need in a specific moment

Sometimes it is even enough if you only perceive your needs or someone else hears them and it is not necessary to fulfil them.

E 3.9. Needs Poker

After the students have learned words for their needs and explored their own needs, they go a step further with this game.



They try to empathize with other people in different situations and play „Needs Poker“ using the Needs Card Deck. Everyone who has a suitable need word in their paper gives reasons for their decision.

In the following suggested solutions we provide possible answers. It is not the aim of the game to find all of the needs words listed here. The students can also suggest other needs that are not listed here. There is no wrong or right answer in this exercise. Different people can have different needs in the same situation!

Suggested solutions:

1. *Ms. Novak, the principle, says: „This class can never behave, you know that you are supposed to go to your classroom after the school bell.“*
What could Ms Novak need in this moment?
possible answers: calm, cooperation, to be heard, consideration, structure, safety, care, connection
2. *Sophia gets her English test back with an „E“. She mumbles: „I’m in huge trouble, my parents will be really angry.“*
What could Sophia need in this moment?
possible answers: peace, care, support, mourning, empathy, appreciation, understanding, to matter, love, recognition
3. *Maryam gets her maths test back with an „A“, she hears someone whisper: „Nerd.“*
possible needs of Maryam: celebration, community, belonging, being welcome, recognition, appreciation, partnership, to matter, companionship
4. *Lucas is chosen last in gym class for one of the two basketball teams.*
possible needs of Lucas: being welcome, to matter, appreciation, recognition, contribution, community, connection
5. *Khaled slides back and forth on his chair in the English lesson.*
Khaled’s possible needs: movement, meaning, clarity, participation, physical wellbeing, choice, freedom, empathy
6. *The geography teacher yells: „That’s enough, you’re being unbearably loud again!“*
possible needs of the geography teacher: to be heard, contribution, completion, cooperation, community, meaning, appreciation, connection
7. *Sarah says in class, „I’ll never need that in my life anyway.“*
possible needs of Sarah: meaning, participation, empowerment, choice, clarity, learning, partnership, recognition
8. *Fatima says, „I don’t want to work in a group with those two again!“*
possible needs of Fatima: autonomy, independence, choice, freedom, belonging, creativity
9. *The maths teacher says: „Try harder with your homework. There are two exercises missing again.“*
possible needs of the teacher: contribution, meaning, learning, support
10. *Matteo shouts: „Not so much homework again! We still have two tests this week.“*
Matteo’s possible needs: rest, balance, play, freedom, health & recreation, participation, partnership, to be heard, consideration, space, empathy, support
11. *Meera says: „I’m not cleaning that up, those two put that there and they never clean anything up!“*
Meera’s possible needs: care, balance, consideration, partnership, community, companionship, cooperation, recognition
12. *The gym teacher shouts: „Come down immediately, you two! There’s no mat under there!“*
possible needs of the gym teacher: safety, protection, cooperation, care, partnership



13. *Noah says: „Be quiet, I can't concentrate at all like this.“*
Noah's possible needs: consideration, completion, learning, empowerment, to matter, understanding
14. *Emma suggests setting up a quiet corner with a couch in the class.*
Emma's possible needs: creativity, rest, health & recreation, beauty & pleasure, space, partnership, physical wellbeing, participation, empowerment, connection
15. *Olivia wants to sit in the same place in class every year.*
Olivia's possible needs: stability, structure, space, connection
16. *The students in the second grade have just been told that the winter sports week has been cancelled because of the danger of avalanches.*
possible needs of the students: mourning, empathy, play, movement, health & recreation, adventure
17. *Theo says: „Our physics teacher is terrible. She screamed at us because we asked her if we could use 10 minutes of her lesson to finish the interdisciplinary project.“*
Theo's possible needs: completion, partnership, appreciation, empowerment, cooperation, learning, meaning, creativity, peace, recognition, structure, connection
18. *Muhammad says: „I don't understand why a teacher always has to accompany us to the canteen. We are 13 years old, we can find our way on our own!*
Muhammad's possible needs: independence, freedom, empowerment, partnership, recognition, autonomy, to be heard, appreciation
19. *The French teacher invites Elif's parents for a talk on parent-teacher day.*
Possible needs of the teacher: cooperation, care, partnership, support, contribution, clarity, connection, to be heard
20. *Marija has thrown the ball over the fence. She tells the teacher: „That wasn't me.“*
Marija's possible needs: empathy, peace, understanding, protection, support, safety, help, partnership

E 3.10. Guessing Game: Needs

The students guess what fictional people might need in fictional situations and in this way explore other people's possible needs.

The exercise becomes easier if you imagine someone in a certain situation, e.g.: „You always want to decide everything, it's unfair!“

This is what my brother might say to my mother when she tells him to turn off the computer. Or: This is what Oliver might say to Meera when they are working on a project together.

Suggested solutions:

For example the persons might need:

- autonomy, cooperation, community, balance, choice, to matter
- („It is always you who decides, that's unfair!“)
meaning, participation, choice, freedom, rest, health & recreation, adventure
- („I don't want to do this exercise! It's totally useless!“)
rest, peace, space, to be heard, autonomy, consideration, sometimes also closeness
- (and you say the opposite) („Leave me in peace!“)
belonging, to be welcome, participation, community
- („They don't let anyone join in anyway.“)
Recognition, appreciation, empowerment, meaning
- („I could already do this last school year; it is so easy!“)
Understanding, empathy, to be heard, closeness, appreciation, love
- („I am always so stupid anyway, nobody understands me.“)
Consideration, space, peace, rest, safety, to matter
- („Can't you watch where you are going?!“)
Play, beauty & pleasure, adventure, participation, choice, empowerment, meaning, to be heard, recognition,
- („This is no fun at all, it is so boring!“)



Step 4 - Expressing clear requests

E 4.1. Needs Glasses

As an introduction to step 4, the students continue to look at their needs. In this exercise with the glasses they visualise to which degree five of their needs are currently being met. This visualisation intends to help them recognise what they often need. This exercise continues the topic of the treasure chest exercise in Step 3 (**Exercise no. 3.8.**), where the students find out their top 3 needs.

E 4.2. Needs or ways to meet a need

This exercise is about learning to distinguish between what is a need and what is a way in which the need could be met.

It is helpful to know as many ways as possible to meet a need.

Practising *Nonviolent Communication* needs are used as a central key to open doors. Here a need is understood as what all people need, regardless of age, culture, religion, etc. In contrast to this, the ways to fulfil them are very individual and also different in different situations.

For example: people have the need for relaxation. For some, a holiday by the sea means relaxation, others could never relax by the sea, they prefer to be in the mountains.

Solutions to the exercise:

Needs (WHAT?): freedom, autonomy, health, belonging, peace, rest, play.

Ways to meet needs (HOW?): a pizza, going to the cinema with you, pocket money, holidays at the seaside, ice cream, football, telling jokes

E 4.3. My ways to meet my needs

At the center of this exercise is the question:

How can you meet your own need?

The expectation that someone else will meet a specific need in a very specific way often leads to conflict between people.

Therefore it is important to know many different ways in which a need can be fulfilled and to explore how you yourself can contribute to fulfilling your need.

E 4.4. Clear, concrete and doable requests („Giraffe Requests“)

„Giraffe Requests“ are requests, which describe clearly and concretely what one is asking for and which are doable for the other person:

- Concretely describe what exactly you are asking for.
- Make sure what you ask for is doable for this person.
- Say what you want (and not what you do not want).

Solutions:

Do not disturb me all the time! -> I want to concentrate and finish this. Sit down with your lunch at another table, please.

Please, don't climb so high. -> Please only climb up to the blue rung and turn around there.

Please listen carefully now.-> Please, look at me when I talk to you.

Please clean up now.-> Please put your notebooks on the table and put your clothes into the washing machine!

Please, stop jumping the queue. -> Line up behind me, please!

I do not want you to play along, we are right in the middle of a game. -> Please sit down and wait for us to start the next round. Then you can play along, ok?

Don't be so aggressive all the time. -> Please sit down and we will talk about it in 10 minutes, ok?



Suggested solutions - possible „Giraffe Requests“ for the given sentences:

Please, not so much homework again, it's far too much! -

Can we please do three of these exercises together in class?

Tomorrow we have a written test, can we agree on next Monday as the deadline for the homework?

Tomorrow we have a written test, please give us only two exercises.

I can do that already, is it enough if I only do point a) of each exercise?

I don't like that these discussions in class always take so long.

I would like to hear five different opinions on this question, please.

Can we please agree on discussion rules at the beginning of the discussion this time?

Please only speak now if you want to raise a point that has not yet been said.

I would like to limit the discussion time to 10 minutes. Please try to explain your point of view in no more than three sentences.

E 4.5. Tool for the Giraffe-Toolbox - „Giraffe Request“ Key



Make a „Giraffe Request“ key together with the students using the keyring with the „Please“ symbol and put it in the Giraffe-Toolbox as a tool to open doors to others.

As a review, take some time with the students to go through all the tools that are now in the Giraffe-Toolbox.

- 3 keys (Feelings, Needs and Giraffe Request)
- Feelings Symbol Cards
- Feelings Cards
- Needs Dictionary
- Needs Cards Deck

E 4.6. Formulating „Giraffe Requests“

With the help of what they have learned so far, the students try to formulate their own „Giraffe Requests“. It is not important that they precisely match the definitions of *Nonviolent Communication*, but rather that a learning process starts for the students. Ask the students to reread their own requests and pay attention to the following:

- Have I described exactly and concretely, what I request?
- Is what I ask for really doable for this person?
- Have I said what I want (or have I said what I do not want)?

Step 5 - Expressing what we see or hear

This step involves practicing to say what you can perceive with your 5 senses. When you focus on your senses, it is easier to recognise whether you are observing or whether what you say also contains an opinion, an interpretation or even a judgement or prejudice. The aim is to consciously and mindfully train to say only what can be perceived with the senses.



In the Youth Start Mindfulness Programme you will also find numerous exercises for focusing on observing consciously. You can download it for free at www.youthstart.eu under the heading „Mind & Body“.

E 5.1. Tool for the Giraffe-Toolbox - Observation Key



Also make the last key with the eye and ear key tag for the Giraffe-Toolbox. It is meant to be used whenever you practise expressing an observation and not an opinion or judgement.



E 5.2. Observation or Judgement?

In this exercise, sentences are given that describe exactly what can be observed.

The following sentences describe an observation:

You got an E on your English test.
For lunch we had pasta casserole, which had a hard dry layer on top.
You jumped 4.20 m today on the sports field.
I am 1.50 m tall and you are 1.25.
Today you arrived at half past eight, I've been waiting for you since eight.
You were the first in class to finish the exercise.
She said: "Lena, I'll discuss this with your parents."

E 5.3. Observing instead of judging

In this exercise, the students look for observations themselves and write them in the gaps.

Solution Suggestions:

You are messy! → I see, there is *a banana skin lying* on your table.
You look tired again! → I see that you *yawned three times*.
You eat unhealthy things! → I've seen you eat *chips*.
You are always looking for a fight! → I heard you say: „*You are really stupid!*“
She is one of the popular students. → I have seen, that she *talked to 5 other girls* in the break.
You are athletic. → I have seen you do *a handstand* in the last gym class.

E 5.4. My map of met needs

This map is intended to make visible in a picture which of the students' needs are repeatedly met by people who are important for them. The needs they fulfil by themselves are written in the centre of the map.

Step 1 is to raise awareness of these fulfilled needs.

Step 2 is to notice the joy about that.

Step 3 is to say thank you for these fulfilled needs.

How to do this is practised in the following exercise:

E 5.5. Recognizing and celebrating met needs in everyday life

This exercise is about to describe what someone says or does very precisely and to thank this person for it:

*E.g.: Thank you for helping me with my homework.
I was happy that you said to me how much you like being with me.
I like it when you sit with me during the break.*

In this exercise, the students can also think about what they like about themselves and practise feeling joy and gratitude about it.

E 5.6. Expressing gratitude and appreciation instead of praising and flattering

With this exercise, differences between praise and flattery or gratitude and appreciation are worked out. It is essential for gratitude and appreciation that they are expressed without ulterior motives and without judgements about the person.

In the exercise, observational sentences are contrasted with those with evaluations.

Solutions:

Well done! You paid really good attention today. → I'm glad you answered three questions in today's review.
You are a really good student, keep up the good work. → I'm impressed that you've filled in all the vocabulary in this cloze.
You are an exemplary class! If you keep this up, we will go on an excursion next month. → Thank you for picking up all the rubbish from the floor and putting the chairs on the tables.



Good job! You are just better than the boys. → Yeah, you scored three goals in one football match!
You're the only friend I can count on. → Thank you for sending me your notes last week when I was sick.
You're so generous, not like your brother! → Thank you for giving me your apple today.
You are my best friend! → Thank you for letting me join the new WhatsApp group.

Important: Please do not be confused by the examples! Here the same applies as when practising expressing feelings not using the phrase „You have ... me“:

What is decisive is the attitude with which something is said. There are sentences that sound like praise, but honestly express one's own joy, gratitude and genuine appreciation.
In order to understand and be understood, it is helpful to pay attention to whether one expresses one's appreciation at eye level or if there is also a sense of judgement.

E 5.7. Appreciation party

Showing gratitude and appreciation brings more joy into our life together. For the sense of the community in the class it is supportive to reserve enough time for appreciation in everyday school life. The exercise gives suggestions for this. The tools from the Giraffe-Toolbox also make it possible to say what you don't like: I say what I see or hear, I say what I feel, and I say what I need.

As long as observations and not judgements are expressed, also unpleasant facts can be more easily heard by the other person!

Also use the Feelings and Need key to find out why something was unpleasant for the person expressing the observation.

Step 6 - Listening and Understanding



E 6.1. Tool for the Giraffe-Toolbox - The Inner Jackal

The Inner Jackal plays an important role for our needs. He guards our inner Needs Treasure and speaks up when we have overlooked one of our needs. It plays a similar role as the alarm lights on the dashboard.

The class can work together to make a jackal for the Giraffe-Toolbox, or you can copy the template. It is helpful if the jackal is present as a picture or figure in the toolbox as a symbol for an important insight about ourselves:

The Inner Jackal always speaks up with harsh words when we have neglected to pay attention to an important need. It sounds the „alarm“ when needs have been overheard or overlooked.

The students can also draw their own Inner Jackals. No matter which way, it is important to practise dealing with the Inner Jackal.

The following exercise also serves this purpose:

E 6.2. Meeting your Inner Jackal

The students explore what they are angry about again and again and write these situations down. They write them next to a jackal guarding a treasure chest: The jackal as the guardian of the personal treasure of needs always speaks up when one or more needs have been overlooked.

In the following exercise, they will find out what they need in these recurring situations in which they are angry regularly:



E 6.3. Meeting your Inner Jackal

Here we train again what we can do ourselves to meet the needs in such situations: Instead of complaining about others in my anger, I practise understanding anger as a message about myself. It says something about what I need, not about the other person. To decipher the message, we use the Need Clock or Need Treasure in the exercise.

It is not easy in moments of high emotionality to find out with a cool head and a spirit of research, what you need at that moment. Therefore, we recommend practising with the students to give themselves pauses for reflection when emotions are running high.

A proven way to do this could be ALI, a mindfulness exercise:

A IR (Take a deep breath!).
L AUGHTER (Smile!).
I NNER PEACE (Pause & think!)



The pause for reflection can then be used to find out with the tools from the Giraffe-Toolbox what you need at the moment and what you can do for it.

The exercise can also be extended:

„Count backwards from 30 to 20. If you are still not calm, continue counting to 0. After this pause, think about what you need and what you can do to fulfil your needs.“

Collect with the students the tricks they use to get thinking breaks and practise with them to get into the habit of taking these breaks. This prevents many conflicts!

E 6.4. How the Inner Jackal expresses itself

In this exercise, typical communication patterns of the Inner Jackals are made visible. The aim is, to reflect on one's own communication behaviour:

When does my Inner Jackal speak? Which communication patterns does it like to use?

Solutions:

Typical Modes of Communication Inner Jackals use	Jackal Phrase Number
Your Inner Jackal wants to be right : "This is ..."	3. This is mean! You are not allowed to jump the queue!
Your Inner Jackal blames/accuses others : "Because of you ..."	6. Because of you we were late this morning!
Your Inner Jackal blackmails others with a reward : "If you ..."	5. If you are quiet now, we'll go to the sports field tomorrow.
Your Inner Jackal threatens others : "If you ..."	1. If you are not quiet now, we will not go to the sports field tomorrow.
Your Inner Jackal insults others : "You are ..."	2. You are not nice. You never lend your pencils to others.
Your Inner Jackal flatters others : "You are ..."	7. You are much nicer than your brother. You lend me your pencil.
Your Inner Jackal praises others : "You are..."	4. You are the best in the class. The others can take an example from you!

E 6.5. Tool for the Giraffe-Toolbox - Giraffe Ears

Our Giraffe-Toolbox is now complete, only one important tool is still missing: the Giraffe Ears. Because:

When you hear another person's Inner Jackal growling, you sometimes think it is talking about you and are hurt.





With Giraffe Ears, it is easier to decipher the hidden message behind the Jackal Phrases: Behind the growling, the Inner Jackal is hiding its own needs. The Giraffe Ears are a symbol for listening carefully.

Also add the Giraffe Ears (from the copy templates) to the Giraffe-Toolbox. The class can also make their own ears if they wish.

To get yourself ready to listen carefully and to hear the message behind the Jackal Phrases, it can be a good idea to introduce a small ritual, e.g. the „thinking cap“ exercise:



Gently pull the edges of both ears from the inside out with your thumb and forefinger as if you were ironing them out. Start at the tips of the ears and iron the edge to the earlobe. Repeat ten times.

The exercise activates 400 acupuncture points and stimulates in addition, the centre of the nervous tissue running through the length of the brain stem. This enhances concentration. You can find the short video „Thinking cap“ and other exercises to activate & concentrate in under the heading „Mind & Body“ at www.youthstart.eu.

E 6.6. Decoding Jackal Messages

In this exercise you practise empathising with others and deciphering what might be behind Jackal Messages.

It is important to practise this, as it often happens that one thinks these Jackal Messages are about them and then are hurt. The exercise draws attention to the person who is speaking. What does this person need right now?

Solutions:

- If you are not quiet now, we will not go to the sports field tomorrow. -> Please talk in a whisper so that the others can concentrate.
- You are not nice. You never lend your pencils to others. -> I've forgotten my pencil. Would you please lend me yours?
- This is mean! You are not allowed to jump the queue! -> I would like to get on the bus peacefully. Please stay in the queue behind me.
- You are the best in class. The others can take an example from you! -> It was easy and fun for me to follow your presentation because you have spoken freely and designed a poster for it.
- If you are quiet now, we'll go to the sports field tomorrow. -> Please talk in a whisper so that the others can concentrate.
- Because of you we were late this morning! -> I would like to arrive at school on time. Could you please get up 20 minutes earlier tomorrow?

Step 7 - Opening doors in conflict

How can what has been learned be applied in conflict situations? This is what step 7 is all about. Here all the tools are used. Fictive examples are used to illustrate how one can empathise with others in certain situations and practise guessing their needs. In role plays the students learn to empathise with others.

E 7.1. Learning to understand others

We can never know how others feel or what they need. We can only guess, be interested and ask them about it.

This is practised in this exercise using fictitious situations.

Only use feelings words from the Feelings Cards (= in the Student Manual Step 2, exercise 2.6: Words for your feelings). This ensures that no „false feelings“ are written down and the students practise this new vocabulary of feelings.



Suggested solutions for the 3 situations (other feelings or needs can also be assigned here there is not only one correct solution):

Emma is talking to the person sitting next to her. The teacher says: „You’re disturbing the whole class again. Can’t you pay attention for once?“	How could the teacher perhaps feel? e.g. tired, nervous, angry, irritated What needs could be hidden behind the teacher’s words? e.g. completion, to be heard, support, consideration
Leander has dropped Marco’s mobile phone. Now the display has a crack. Leander shouts: „It’s your own fault! You always put it right on the edge of the table!“	How is Leander possibly feeling? e.g. shocked, frightened, worried, unhappy Which needs could be hidden behind Leander’s words? peace, care, protection, empathy, companionship
Livia comes to her locker in the morning. Constantin is sitting on the floor in front of it, rummaging through his school bag. Livia says: „I can never get to my locker! You’re always in the way!“	How could Livia perhaps be feeling? e.g.: uneasy, tired, angry, irritated What needs could be hidden behind Livia’s words? e.g.: consideration, space, freedom, autonomy, rest

After thinking through the fictional situations, the students are asked to recall their own real conflict situations.

What would have changed in the situation if you had thought about these possible feelings and needs?

E 7.2. Hearing requests behind the Jackal Messages

The aim of this exercise is to listen carefully with Giraffe Ears and decipher Jackal Phrases:

What need is hidden behind what the person did or said? The students formulate possible requests for the people in the fictitious situations.

Suggested solutions:

Ex. No.	possible need	possible request of this person
1	completion	The teacher explains to Emma that she would like to finish the topic, and asks Emma to finish the example at home.
1	to be heard	The teacher asks Emma to finish the maths exercise and to use the break to go on talking with the person sitting next to her.
1	support	The teacher asks Emma how far she has got with her exercise and if she needs something to get further with it.
2	peace	Leander says, „I didn’t mean to drop your phone, I’m sorry.“
2	care	Leander offers Marco to share the price of a new display.
2	protection	Leander asks the teacher to talk to his parents so that he doesn’t get into trouble.
3	consideration	Livia could ask Constantin, „Move over a little.“
3	space, freedom	Livia asks if she can have a locker at the other end of the room.
3	autonomy	Livia makes a colourful sign „Here is Livia’s place.“ and sticks it on the locker.

Also after this exercise, the students are asked to recall a real conflict situation of their own:

What would have changed in the situation if you had been able to hear the hidden need with Giraffe Ears?



E 7.3. Listening to your own needs

Using the same three fictional situations, the feelings and needs of the second person involved are explored and guessed.

Suggested solutions:

Situation 1:	Emma is talking to the person sitting next to her. The teacher says: „You’re disturbing the whole class again. Can’t you pay attention for once? How could Emma possibly feel? cheerful, light, energized, disappointed What could Emma need? connection, community, play & fun, understanding
Situation 2:	Leander has dropped Marco’s mobile phone. Now the display has a crack. Leander shouts: „It’s your own fault! You always put it right on the edge of the table!“ How could Marco possibly feel? shocked, angry, sad What could Marco maybe need? protection, space, care, peacefully
Situation 3:	Livia comes to her locker in the morning. Constantin is sitting on the floor in front of it, rummaging through his school bag. Livia says: „I can never get to my locker! You’re always in the way!“ How could Constantin perhaps feel? tired, scared, bored, indifferent What could Constantin perhaps need? space, peace, rest

E 7.4. Appreciating both person’s needs

After exploring and guessing the feelings and needs of both people in the fictional situations the students think of ways in which the needs of both could be taken into consideration.

The students act out the 3 situations. First as described and then with Giraffe Ears. Together they find a solution that both of them are satisfied with and write down ways that take into consideration the needs of both persons:

Suggested solutions:

Situation 1:	The teacher needs: completion Emma needs: connection way that considers both person’s needs: The teacher says: „In 10 minutes we will have a longer break where there is time to talk and have fun together. Ok, Emma?“ Or: Emma and the person sitting next to her continue to talk quietly until everyone in the class has finished the maths example.
Situation 2:	Leander needs: peace Marco needs: protection way that considers both person’s needs: Leander says he is sorry that Marco’s mobile phone is broken and asks his parents to replace it. Marco puts his mobile phone in his school bag from now on. Or: Marco knows that Leander would get into trouble at home if his parents found out about it. He offers to share the cost of the display. Or: Before Leander and Marco continue talking, they do the ALI mindfulness exercise and then go to the need clock together, then they go to the Needs Clock together.
Situation 3:	Livia needs: consideration Constantin needs: space way that considers both person’s needs: From now on, Constantin sits in another place in the morning to put off his shoes in peace. Or: Constantin swaps lockers with another child.



Again, it is important to transfer what has been learned into the real life of the students. Therefore, after this exercise, ask them to recall a real conflict situation of their own:

Which way could have taken into consideration the needs of both at that time?

Give them time to discuss this question in pairs and also talk about it with the whole class.

E 7.5. The Giraffe-Toolbox - useful tools for conflicts

The aim of all the exercises in this challenge is to be able to apply what is practised in the fictional situations to personal conflict situations.

This requires a lot of practise. The Giraffe-Toolbox is a haptic aid to make the valuable tools for empathic communication visible and thus to learn more easily to use these tools when dealing with others.

At the end of Step 7, there is an inventory of the suitcase:

What are the contents of our Giraffe-Toolbox? When can we use them?

Step 8 - Thinking things over

As with any challenge, the last step is to reflect on what you have learned.

E 8.1. Writing down what we are grateful for

These steps start with a reflexion on what you are grateful for. Gratitude is a character strength, that has been shown to increase personal well-being. The intervention from Positive Psychology, of writing down 3 things you are grateful for every day in the evening (e.g. in a happiness diary) has been scientifically well researched as „The 3 blessings“ and has been proven to make people happier and more content.



The A2 Be A YES Challenge is based on the scientific findings of Positive Psychology. It contains numerous exercises that help people to flourish and is available for free at http://www.youthstart.eu/en/challenges/a_path_in_flourishing/.

In the Empathy Challenge, the focus of expressing gratitude is on speaking out something observable and finding the fulfilled need.

E 8.2. Questionnaire for the Empathy Challenge

As always at the end of a Challenge, the students are asked to reflect on what they have learned using a questionnaire with open questions. The questionnaire also provides a good basis for discussing the Giraffe-Toolbox project together with the class.

E 8.3. How well can you do that already?

This questionnaire is for self-assessment of what has been learned.

E 8.4. Reach your personal goal in a few steps

The aim of this exercise is to encourage students to find their own learning objectives and to practise perseverance together. This strengthens their personal responsibility and has been proven to have a very high effect on learning success (see, among others, the Hattie study „Visible Learning“).

Based on the self-assessment with the questionnaire „How well can you do that already?, encourage the students to imagine with all their senses what it will be like when they have achieved the goal.

Discuss with the students how helpful it is for them to tell someone else about what they are doing. This will help them to persevere. Making a resolution to practise every day helps the practise become a habit - just like brushing your teeth.

Reflecting in the evening also helps them to persevere. In this way, the students practise motivating themselves in a positive way. Work out with the students who or what else can help them to persevere and celebrate each success together!

**TRIO Model for Entrepreneurship**

According to the TRIO Model, a holistic definition of entrepreneurship, the A2 Empathy Challenge belongs to the area of **Entrepreneurial Culture** which is all about personal development: acting on one's own initiative, believing in oneself, acting empathetically, working as a team and encouraging oneself and others.

Time/length of the challenge

The introduction of the tools from the Giraffe-Toolbox takes place over several weeks and include at least 10 teaching units. It could also be implemented in a project week.

Ideally, the challenge is implemented as a class or school project over the whole school year.

If you want to establish the Giraffe-Toolbox permanently for conflict resolution in the class, as a prevention for bullying or for the joint decision on rules, it is advisable to take courses in *Nonviolent Communication* (NVC) with certified NVC trainers. There you can learn about further practical applications of *Nonviolent Communication* according to Marshall B. Rosenberg (see: „Additional materials and trainings on *Nonviolent Communication* (NVC“).

Necessary background knowledge

All students have already experienced situations in which communication has succeeded or failed. All of them also have previous experience with conflicts. The challenge builds on this.

Context within the Youth Start Entrepreneurial Challenges Programme

All Challenges: www.youthstart.eu

The „A2 Empathy Challenge“ builds on the „A1 Empathy Challenge“ (http://www.youthstart.eu/en/challenges/my_feelings_your_feelings_giraffe_language/) and forms the basis for the B1 Empathy Challenge. It is closely linked to the „A2 Be A Yes Challenge“ (http://www.youthstart.eu/en/challenges/a_path_in_flourishing/), the „A2 Expert Challenge“ (http://www.youthstart.eu/en/challenges/learning_holistic_learning/) and the Youth Start Mindfulness Programme (‐Mind & Body‐ section at www.youthstart.eu).

Since the challenge is ideally carried out as a year-round project, it is advisable to start it at the beginning of the school year.

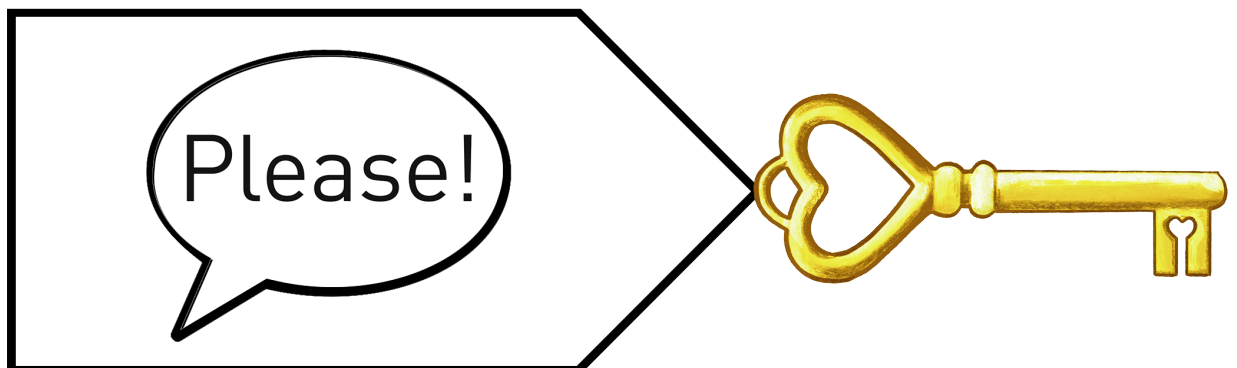
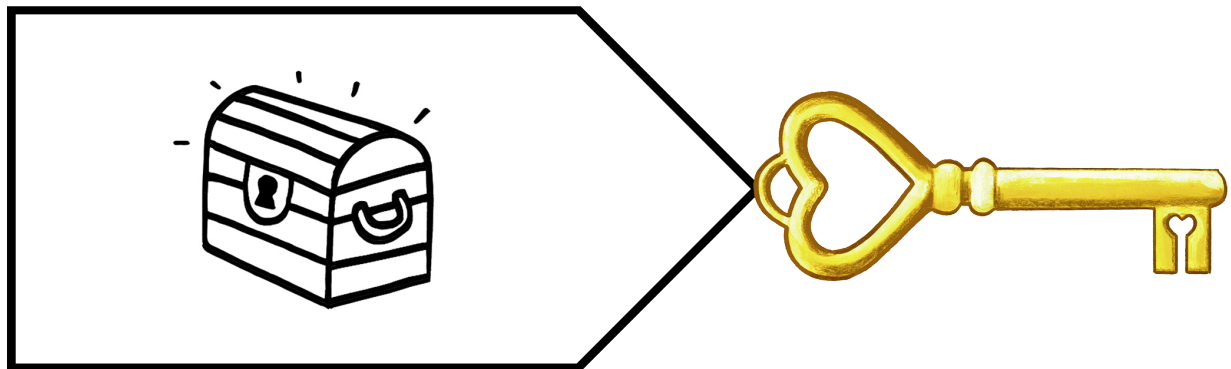
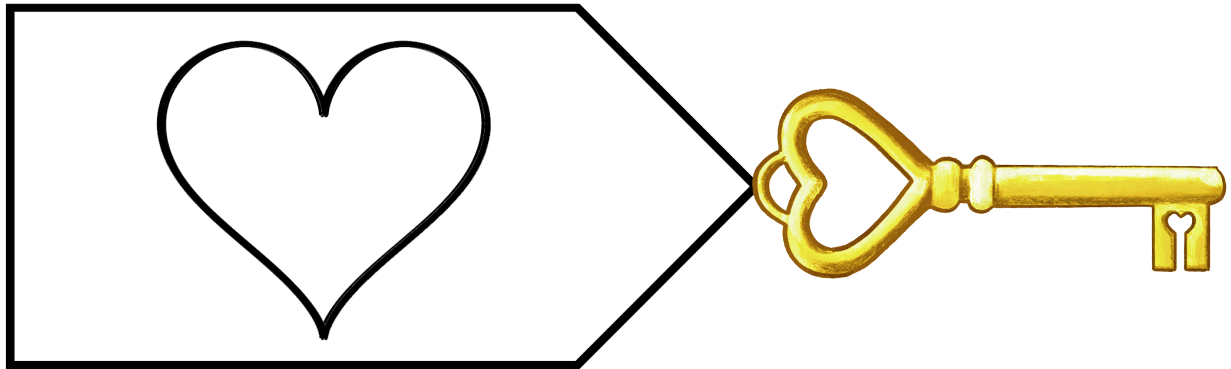
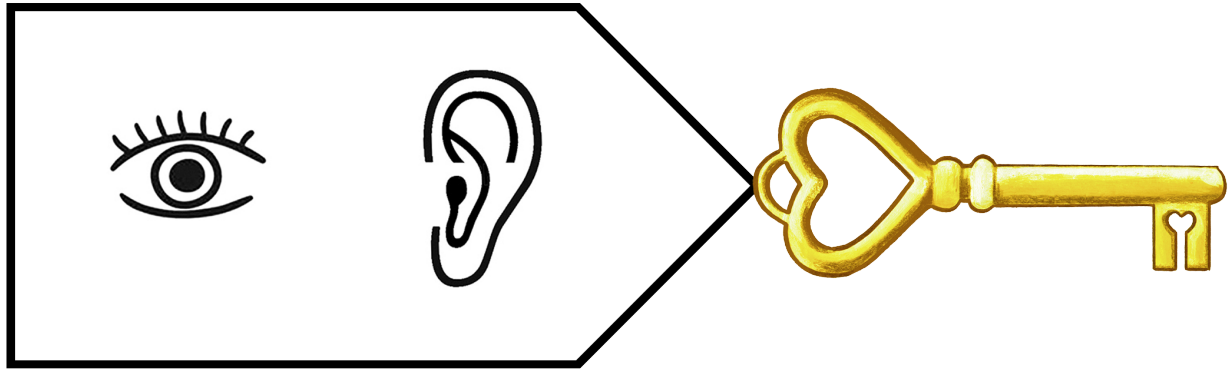
Additional materials and trainings on *Nonviolent Communication* (NVC)

- www.cnvc.org – Certified NVC trainers worldwide - Center for Nonviolent Communication
- www.nvcineducation.org – Trainings and Projects on NVC in education
- www.visfera.com – NVC materials in English and other languages
- www.echt.info – NVC materials in German and English language

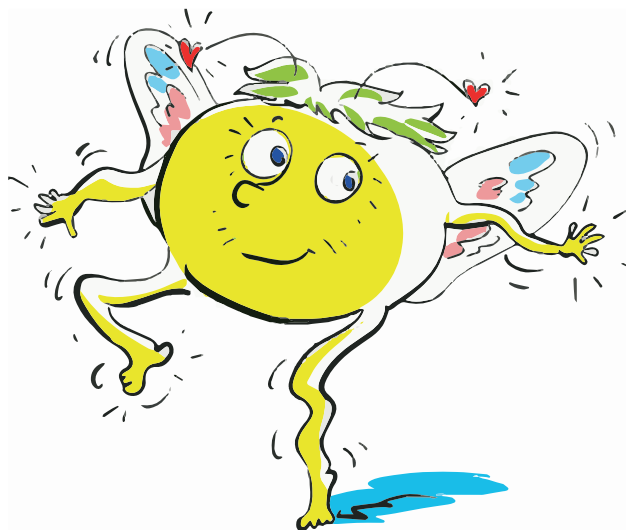


4 Keys of Nonviolent Communication

4 Keys of Nonviolent Communication by M.B. Rosenberg







Posi is a tiny meme. Memes are infectious thoughts and ideas. They can be pleasant and unpleasant, crazy, creative, boring, and so on.

Posi only spreads positive thoughts and ideas. That is why he looks a bit like a smiley.

Close your eyes, visualise Posi and smile at him. Now send him on a journey through your body. Imagine that Posi emits a warm and soft smiling light which spreads in your head behind your forehead.

All unpleasant thoughts vanish. You feel happy and smile. The tension on and around your forehead, eyes, cheeks, and mouth dissolves and everything feels smooth.

Now Posi wanders along your neck to your shoulders. Your neck and shoulders feel at ease.

Posi's light now wanders onto your right shoulder, down your right upper arm, on to your forearm and to your right hand. Your fingers are warmed from the inside. Now gently move your right arm, your right hand, every finger, and feel Posi's warmth.

Posi now wanders onto your left shoulder, down your left upper arm, on to your forearm and to your left hand and fingers. Gently move your left arm, your left hand, every finger, and feel Posi's warmth.

Posi then carries on to your chest. Feel how Posi's soft, warm light spreads throughout your body.

Now Posi wanders into your belly, spreading his light there. Your breath becomes calm and even, and you feel your abdominal wall rising and falling, while you start to relax.

Posi's light now wanders along your right thigh and into your knee, down your lower leg, to your foot and into your toes. Your leg feels relaxed.

Now let Posi's light also flow through your left leg. Enjoy the pleasant relaxed feeling in your left leg.

Take a few deep breaths, stretch, open your eyes, smile and be glad to feel Posi Meme in your whole body.



Taken from Learning Holistic Learning. You can download it at http://www.youthstart.eu/en/challenges/learning_holistic_learning/.



afraid



A2 Empathy Challenge
Feelings Cards

agitated



A2 Empathy Challenge
Feelings Cards

alert



A2 Empathy Challenge
Feelings Cards

alive



A2 Empathy Challenge
Feelings Cards

alone



A2 Empathy Challenge
Feelings Cards

amazed



A2 Empathy Challenge
Feelings Cards

angry



A2 Empathy Challenge
Feelings Cards

anxious



A2 Empathy Challenge
Feelings Cards

bewildered



A2 Empathy Challenge
Feelings Cards

bored



A2 Empathy Challenge
Feelings Cards

calm



A2 Empathy Challenge
Feelings Cards

centered



A2 Empathy Challenge
Feelings Cards

cheerful



A2 Empathy Challenge
Feelings Cards

confident



A2 Empathy Challenge
Feelings Cards

comfortable



A2 Empathy Challenge
Feelings Cards

concerned



A2 Empathy Challenge
Feelings Cards

confused



A2 Empathy Challenge
Feelings Cards

content



A2 Empathy Challenge
Feelings Cards

courageous



A2 Empathy Challenge
Feelings Cards

curious



A2 Empathy Challenge
Feelings Cards

delighted



A2 Empathy Challenge
Feelings Cards

depressed



A2 Empathy Challenge
Feelings Cards

disappointed



A2 Empathy Challenge
Feelings Cards

disgusted



A2 Empathy Challenge
Feelings Cards

distressed



A2 Empathy Challenge
Feelings Cards

eager



A2 Empathy Challenge
Feelings Cards

embarrassed



A2 Empathy Challenge
Feelings Cards

empty



A2 Empathy Challenge
Feelings Cards



energized



A2 Empathy Challenge
Feelings Cards

enthusiastic



A2 Empathy Challenge
Feelings Cards

excited



A2 Empathy Challenge
Feelings Cards

exhausted



A2 Empathy Challenge
Feelings Cards

fascinated



A2 Empathy Challenge
Feelings Cards

fearful



A2 Empathy Challenge
Feelings Cards

free



A2 Empathy Challenge
Feelings Cards

frustrated



A2 Empathy Challenge
Feelings Cards

fulfilled



A2 Empathy Challenge
Feelings Cards

glad



A2 Empathy Challenge
Feelings Cards

grateful



A2 Empathy Challenge
Feelings Cards

guilty



A2 Empathy Challenge
Feelings Cards

happy



A2 Empathy Challenge
Feelings Cards

helpless



A2 Empathy Challenge
Feelings Cards

hopeful



A2 Empathy Challenge
Feelings Cards

indifferent



A2 Empathy Challenge
Feelings Cards

insecure



A2 Empathy Challenge
Feelings Cards

intrigued



A2 Empathy Challenge
Feelings Cards

irritated



A2 Empathy Challenge
Feelings Cards

joyful



A2 Empathy Challenge
Feelings Cards

light



A2 Empathy Challenge
Feelings Cards

lonely



A2 Empathy Challenge
Feelings Cards

moved



A2 Empathy Challenge
Feelings Cards

nervous



A2 Empathy Challenge
Feelings Cards

open



A2 Empathy Challenge
Feelings Cards

optimistic



A2 Empathy Challenge
Feelings Cards

overwhelmed



A2 Empathy Challenge
Feelings Cards

passionate



A2 Empathy Challenge
Feelings Cards



peaceful



A2 Empathy Challenge
Feelings Cards

pessimistic



A2 Empathy Challenge
Feelings Cards

powerful



A2 Empathy Challenge
Feelings Cards

proud



A2 Empathy Challenge
Feelings Cards

relaxed



A2 Empathy Challenge
Feelings Cards

rested



A2 Empathy Challenge
Feelings Cards

restless



A2 Empathy Challenge
Feelings Cards

relieved



A2 Empathy Challenge
Feelings Cards

reluctant



A2 Empathy Challenge
Feelings Cards

sad



A2 Empathy Challenge
Feelings Cards

satisfied



A2 Empathy Challenge
Feelings Cards

secure



A2 Empathy Challenge
Feelings Cards

shocked



A2 Empathy Challenge
Feelings Cards

strong



A2 Empathy Challenge
Feelings Cards

surprised



A2 Empathy Challenge
Feelings Cards

terrified



A2 Empathy Challenge
Feelings Cards

tired



A2 Empathy Challenge
Feelings Cards

torn



A2 Empathy Challenge
Feelings Cards

touched



A2 Empathy Challenge
Feelings Cards

uneasy



A2 Empathy Challenge
Feelings Cards

unhappy

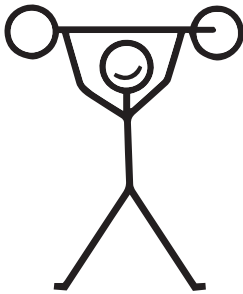


A2 Empathy Challenge
Feelings Cards

worried



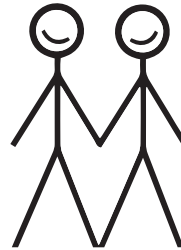
A2 Empathy Challenge
Feelings Cards



A2 Empathy Challenge
Feelings Symbol Cards



A2 Empathy Challenge
Feelings Symbol Cards



A2 Empathy Challenge
Feelings Symbol Cards



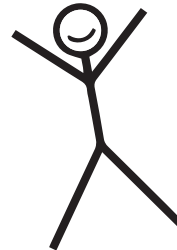
A2 Empathy Challenge
Feelings Symbol Cards



A2 Empathy Challenge
Feelings Symbol Cards



A2 Empathy Challenge
Feelings Symbol Cards



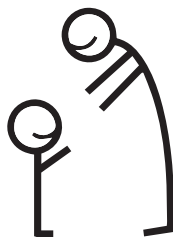
A2 Empathy Challenge
Feelings Symbol Cards



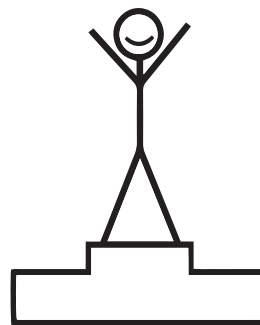
A2 Empathy Challenge
Feelings Symbol Cards



A2 Empathy Challenge
Feelings Symbol Cards



A2 Empathy Challenge
Feelings Symbol Cards



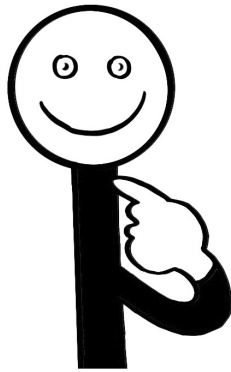
A2 Empathy Challenge
Feelings Symbol Cards



A2 Empathy Challenge
Feelings Symbol Cards



1



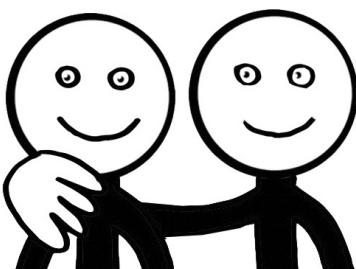
Autonomy
Freedom
Independence
Choice

2



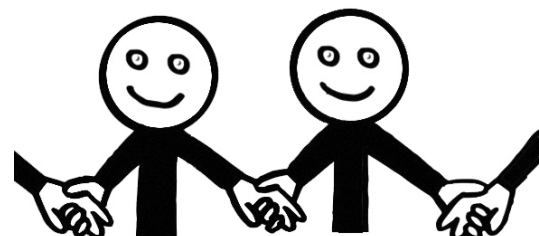
Empathy
Understanding
to be heard
Mourning

3



Safety
Structure
Stability
Protection

4



Community
Belonging
Cooperation
Companionship



2

I would like someone to listen empathically and understand how I feel.

Empathy: e.g. Do you want your good intention to be seen?

Understanding: e.g. Would you like others to understand how you meant it?

To be heard: e.g. Do you long for what is important to you to be heard?

Mourning: e.g. Do you wish that someone would be with you when you are sad?



A2 Empathy Challenge – Needs Dictionary

1

I want to decide for myself what I do.

Autonomy: Do you want to decide for yourself what your next step is?

Freedom: e.g. Do you wish to be able to decide freely?

Independence: Would you like to go your own way, independent of what others do?

Choice: e.g. Do you want to be able to choose for yourself what you do, with whom you do things, etc.?



A2 Empathy Challenge – Needs Dictionary

4

I would like to do something together with others.

Community: e.g. Would you like to do something together with others?

Belonging: e.g. Do you wish to belong?

Cooperation: e.g. Do you want everyone to contribute?

Companionship: e.g. Would you like everyone to stand together?



A2 Empathy Challenge – Needs Dictionary

3

I wish everyone to be well taken care of and safe.

Safety: e.g. Would you like us to work together to keep the class safe?

Order & structure: e.g. Do you need orientation and wish that things have a place that you know?

Stability: e.g. Do you want those things you like to stay?

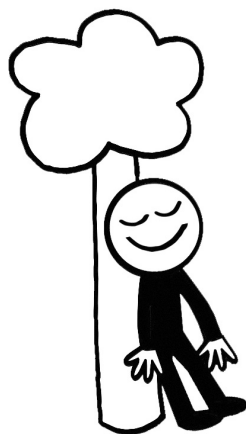
Protection: e.g. Do you wish yourself and others to be well protected?



A2 Empathy Challenge – Needs Dictionary



5



Rest
Peace
Balance
Room

6



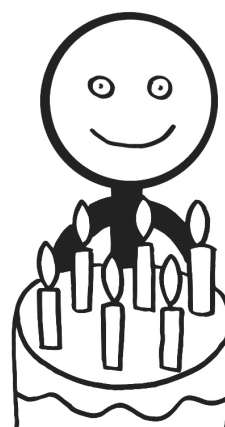
Support
Care
To matter
Help

7



Closeness
Love
To be welcome
Connection

8



Celebration
Play
Beauty & Pleasure
Adventure



6

I need support.

Support: e.g. Do you need someone to support you?

Care: e.g. Do you wish that everyone is well taken care of?

To matter: e.g. Would you like others to stand behind you and your decisions?

Help: e.g. Do you need people to trust that you can do it?



A2 Empathy Challenge – Needs Dictionary

5

I need rest.

Rest: Do you need some time in quiet to rest?

Peace: e.g. Do you wish to be able to work/ play/ do something in peace?

Balance: e.g. Do you want the needs of everyone (involved) to be taken into account?

Space: e.g. Would you like to have space for yourself and your things?



A2 Empathy Challenge – Needs Dictionary

8

I would like to celebrate something with others.

Celebrate: e.g. Do you want to celebrate with others?

Play: e.g. Would you like to have time where you can just play?

Beauty & pleasure: e.g. Do you want to have it the way you like it?

Adventure: e.g. Do you long to experience something completely new?



A2 Empathy Challenge – Needs Dictionary

7

I wish someone to be close to me and to stand by me.

Closeness: e.g. Do you want others to enjoy that you are there?

Love: e.g. Would you like to feel that others like you?

To be Welcome: e.g. Do you wish others to enjoy working with you?

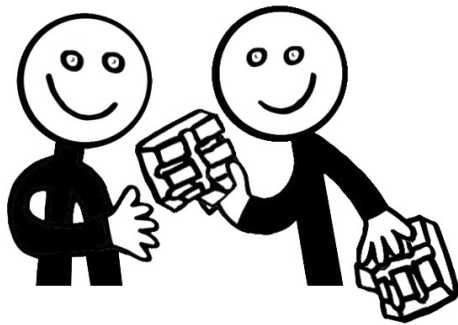
Safety: e.g. Do you long for a place where you are safe?



A2 Empathy Challenge – Needs Dictionary

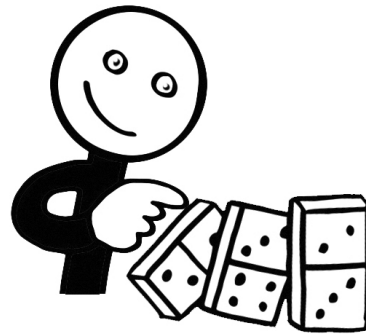


9



Appreciation
Partnership
Recognition
Consideration

10



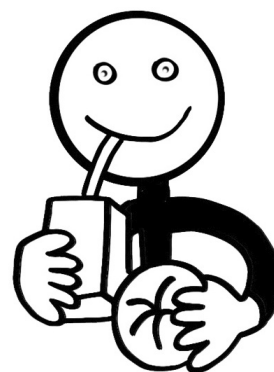
Empowerment
Participation
Creativity
Completion

11



Meaning
Clarity
Learning
Contribution

12



Physical Wellbeing
Nutrition
Movement
Health & Recreation



10

I want to make a difference.

Empowerment: Would you like to see that your efforts make a difference?

Participation: e.g. Is it important to you that others listen to you and care about what you want?

Creativity: e.g. Do you want to (co-)design something?

Completion: e.g. Do you want to ... be able to finish?



A2 Empathy Challenge – Needs Dictionary

9

I wish myself to be valuable to others.

Appreciation: e.g. Do you wish to be liked just the way you are?

Partnership: e.g. Is it important to you that that everyone involved decides together?

Recognition: e.g. Would you like every opinion to be valued?

Consideration: e.g. Do you want others to show consideration for you?



A2 Empathy Challenge – Needs Dictionary

12

I want to take good care of my body and my health.

Physical well-being: e.g. Would you like to take good care of your body's needs?

Nutrition: e.g. Do you need something to eat or drink?

Movement: e.g. Do you long for some movement?

Health & Recreation: e.g. Do you need some time to rest?



A2 Empathy Challenge – Needs Dictionary

11

I would like to understand why I am supposed to do something.

Meaning: e.g. Do you wish to do something that is meaningful to you?

Understanding: e.g. Do you long to understand what it is all about?

Learning: e.g. Would you like to explore and try new things?

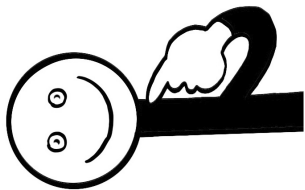
Contribution: e.g. Do you want to do something that someone enjoys?



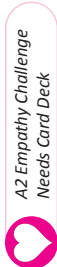
A2 Empathy Challenge – Needs Dictionary



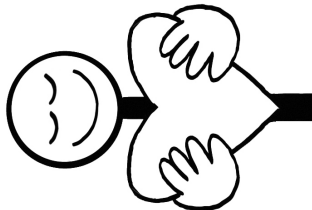
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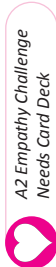
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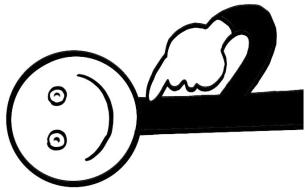
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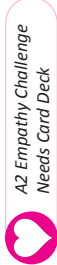
Empathy



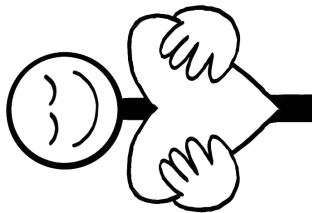
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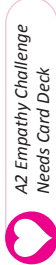
Freedom



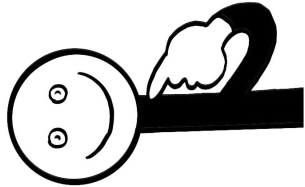
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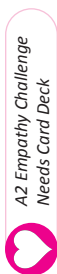
Understanding



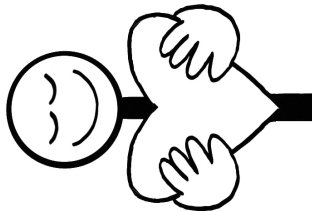
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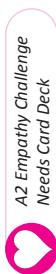
Independence



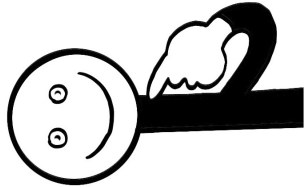
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To be heard



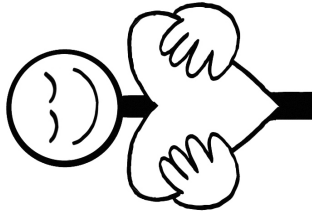
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Choice



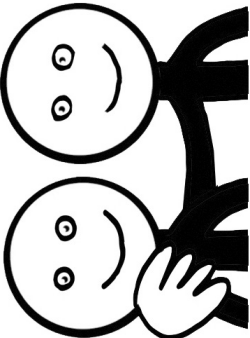
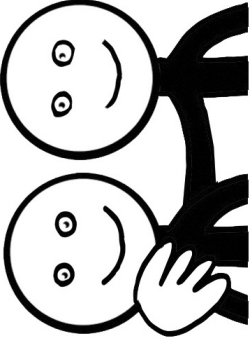
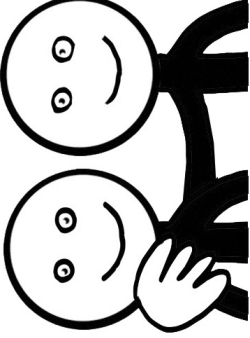
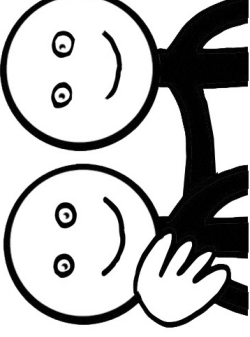




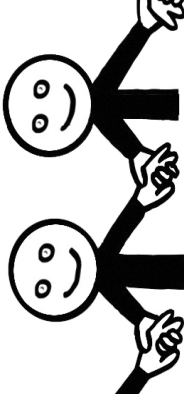
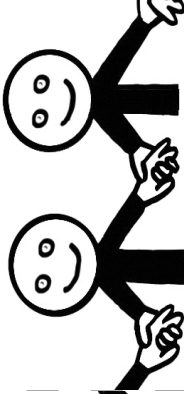
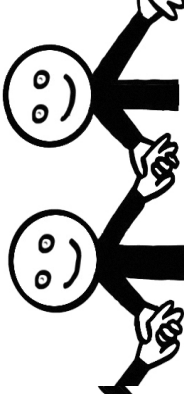
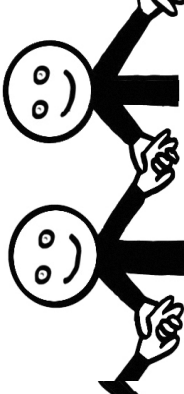




2



Mourning



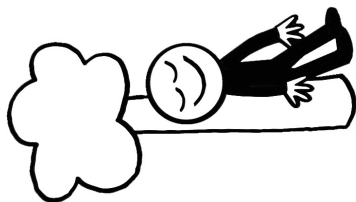


3	3	3	3	3
				
Safety	Structure	Stability	Protection	
 A2 Empathy Challenge Needs Card Deck	 A2 Empathy Challenge Needs Card Deck	 A2 Empathy Challenge Needs Card Deck	 A2 Empathy Challenge Needs Card Deck	
4	4	4	4	4
				
Community	Belonging	Cooperation	Companionship	
 A2 Empathy Challenge Needs Card Deck	 A2 Empathy Challenge Needs Card Deck	 A2 Empathy Challenge Needs Card Deck	 A2 Empathy Challenge Needs Card Deck	





5



Rest



A2 Empathy Challenge
Needs Card Deck

6

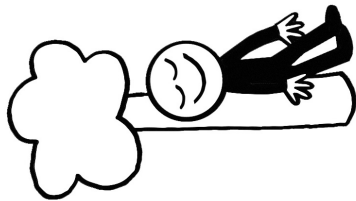


Support



A2 Empathy Challenge
Needs Card Deck

5



Peace



A2 Empathy Challenge
Needs Card Deck

6

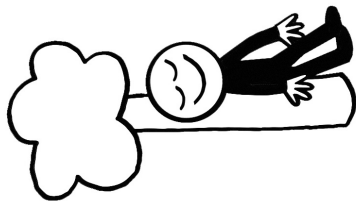


Care



A2 Empathy Challenge
Needs Card Deck

5



Balance



A2 Empathy Challenge
Needs Card Deck

6

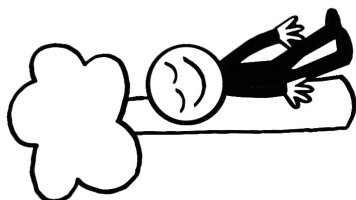


To matter



A2 Empathy Challenge
Needs Card Deck

5



Space



A2 Empathy Challenge
Needs Card Deck

6



Help



A2 Empathy Challenge
Needs Card Deck



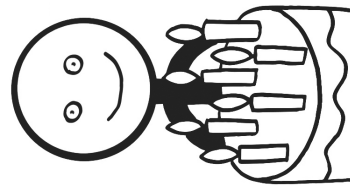
7



Closeness



8



Celebration



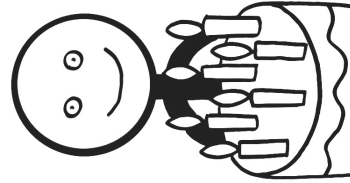
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Love



8



Play



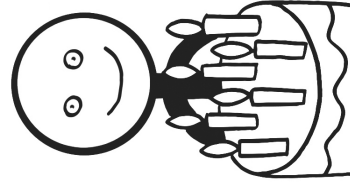
7



To be welcome



8



Beauty & Pleasure



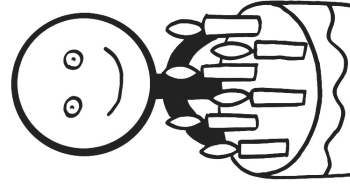
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Connection



8

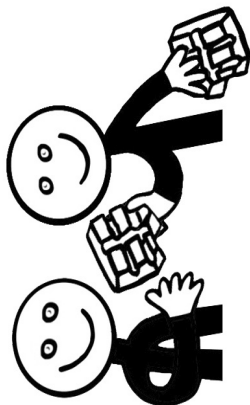


Adventure

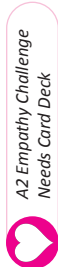




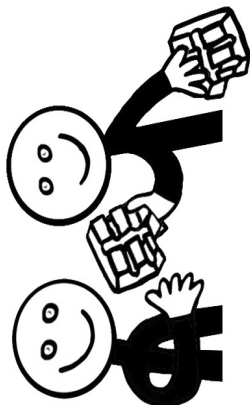
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Appreciation



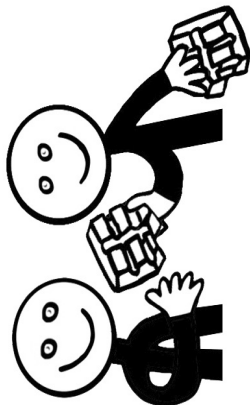
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Partnership



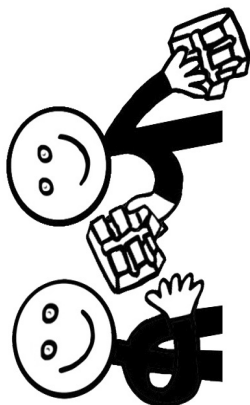
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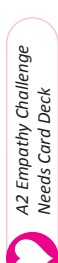
Recognition



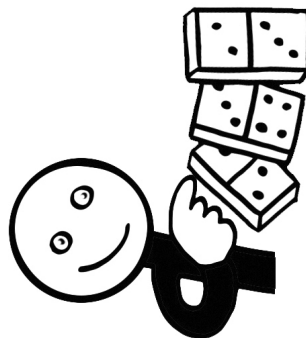
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Consideration



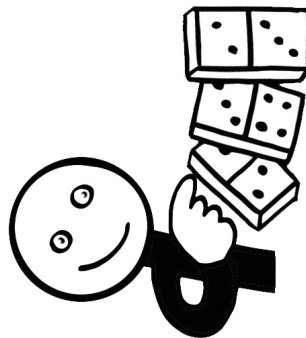
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Empowerment



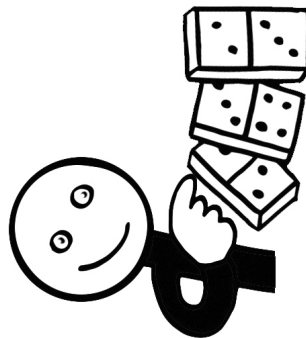
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Participation



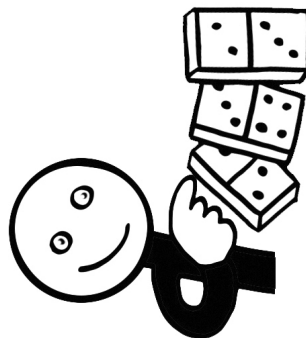
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Creativity



10

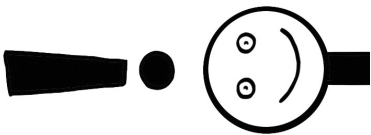


Completion

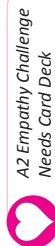




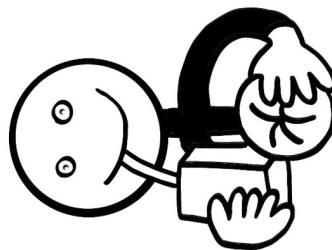
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Meaning



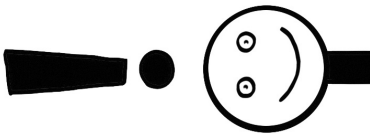
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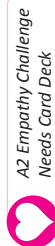
Physical Wellbeing



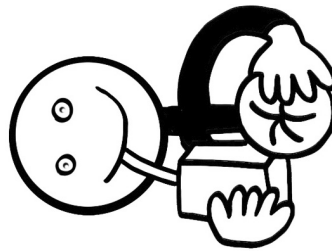
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Clarity



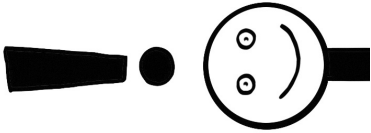
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Nutrition



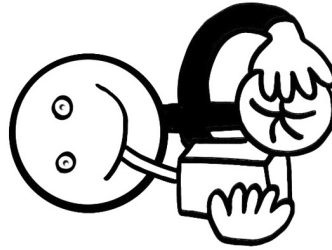
11



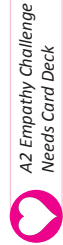
Learning



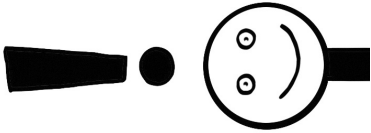
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Movement



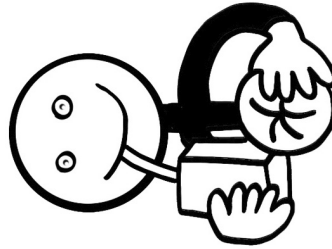
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Contribution



12

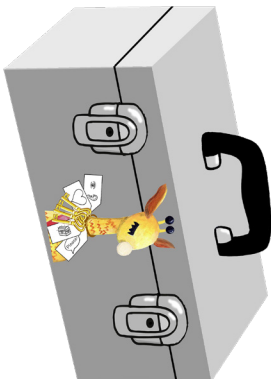


Health & Recreation

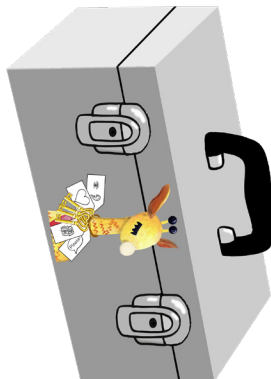




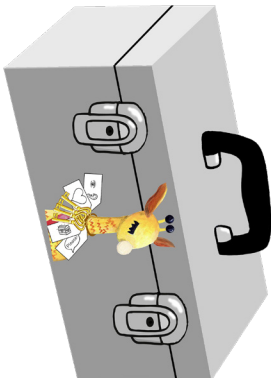
 A2 Empathy Challenge
Needs Card Deck



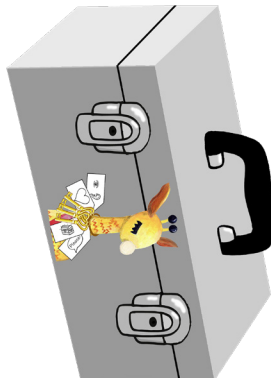
 A2 Empathy Challenge
Needs Card Deck



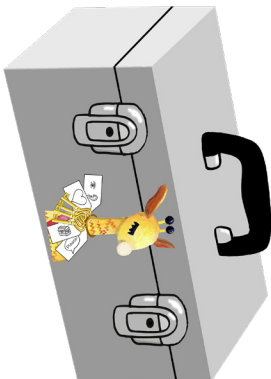
 A2 Empathy Challenge
Needs Card Deck



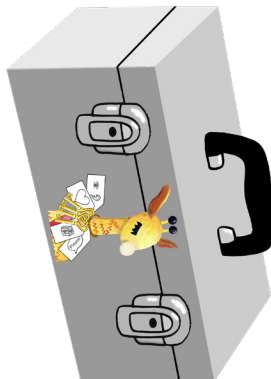
 A2 Empathy Challenge
Needs Card Deck



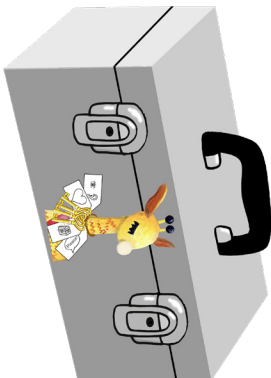
 A2 Empathy Challenge
Needs Card Deck



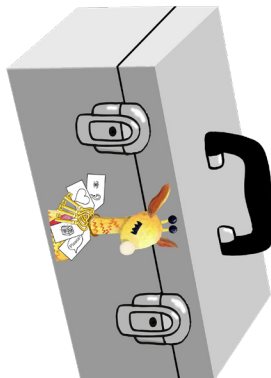
 A2 Empathy Challenge
Needs Card Deck



 A2 Empathy Challenge
Needs Card Deck



 A2 Empathy Challenge
Needs Card Deck





Ms. Novak, the principle, says: „This class can never behave, you know that you are supposed to go to your classroom after the school bell.“



A2 Empathy Challenge
Situation cards

Sophia gets her English test back with an „E“. She mumbles: “I’m in huge trouble, my parents will be really angry.“



A2 Empathy Challenge
Situation cards

Maryam gets her maths test back with an „A“, she hears someone whisper: „Nerd.“



A2 Empathy Challenge
Situation cards

Lucas is chosen last in gym class for one of the two basketball teams.



A2 Empathy Challenge
Situation cards

Khaled slides back and forth on his chair in the English lesson.



A2 Empathy Challenge
Situation cards

The geography teacher yells: „That’s enough, you’re being unbearably loud again!“



A2 Empathy Challenge
Situation cards

Sarah says in class, „I’ll never need that in my life anyway.“



A2 Empathy Challenge
Situation cards

Fatima says, „I don’t want to work in a group with those two again!“



A2 Empathy Challenge
Situation cards

The maths teacher says: „Try harder with your homework. There are two exercises missing again.“



A2 Empathy Challenge
Situation cards

Matteo shouts: „Not so much homework again! We still have two tests this week.“



A2 Empathy Challenge
Situation cards



Meera says: „I’m not cleaning that up, those two put that there and they never clean anything up!“



A2 Empathy Challenge
Situation cards

The gym teacher shouts: „Come down immediately, you two! There’s no mat under there!“



A2 Empathy Challenge
Situation cards

Noah says: „Be quiet, I can’t concentrate at all like this.“



A2 Empathy Challenge
Situation cards

Emma suggests setting up a quiet corner with a couch in the class.



A2 Empathy Challenge
Situation cards

Olivia wants to sit in the same place in class every year.



A2 Empathy Challenge
Situation cards

The students in the second grade have just been told that the winter sports week has been cancelled because of the danger of avalanches.



A2 Empathy Challenge
Situation cards

Theo says: „Our physics teacher is terrible. She screamed at us because we asked her if we could use 10 minutes of her lesson to finish the interdisciplinary project.“



A2 Empathy Challenge
Situation cards

Muhammad says: „I don’t understand why a teacher always has to accompany us to the canteen. We are 13 years old; we can find our way on our own!“



A2 Empathy Challenge
Situation cards

The French teacher invites Elif’s parents for a talk on parent-teacher day.



A2 Empathy Challenge
Situation cards

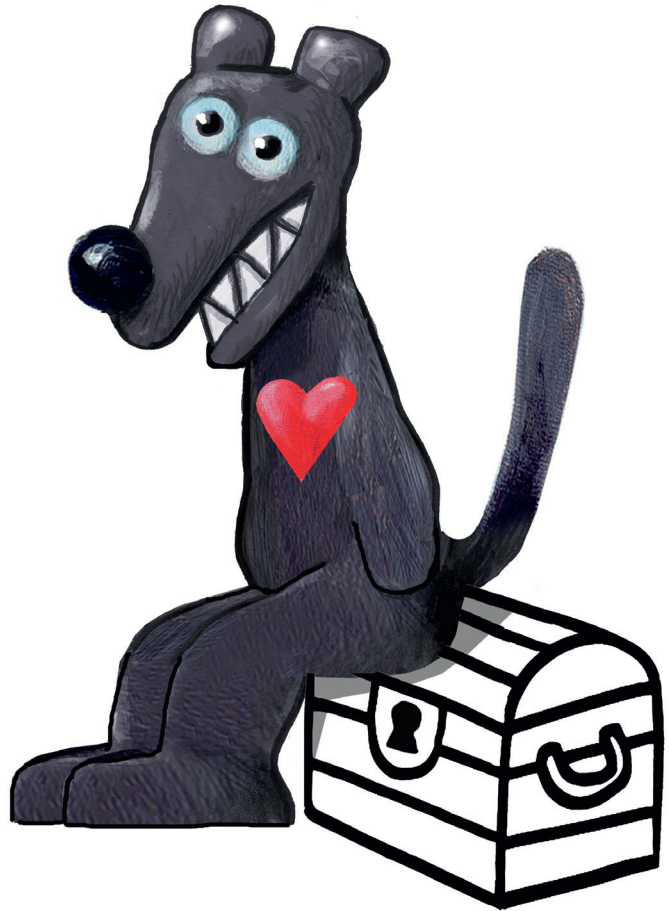
Marija has thrown the ball over the fence. She tells the teacher: „That wasn’t me.“



A2 Empathy Challenge
Situation cards



Inner Jackal



Giraffe Ears

Sources:

- Marshall B. Rosenberg: Life-Enriching Education. Puddle Dancer 2003
- Marshall B. Rosenberg: Raising Children Compassionately: Parenting the Nonviolent Communication Way. Puddle Dancer 2004
- Marshall B. Rosenberg: Teaching Children Compassionately: How Students and Teachers Can Succeed with Mutual Understanding. Puddle Dancer 2004
- Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships. Puddle Dancer 2004
- Marianne Göthlin, En Dolci: Practice, practice, practice. Nonviolent Communication Practice Booklet – Basic. visfera.com 2019
- Marshall Rosenberg in conversation with Gabriele Seils – available in many languages (currently not in English)

Further reading:

- Marianne Göthlin, Towe Widstrand: Nonviolent Communication. A way of inspiring respectful dialogue in schools. Skolande 2012 (e-book: www.skolande.se)
- Catherine Cadden, Jesse Wiens: The Ongo Book: Everyday Nonviolence. Baba Tree 2017
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- Justine Mol: Growing up in trust. Raising Kids without Rewards or Punishment. John Hunt Publishing 2008
- Sura Hart, Victoria Kindle Hodson: Respectful Parents, Respectful Kids: 7 Keys to Turn Family Conflict into Cooperation. Puddle Dancer 2006
- Sura Hart, Victoria Kindle Hodson: The Compassionate Classroom: Relationship Based Teaching and Learning. Puddle Dancer 2004

Additional materials and trainings on Nonviolent Communication (NVC):

- www.cnvc.org - Certified NVC trainers worldwide - Center for Nonviolent Communication
- www.nvcineducation.org - Trainings and Projects on NVC in education
- www.visfera.com – NVC materials in English and other languages
- www.echt.info – NVC materials in German and English language

All Challenges of level A2 are also available in a printed version in German.
You can find them at www.jugendstaerken.at (Jugend stärken, volume 1 - 4).



Empowering Youth is a holistic learning programme for lower secondary school students. It is part of the “Youth Start Entrepreneurial Challenges” programme.

All **competence levels (from A1 = primary level to B2 = secondary level II)** can be downloaded for free at www.youthstart.eu in **German, English** and, in some cases, in five other languages.

The “**Mind & Body**” section provides short video clips with physical “activate & concentrate” exercises and the Youth Start *mindfulness programme*.



Explanatory video: www.youthstartchallenges.eu/A2EmpathyEN

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The Youth Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to office@ifte.at.



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