



# A2 Empathy Challenge

## Mutual understanding - Giraffe-Toolbox

### Student Manual



Gabriele Grunt • Eva Jambor

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



Co-funded by the  
Erasmus+ Programme  
of the European Union

 Federal Ministry  
Republic of Austria  
Education, Science  
and Research

















# Empowering Youth with the You<sup>th</sup> Start Entrepreneurial Challenges Programme

## CORE ENTREPRENEURIAL EDUCATION

## ENTREPRENEURIAL CULTURE

## ENTREPRENEURIAL CIVIC EDUCATION

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

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

|  |  |  |
|--|--|--|
|  <b>MY COMMUNITY CHALLENGE</b><br>I can do things for the community where I live. |  <b>VOLUNTEER CHALLENGE</b><br>I can engage in community service. |  <b>DEBATE CHALLENGE</b><br>I can develop and debate my opinion. |
|--|--|--|

The You<sup>th</sup> 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 "You<sup>th</sup> 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](http://www.youthstart.eu) in English, German and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "You<sup>th</sup> Start mindfulness programme".



# Preface

---

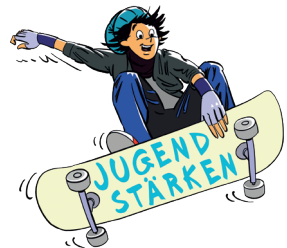
Empowering Youth ...

... 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 “**You<sup>th</sup> 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](http://www.youthstart.eu) | [www.jedeskindstärken.at](http://www.jedeskindstärken.at) | [www.ifte.at](http://www.ifte.at)

**These symbols will guide you through the challenge. They have the following meaning:**



Instructions for an exercise



Talk to someone about it



Extra tip for you



Think about it



Bonus task



More information can be found in the teacher guide



# A2 Empathy Challenge

## Mutual Understanding – Giraffe-Toolbox









**Empathy** is another word for compassion or the ability to empathise with someone.

In the **A2 Empathy Challenge** step by step you fill a “Giraffe-Toolbox” with helpful tools: Cards for naming feelings and needs, keys that help us open doors to each other, a jackal that guards what we need and giraffe ears that help us to understand others.

The aim is to learn to connect empathically with ourselves and with others.

Explanatory video: [www.youthstartchallenges.eu/A2EmpathyEN](http://www.youthstartchallenges.eu/A2EmpathyEN)

## 8 steps to finish the line:

-  Step 1 - Opening doors with the Giraffe-Toolbox \_\_\_\_\_ **4**
-  Step 2 - Expressing how we feel \_\_\_\_\_ **10**
-  Step 3 - Expressing what we need \_\_\_\_\_ **17**
-  Step 4 - Expressing clear requests \_\_\_\_\_ **24**
-  Step 5 - Expressing what we see or hear \_\_\_\_\_ **28**
-  Step 6 - Listening and understanding \_\_\_\_\_ **33**
-  Step 7 - Opening doors in conflicts \_\_\_\_\_ **37**
-  Step 8 - Thinking things over \_\_\_\_\_ **42**

**Aim**

I can connect empathically  
with myself and with others.







### 1.1. Opening or closing doors with words

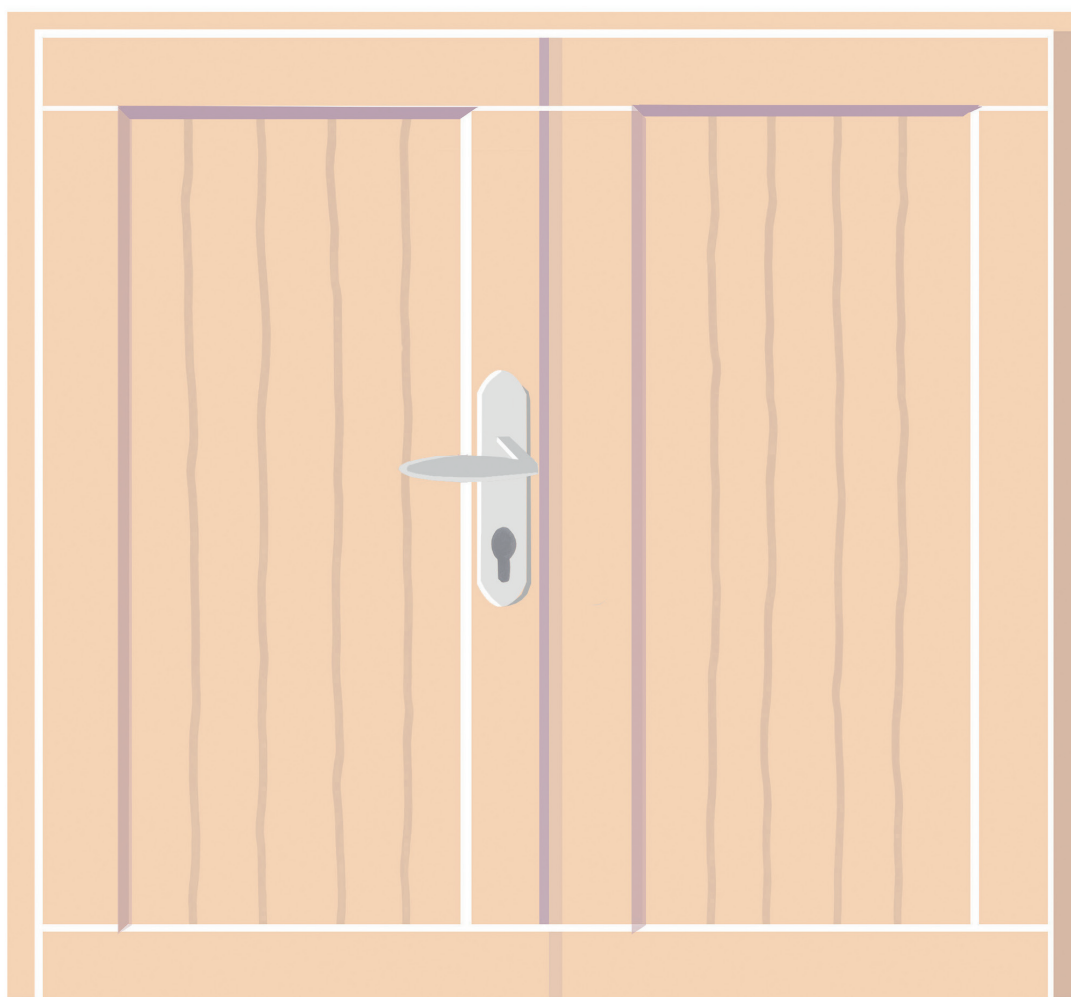
In many situations, we find it easy to understand each other and work together. When something happens that we don't like, we have a choice: we can choose words, that make it easy to understand each other and to cooperate, **words that open doors to others**. Or we can choose words that turn us against each other, making mutual understanding difficult, **words that close doors**.



Imagine you have done something that someone else does not like. How would you react if that person spoke to you in such a way that you heard it as a reproach? You will probably not want to listen to that person any longer, you will build up resistance and close the door between the two of you.



From the box on the next page, choose all the types of communication that close doors and write them into the closed door.





## Step 1 – Opening doors with the Giraffe-Toolbox

Empathy  
Challenge



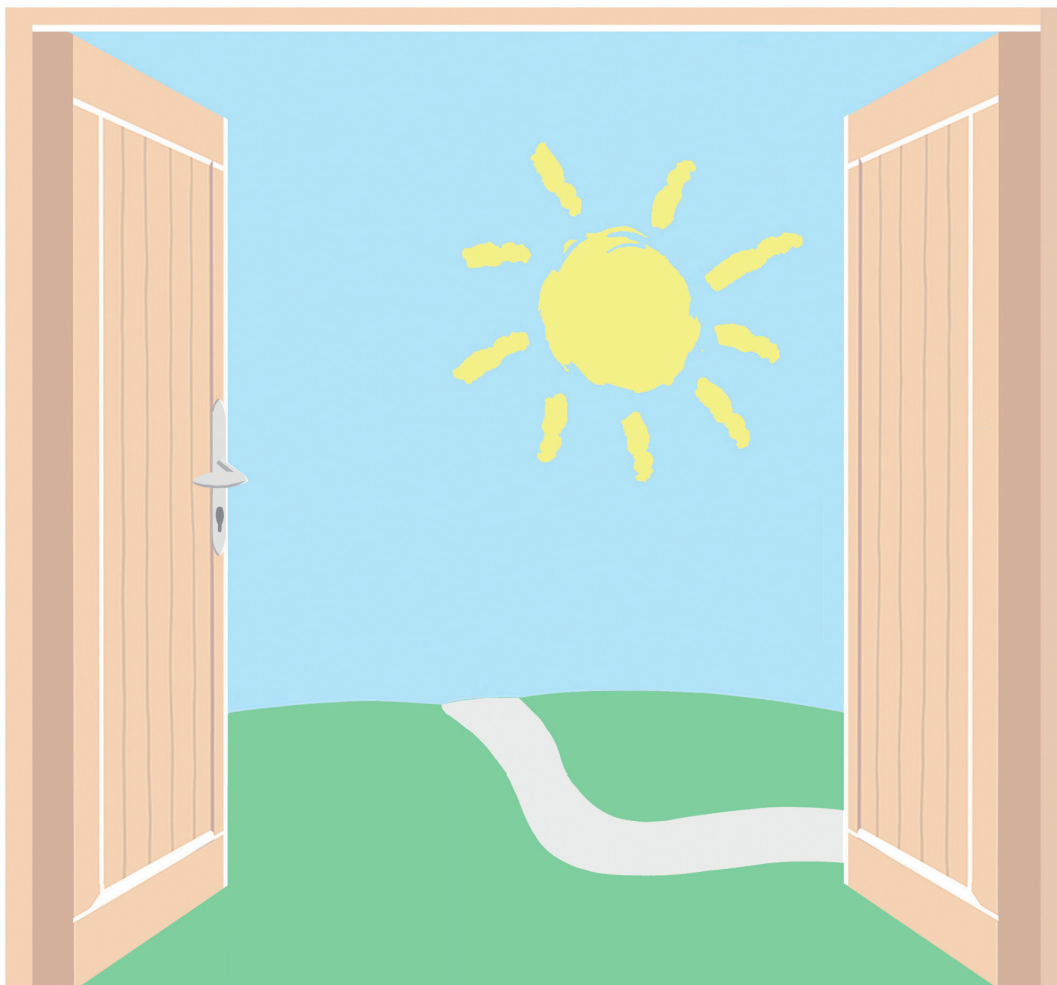
threatening - insulting - accepting other points of view - judging - speaking honestly - commanding -  
expressing one's feelings - offending - listening with interest - speaking aggressively – inquiring with  
interest - offering support - taking oneself and others seriously - blackmailing – listening with empathy -  
accusing - pressuring - asking what is important to others – lecturing from above - showing  
understanding - reproaching – trying to understand each other – condemning -  
turning away disinterestedly



Imagine you have done something that someone else does not like. How can this person approach you so that you can talk about it peacefully and are open to continue to work together?



From the box above, choose the types of communication where the door stays open or opens again. Write them into the open door.



Which of these types of communication do you know from your everyday life? Which do you use often? Which do you know less well or not at all? Give examples.



### 1.2. Opening doors with your own words



Choose three of the types of communication that opens doors and write a phrase for each:

1.

2.

3.



From whom have you heard such a phrase? Do you use them yourself? Who would you like to hear them from more often?

### 1.3. Tools for mutual understanding

Sometimes it is easy to speak or listen in a way that keeps doors open. Sometimes we stand in front of closed doors or close them ourselves.

The American psychologist Marshall B. Rosenberg developed tools that help us to open doors or to keep them open. He called these tools *Nonviolent Communication*. Many of them you can find in the "Giraffe-Toolbox".

Why Giraffe-Toolbox? Because the giraffe has the biggest heart of all land animals. That is why Marshall B. Rosenberg called this language of the heart "giraffe language".



Make your Giraffe-Toolbox for your classroom together. Label it and draw or stick a giraffe with a bunch of keys on it. You can find a template for it in the Teacher Guide.

Step by step, you can fill the toolbox together with "tools" that will help you to understand one another and to be understood yourself. On the next page you can see the toolbox with all the tools.

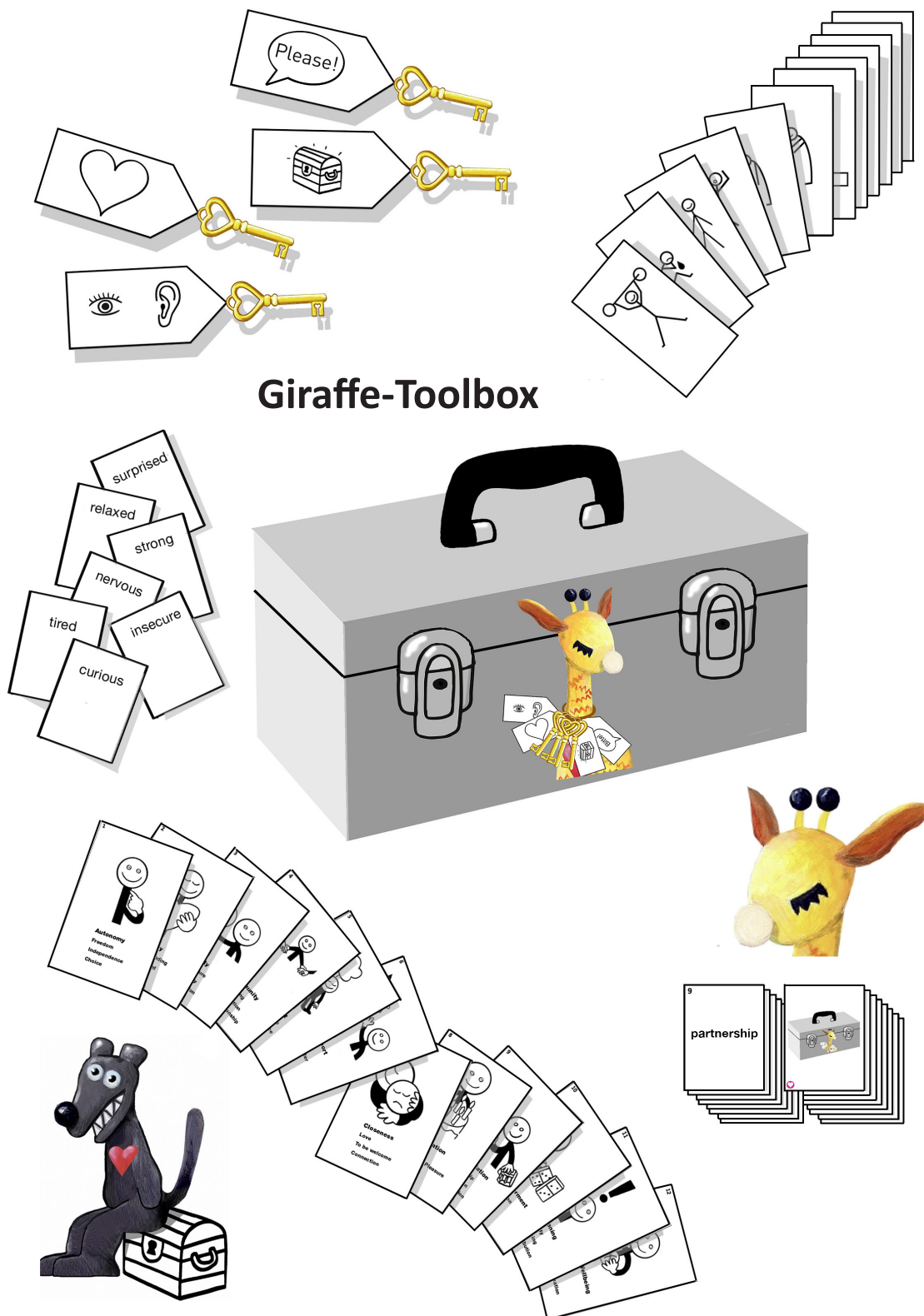


Also make a toolbox for at home so that you can use all the tools that you get to know at school together with your families.



### 1.4. The Giraffe-Toolbox

A toolbox for mutual understanding





## 1.5. How we learn to understand each other better: the "Giraffe-Toolbox project"



Inform your parents about the Giraffe-Toolbox project. Give them this and the next page to read. Practice using the tools from the Giraffe-Toolbox at home as well, you will learn about them step by step.



*Do you want to be right or have meaningful relationships? You can't have both.*

**Marshall B. Rosenberg**

The American psychologist Marshall B. Rosenberg (1934 – 2015) developed *Nonviolent Communication* and also called it "giraffe language".

As the land creature with the biggest heart, the giraffe is the name giver for a compassionate language of the heart. It enables us to express ourselves honestly and clearly, to name our feelings and needs and to use words that connect so that we can ask others about their feelings and needs.

When our inner jackal speaks, we also express our needs. But then we use words that make it harder to be understood or to understand others. Our inner jackal offends, insults, hurts, punishes, rewards or praises. When we want to be right, when we accuse or when we flatter someone, our inner jackal speaks. Also when we judge what is right or wrong or when there are winners and losers.

*Violence in any form is a tragic expression of our unmet needs.*

**Marshall B. Rosenberg**

Marshall B. Rosenberg has mediated in many conflicts all over the world. Thereby he found out what proves helpful for successful communication and conflict resolution:



I describe what I see/hear without judging or interpreting it.



I express my own feelings and needs without blaming or criticising the other person.



I make requests (instead of threatening, manipulating or blackmailing the other person)



I express appreciation without praising or flattering the other person.



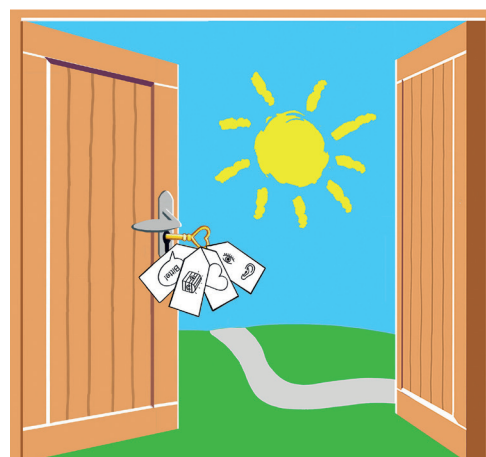
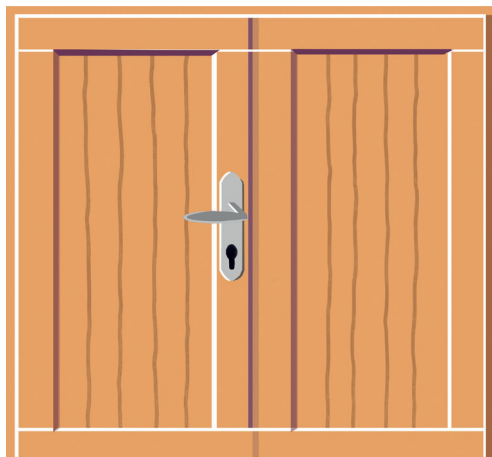
I do not take accusations, criticism and demands personally but instead I listen empathically and try to connect to the unmet needs behind the other person's words.



I keep in mind that everything we say and do is an attempt to meet universal human needs.

In everyone's communication habits we find elements of both giraffe and jackal language.





### Language that closes doors

I am right and you are not.

It's your fault.

This is wrong/right. This is good/bad.

I demand something.

I praise your behaviour.

I flatter you.

I threaten you.

I blackmail you with a reward.

### Language that opens doors

I also respect your views and preferences.

I assume my share of responsibility.

I separate observation from judgement and interpretation.

I request something. I am open to different options.

I express appreciation and gratitude.

I say how I feel and what I need.

### 4 keys of Nonviolent Communication

I see/hear ...



I describe what I see/hear without judging or interpreting it. I don't say anything about what or how you are, I just describe what I see or hear.

I feel ...



I describe how I feel when I observe something particular. I speak about myself and not about the person I am observing.

I need ...



I learn to identify and accept the need that is behind each of my feelings.

I request ...



I say what I wish you to do in a certain situation and phrase it as a request.

For an explanatory video for the class project go to: [www.youthstartchallenges.eu/A2EmpathyEN](http://www.youthstartchallenges.eu/A2EmpathyEN)



With these 4 keys....

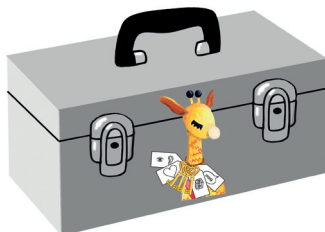
... I can also translate your Jackal Phrases.

... I can also express my appreciation and gratitude.



### 2.1. Tools for the Giraffe-Toolbox

#### Feelings Key



To open doors between us it is sometimes important to say how we feel.

The key with the heart key tag is a symbol for this. It is the first tool for the Giraffe-Toolbox.

You can make one if you want.



### 2.2. How do you feel when ...

- ... the alarm clock rings in the morning.
- ... there is something for lunch that you don't like.
- ... volleyball is on the plan in gym class.
- ... you forgot your exercise books at home.
- ... today is your birthday.
- ... your father says: "Now tidy up your room."
- ... another child says to you: "You always take so much space."
- ... you ask others if you can play along.

... \_\_\_\_\_

... \_\_\_\_\_



Put pieces of paper (A4 size) on the floor of the classroom on which the following words are written: happy, anxious, angry, nervous, relaxed, sad. You can also choose other words from the Feelings Cards (2.6. "Words for your feelings").

A situation is read out. Everyone stands by the piece of paper with the feeling word that best describes her/his own feeling in this situation.

1-2 people per card say why they are standing here.

### 2.3. Expressing feelings with the body



Walk around the room imagining that you feel tired. Express the tiredness with your body.

Someone gives new instructions every 30 seconds:

*Imagine you feel joyful, afraid, sad, relieved, enthusiastic, impatient ...*



Does the way you walk also change how you feel at that moment?



### 2.4. Where and how do your feelings show?

Do you feel it in your Body, when you are frightened, joyful, angry, nervous, relaxed or sad? Describe in which part of your body you can feel each of these feelings.



Think of a feeling that is familiar to you:



What colour do you associate with this feeling?

Use this colour to paint the area in the body outline where you feel this feeling particularly strongly, Think of at least three more feelings and colour other areas with other colours.



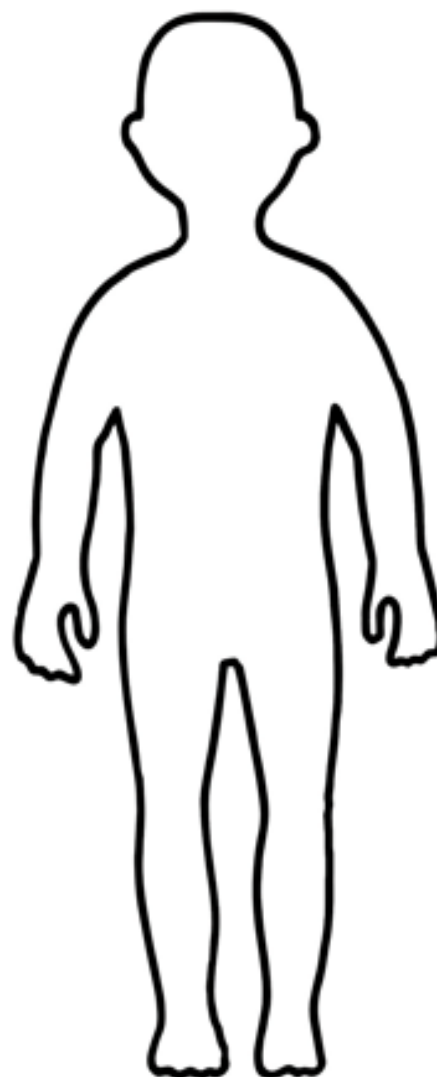
Write down what you feel in your body right now. What does your forehead do, your mouth? What do your cheeks do, your shoulders, your arms, hands, legs and feet? What does your belly do, your back?

---

---

---

---



### 2.5. A journey through your body with Posi Meme



Embark on a journey through your body with Posi Meme. Posi is a tiny meme. Memes are infectious feelings, thoughts and ideas. They can be pleasant or unpleasant, crazy, creative, boring, ...

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 in your head behind your forehead.*

*You feel happy and smile. The tension on and around your forehead, eyes, cheeks, and mouth dissolves. Everything feels smooth."*



The complete instructions are available in the Teacher Guide and in our materials on **Learning Holistic Learning**. You can download them at [http://www.youthstart.eu/en/challenges/learning\\_holistic\\_learning/](http://www.youthstart.eu/en/challenges/learning_holistic_learning/).



## 2.6. Words for your Feelings – Feeling Cards



Circle all the words you don't know and have them explained to you. Draw one of the two emojis next to each of the feeling words, depending on whether this feeling is pleasant or unpleasant for you. If both possibilities fit for you, draw both emojis in the field.

😊 this feels pleasant

😞 this feels unpleasant

Try to remember all the new words.

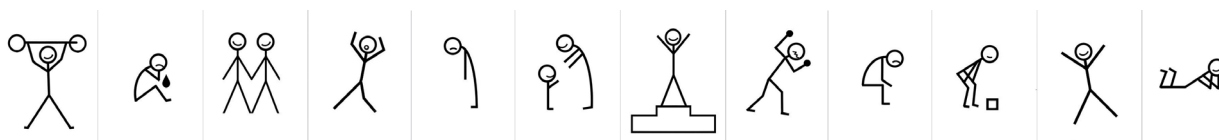
|             |             |             |             |              |              |
|-------------|-------------|-------------|-------------|--------------|--------------|
| afraid<br>😞 | agitated    | alert       | alive       | alone        | amazed       |
| angry<br>😊  | anxious     | bewildered  | bored       | calm         | centered     |
| cheerful    | confident   | comfortable | concerned   | confused     | content      |
| courageous  | curious     | delighted   | depressed   | disappointed | disgusted    |
| distressed  | eager       | embarrassed | empty       | energized    | enthusiastic |
| excited     | exhausted   | fascinated  | fearful     | free         | frustrated   |
| fulfilled   | glad        | grateful    | guilty      | happy        | helpless     |
| hopeful     | indifferent | insecure    | intrigued   | irritated    | joyful       |
| light       | lonely      | moved       | nervous     | open         | optimistic   |
| overwhelmed | passionate  | peaceful    | pessimistic | powerful     | proud        |
| relaxed     | rested      | restless    | relieved    | reluctant    | sad          |
| satisfied   | secure      | shocked     | strong      | surprised    | terrified    |
| tired       | torn        | touched     | uneasy      | unhappy      | worried      |



### 2.7. Which feelings do you see?

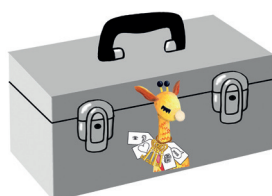


Chose at least one word for each of these Feeling Symbol Cards from the list on the page before. Chose the word(s) that you think fit best to each symbol. Compare what the others have chosen. There is no right or wrong. Each person sees something different in these symbols.



### 2.8. Tools for the Giraffe-Toolbox

Feeling Cards and Feeling Symbol Cards



Put these Feeling Symbol Cards and the Feeling Cards into your Giraffe-Toolbox. You can find copy templates for these in the Teacher Guide. Use them to explore your feelings as often as possible. Naming feelings can open doors to other people!

### 2.9. Reading out the weather report



Choose a feeling from the Feelings List and read out the weather report in that mood. Feel free to exaggerate a little bit. Then someone else reads out the weather report with a different feeling: e.g. happy, angry, impatient, disgusted, hopeful, desperate, ...

*In the north of the country it's very windy and cold. In the east, it's rainy all day today. There may be a thunderstorm in the afternoon. In the west and middle of the country the weather is dry, but cloudy. So no rain for you, but it is quite windy, and the temperature is just 10°. The south of the country has the best weather today. It's cloudy most of the time but sunny this afternoon. The temperature is around 15°. That's all for today's weather. Stay tuned for the morning traffic report.*



Think of questions or phrases whose meaning you change through tone of voice, body posture and facial expression.

For example, say them reproachfully, interested, excited, nervous, bored, disgusted, ...

Think of situations that fit to the phrases or questions and make role plays in different variations in groups of two or three.

Example phrases: "What are you doing?", "Why are you doing that?", "Is that yours?", "I want to have one too.", "I'm going to find another group for my project.", ...





## 2.10. Guessing feelings



Choose a Feeling Card. Remember a situation in which you felt like this and try to perceive this feeling in your body. Show it with your face and your body. You can move, sit on the floor, kneel, lie down, stand up – do, whatever fits this feeling.

The others guess which feeling you enact.

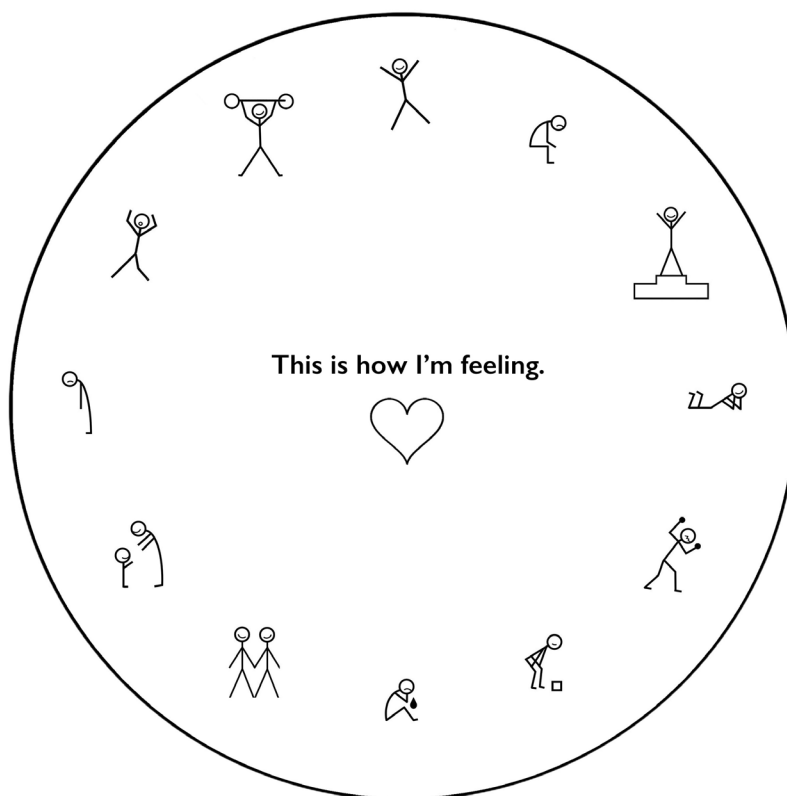


It is possible that the same feeling is enacted several times by different persons. Does it always look the same?

## 2.11. Feelings Clock

If you find it difficult to find words for your feelings, the Feelings Clock can be of support. You can make it yourself with the Feelings Symbol Cards.

Which symbol describes best how you feel at the moment?



You can also use the Feelings Clock to find out how others feel.

To do this, everyone writes their names on a clothespin and attaches it next to the image on the Feelings Clock that best expresses his/her feeling in this moment.

In this way, it becomes visible which different feelings are currently present in the class.



Make a goal of exploring at least once a day what you are feeling in this moment. Mark the corresponding symbol with your clothespin and look for a fitting word on the Feelings Cards. This way you learn to recognize your feelings and to be able to name them.



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

Sometimes it is difficult for us to talk about our feelings. Then we look for someone whom we can blame for our feelings. We might say: “You made me angry” instead of “I am angry”.



Find all the words in the box, before which you can fill into this sentence “You’ve ... me”. Write them down.

Ignored, lonely, nervous, attacked, fearful, misunderstood, provoked, grateful, curious, disappointed, neglected, safe, joyful, insulted, happy, energetic, betrayed, calm, criticised, abandoned, grateful, bullied, sad, tired, suppressed, enthusiastic, judged, afraid, rushed, helpless, disturbed, excluded, awake, desperate, rejected, impatient, overlooked, angry

You have \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ me.



Choose seven examples where you blame someone else by saying “You have ..... me.” Try to find out which of your feelings is hidden behind this phrase. Write down your feelings. Use the words from the Feelings Cards.



|                |                |
|----------------|----------------|
| You have _____ | me. I am _____ |
| You have _____ | me. I am _____ |
| You have _____ | me. I am _____ |
| You have _____ | me. I am _____ |
| You have _____ | me. I am _____ |
| You have _____ | me. I am _____ |
| You have _____ | me. I am _____ |



How do you feel, when someone says a “You have ..... me” sentence to you?



Do you know words you can use both with “I am...” and with “You have .... me”? Write them down:

\_\_\_\_\_  
\_\_\_\_\_



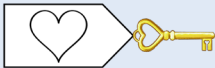
Practice as often as possible to express your feelings at home and with others. Use the Feelings Cards and the phrase “I am...” for your practice.



## 2.13. How do you feel?



Imagine how you would feel if someone said the following phrases to you. Write at least three words that describe your feelings in the empty space. Use the Feelings Cards for this exercise.

| Someone says to you:   | How do you feel? |  |
|--|------------------|---|
| "You're annoying. I don't want to join our group."                     |                  |   |
| "You have so many good ideas. It's never boring with you!"             |                  |   |
| "Whenever you come over there's a fight. You really get on my nerves!" |                  |   |
| "I am happy that you are here!"  |                  |   |
| "You didn't do that properly; you can do better. Try harder!"          |                  |   |
| "I like the stories you write."  |                  |   |

## 2.14. Feelings "Pie" Chart

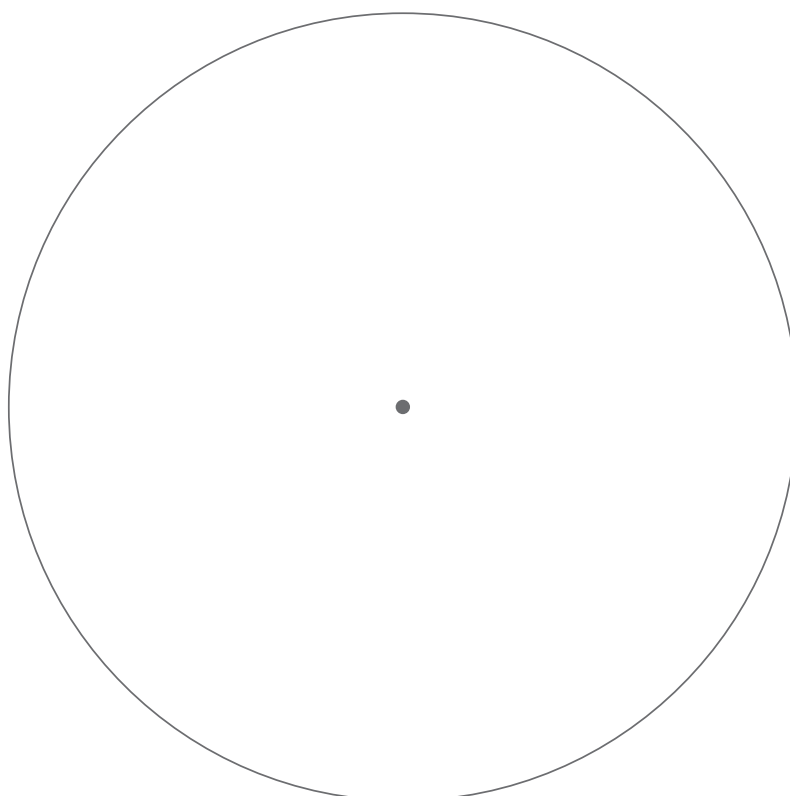


Imagine all the feelings you've had during the last days are in this circle.

How much space is necessary for ...

- your joy
- your fear
- your sadness
- your anger
- your love
- your jealousy
- of any other feeling you've had?

Use a different color for each feeling. Choose the color that you think best fits each feeling and draw the feeling into the circle as a "piece of pie" in the appropriate size.





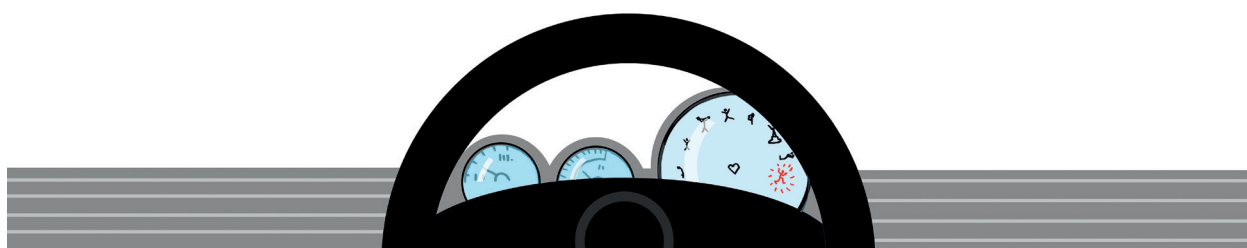
### 3.1. Our Feelings Dashboard

On dashboards in vehicles or airplanes, alarm lights indicate important information:

*Is there enough fuel left? Is the road slippery? Is the engine overheating?* If an alarm light comes on, it is good to take it seriously and find out why it is on. No more fuel, means *"Fill up quickly!"*

Because otherwise the car will stop. It's no use insulting the car (*"Come on, you ...!"*), comparing it with other cars (*"The other cars also drive without complaining."*) or reproaching it (*"That's really mean of you."*).

The important thing is to understand the message and take care of it.



Our feelings also have a message for us - like the lights on the dashboard:

**An unpleasant feeling tells us: A need is not met right now.**

▶ Pause and find out which need it is. Take care of it.

**A pleasant feeling tells us: A need is met right now.**

▶ Find out which need it is. If you know that, you can more easily meet it again.

### 3.2. Finding out what is behind your feelings



Use the Feelings Cards and the Feelings Clock to support you and write down your feelings.

Think of an unpleasant situation – how exactly did you feel?



Think of a pleasant situation – how exactly did you feel?



Talk to someone about it:

- What would you have needed in the unpleasant situation? What did you miss?
- What was the reason for the pleasant feeling? Which need was met?

Use the Needs Cards on the following pages to find the needs that were met or unmet.



Remember the pleasant feeling and the reason for it: What do you see? What do you hear? What do you smell and taste? What do you sense? Imagine everything in detail and paint a **picture of your met need**.



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



Which phrase, which word and which picture go together? Mark the picture, the phrase and the word in the same colour.



I need someone to listen to me  
empathically and understand  
how I feel.

**Safety**



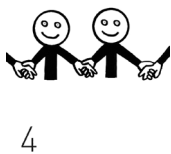
I wish everyone to be safe.

**autonomy**



I want to decide for myself  
what I do.

**support**



I need support.

**rest**



I want to do something  
together with others.

**empathy**



I need rest.

**community**





## Step 3 – Expressing what we need



Which phrase, which word and which picture go together? Mark the picture, the phrase and the word in the same colour.



7

I would like to celebrate and share my happiness with others.

**meaning**



8

I would like to matter and be precious to someone.

**physical wellbeing**



9

I would like to feel my power to make a difference.

**celebration**



10

I would like someone to be close to me and to stand by me.

**appreciation**



11

I would like to care well for my body and for my health.

**closeness**



12

I would like to understand the meaning of why I shall do something.

**empowerment**



### 3.4. Playful needs exploration



You can find copy templates for a Needs Dictionary and a Needs Card Deck in the Teacher Guide. Prepare both to play the following games:



#### What fits together?

Place the 12 cards from the Needs Dictionary on the floor so that everyone can see the symbols. You can also make larger copies. Everyone receives one card from the Needs Card Deck and stands next to the Need Symbol that has the same number as his/her Need Word.

Everyone standing next to one symbol explains their words to each other or ask for an explanation. What do the terms have in common?

Think of situations in which the need on your Needs Card was met or unmet and talk to someone about it. Play 2 more rounds with new cards.



#### Needs Bingo:

Divide the class into several groups and distribute all the cards from the deck of Needs Cards.

Someone takes the Needs Dictionary and reads a question. For example: *"Would you like us to work together for safety in the classroom?"*. Whoever has the Needs Card *Safety* calls "Bingo" and puts the card away. When a group runs out of cards, they shout: "Bingo-Bingo!"

### 3.5. Needs Clock



It is not always easy to recognise our needs. Sometimes they are hidden deep inside us like in a well-locked treasure chest. Only we ourselves have the key to it.

Communicating our needs can open doors to other people.

The key with the treasure chest key tag is a symbol of this. Make one if you want.

If we find no words for our needs the Needs Clock can be of help.



Copy the front pages of the 12 cards from the Needs Dictionary again and use them for making a Needs Clock.



Which symbol best expresses your current need?  
Which needs-word fits best?



Also use the needs watch to explore what others need. Write your names on clothespins. You can use them to make everyone's needs visible on the Clock.

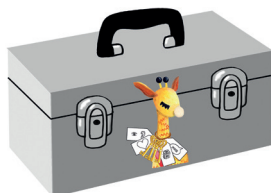


So it becomes visible what different needs are currently present in the class.



### 3.6. Tools for the Giraffe-Toolbox

#### Needs Key, Needs Dictionary and Needs Card Deck



Behind every feeling we have there is something hidden that we need – a need. A pleasant feeling indicates a met need (*"I have, what I need right now."*), an unpleasant feeling indicates an unmet need (*"Right now I'm missing something."*). Put the Needs Key, the Needs Dictionary and the Needs Card Deck into your Giraffe-Toolbox and use it to explore as often as possible what you need right now!

### 3.7. Needs Treasure



Here you can find all needs words from the Needs Dictionary. Get to know them one by one. They will support you to find out what you need.



## 3.8. My Needs Treasure Chest



Make a small treasure chest and put it on your table. Make a goal of taking a break three times a day and listening to what you are feeling in this moment.



**Why** do you feel this way? What need do your feelings point to?  
Find a word, that describes what you need right now,  
in the Needs Treasure on the previous page.



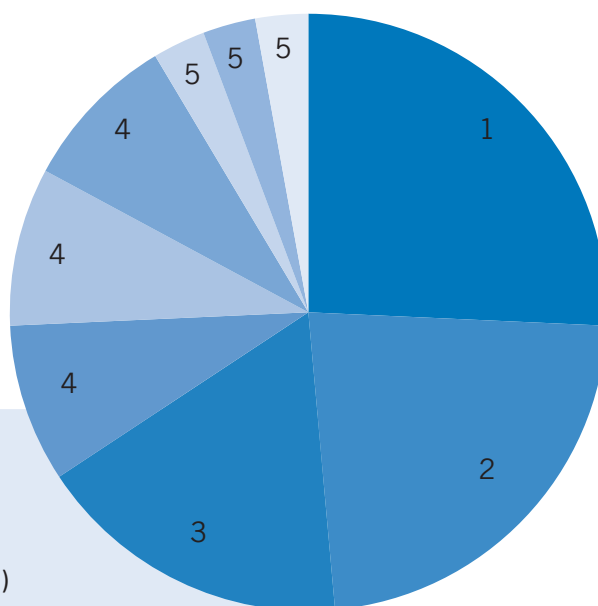
Write the need on a small piece of paper and put it in your treasure chest. At the end of the week empty your Needs Treasure Chest and summarise:

What needs did you have this week?

Are there one or two that have come up more often?

Make a list or a "pie" chart with your evaluation:

e.g.: 1<sup>st</sup> place: Community (9x)  
2<sup>nd</sup> place: Movement (8x)  
3<sup>rd</sup> place: Autonomy (6x)  
4<sup>th</sup> place: Peace, Choice, Celebration (3x each)  
5<sup>th</sup> place: Health, Support, Understanding (1x each)



Have an exchange about your results and write down the needs that most frequently landed in 1st place. Make these needs visible on the Needs Clock, so that you can take care of each other's needs.



Write your top 3 needs on colourful cards and put them in your treasure chest. In the next week you can go on with your exploration:

Ask yourself when you have pleasant or unpleasant feelings: Is it one of these three needs, that is met or unmet in this moment? Or is it another need?

When you find new needs write them on a small piece of paper and put them in your treasure chest.

The better you know your needs, the better you know what you need in this moment. Sometimes it is not even necessary to meet your needs, it may be enough to perceive them or when someone else listens to them.



### 3.9. Needs Poker



All 48 Needs Cards are handed out to everyone in the class. Somebody takes the Situation Cards and reads out the first situation (You can find copy templates for these in the Teacher Guide):

Ms. Novak, the principle, says: *"This class can never behave, you know you're supposed to go to your classroom after the school bell!"*

What could Mrs. Novak need right now?

E.g. calm, consideration, cooperation, structure, safety,...



Those who think they have a fitting need word in their cards come forward and give reasons for their decision.

All situations are read out in turn. Ask yourselves: What could the person described need? Who has a fitting need-word for it?

There is no right or wrong, we can only guess what a person needs.

The more often you imagine what someone might need, the easier it is for you to put yourself in someone else's shoes.



You can also play the game in groups of 5: 4 people get 6 cards each with a need word. word, one person gets situation cards. Take turns reading the cards aloud.

### 3.10. Guessing Game: Needs



Try to guess what the persons in the following situations need. Choose a fitting word from the Needs Clock. There are no right or wrong answers. Different people can have different needs in the same situation.

| Someone says:  | Maybe the person needs: |  |
|--|-------------------------|--|
| "It is always you who decides, that's unfair!"             |                         |  |
| "I don't want to do this exercise! It's totally useless!"  |                         |  |
| "Leave me in peace!"                                       |                         |  |
| "They don't let anyone join in anyway."                    |                         |  |
| "I could already do this last school year; it is so easy!" |                         |  |
| "I am always so stupid anyway, nobody understands me."     |                         |  |
| "Can't you watch where you are going?!"                    |                         |  |
| "This is no fun at all, it is so boring!"                  |                         |  |

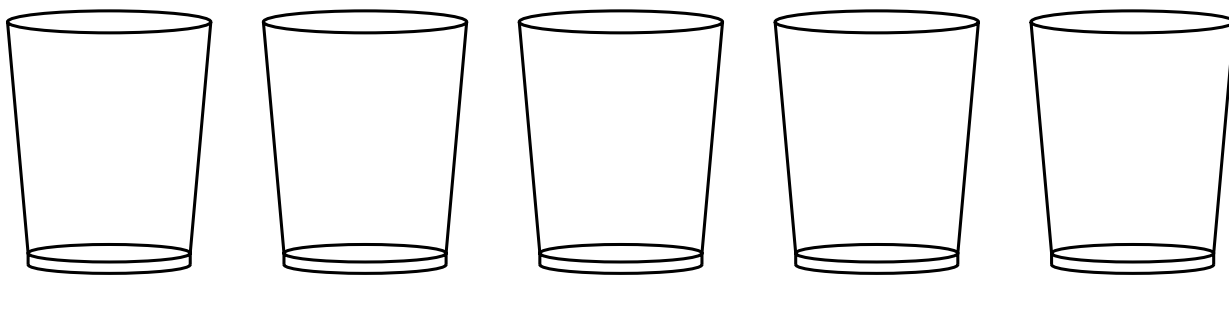
If we would like to know what someone needs, we can ask this person: e.g. Do you need rest right now? Do you need support?





## 4.1. Needs Glasses

Choose five needs and write their names under the glasses. Start with your top 3 needs. Draw in each need-glass how much this need is met at the moment.





## 4.2. Needs or ways to meet a need

**For every need there are many ways to meet it.** Often we close doors to others because we are committed to one way and not open to any other way.



Practice to distinguish: What do all people need and what are the ways to meet these needs? Write all the needs in the left column and all the ways in the right column:

Freedom – a pizza – going to the cinema with you – autonomy – health – pocket money – holidays by the sea – belonging – peace – rest – eating ice cream – volleyball – fun – making jokes

|  <b>needs</b><br>(= WHAT do <b>all</b> humans need?) |  <b>different ways</b><br>(= HOW do humans meet their needs?) |
|---|--|
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |



### 4.3. My ways to meet my needs



Look at exercise 4.1: How full are your Needs Glasses? Choose three needs and think about, **HOW** you could meet or already meet these needs. For each need, find at least three ways.

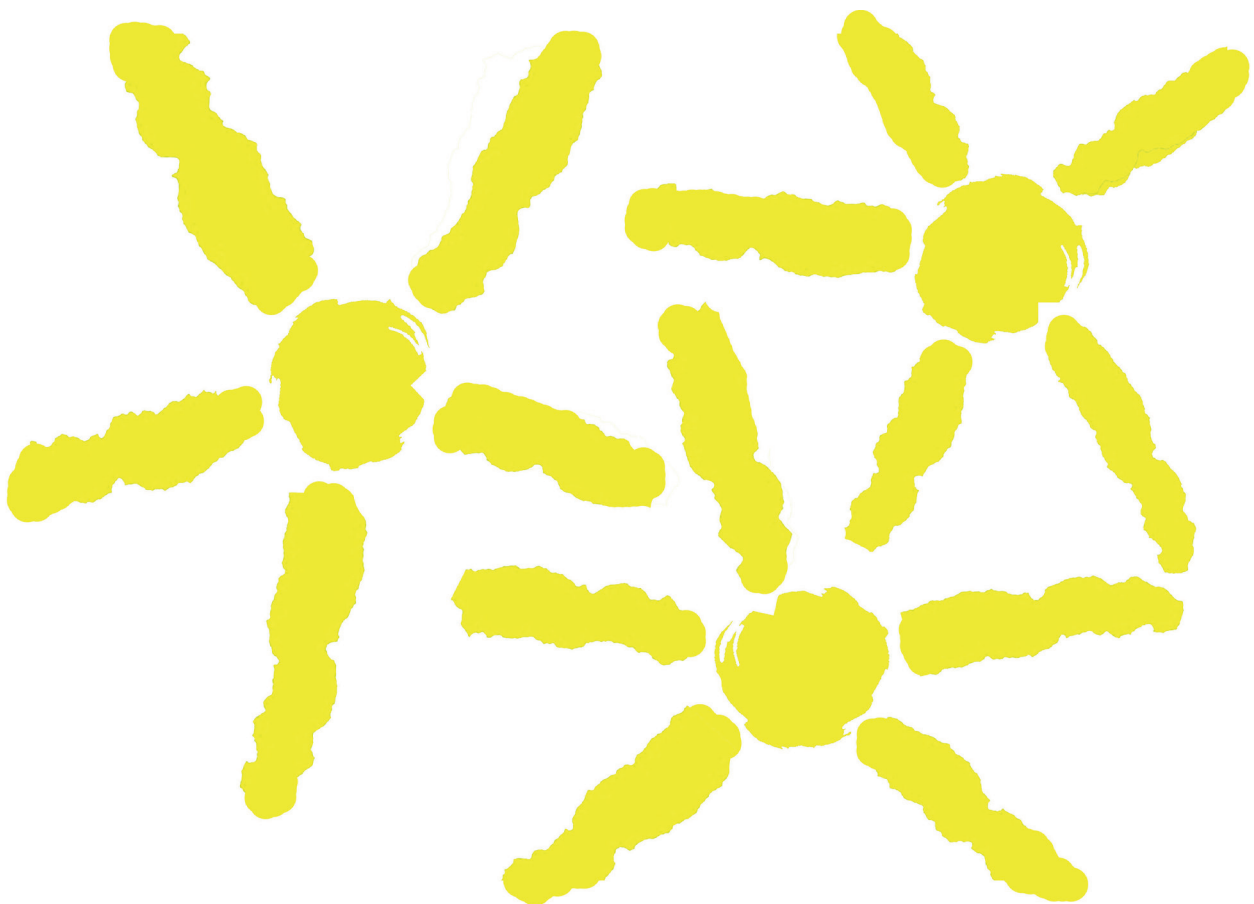
Example: I need community – I want to be together with others.

What can I do to get this?

I can meet and learn together with someone, suggest a ball game, invite someone home, talk to someone, ...



Write the needs into the suns and the ways to meet needs into the sun rays.



Talk to somebody about who or what can support you to meet your needs?



### 4.4. Clear, concrete and doable requests (“Giraffe Requests”)

Sometimes doors close between us because the others don’t know exactly what we want from them. With the “Giraffe Request” Key we can open these doors and connect again. You can use the Request Key Tag to make such a key yourself.

“Giraffe Requests” are clear, concrete and doable requests:

- Concretely describe what 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).



To keep doors open it helps you to know several ways to meet your need. So you need to be less afraid of hearing a “No” to your request.



Find a clear, concrete, and doable request for each sentence. Connect the sentences.

Do not disturb me all the time!

Please, don’t climb so high.

Please listen carefully now.

Please clean up now.

Please, stop jumping the queue.

I do not want you to play along, we are right in the middle of a game.

Don’t be so aggressive all the time.

Please, look at me, when I talk to you.

Please sit down and wait for us to start the next round. Then you can play along, ok?

Please only climb up to the blue rung and turn around there.

I want to concentrate and finish this. Sit down with your lunch at another table, please.

Please sit down and we will talk about it in 10 minutes, ok?

Line up behind me, please!

Please put your notebooks on the table and put your clothes into the washing machine!



Write your own clear, precise and doable "Giraffe Requests" for these sentences.

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

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

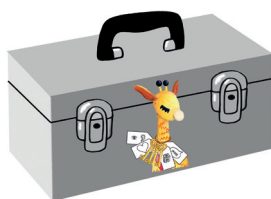


Together with others think about how you can express clear, concrete and doable requests.



### 4.5. Tool for the Giraffe-Toolbox

#### “Giraffe Request” Key

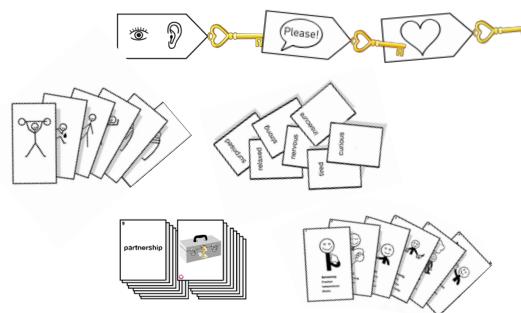


In order to open doors to other people we practice saying clearly what we need. We explore different ways to meet our needs. The more ways we know, the easier it will be for others to choose one of them and meet one of our needs.

Put the “Giraffe Request” Key into the Giraffe-Toolbox and use it to express clear, concrete and doable requests.

Your Giraffe-Toolbox contains these valuable tools for mutual understanding:

- Feelings, Needs and “Giraffe Request” Keys
- Feelings Symbol Cards and Feelings Cards
- Needs Dictionary and Needs Cards Deck



Use it as often as possible to practice understanding yourself and others better.

If you don't know what you need, you may become aggressive and angry, or you may become discouraged and give up. It takes practice to find out what you need.

### 4.6. Formulating “Giraffe Requests”



Remember a situation in which you were desperate or discouraged. What exactly happened then? What did you say or do? What did someone else say or do? Talk to someone about it.



What would you have needed? Use the Needs Clock and the Needs Cards to find out your needs:

---



Who could you have asked for something? Formulate three different requests (to one or to different people). Make sure they are clear, concrete and doable.

---



---



---



Talk to somebody about the situation and role-play it. Find an ending together that you are both happy with.

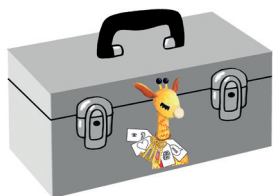


## 5.1. Tool for the Giraffe-Toolbox

### Observation Key



When we experience something, we often express our opinion, our prejudice or our judgement about it. Or we generalise and don't talk about what just happened, but use terms like "always", "never" or "all the time". Do you know this?



With the Observation Key, we practice saying only what we can perceive with our five senses. This can open doors between us.

The key tag with the eye and ear is the symbol for this. It is the next tool for the Giraffe-Toolbox.

If you want, you can also make this key.

## 5.2. Observation or Judgement?



Which sentences describe exactly what can be observed? Which sentences contain judgements?  
Mark the appropriate box:

|  | Observation | Judgement |
|--|-------------|-----------|
| You got an E on your English test.   |             |           |
| You are really bad at English.   |             |           |
| The lunch is always terrible here.   |             |           |
| For lunch we had pasta casserole, which had a hard dry layer on top.         |             |           |
| You are so good at sports.   |             |           |
| You jumped 4.20 m today on the sports field.                                 |             |           |
| I am 1.50 m tall and you are 1.25.   |             |           |
| You are really small.  |             |           |
| You are always late.   |             |           |
| Today you arrived at half past eight, I've been waiting for you since eight. |             |           |
| You are a nerd.  |             |           |
| You were the first in class to finish the exercise.                          |             |           |
| She is mean.   |             |           |
| She said: "Lena, I'll discuss this with your parents."                       |             |           |



### 5.3. Observing instead of judging



If you say, "The noodles taste terrible!", you are judging the food. Also if you say: "The apples are good! "

With the Observation Key you talk about yourself and say how you perceive the food with your sense of taste. You can say,  
"I do not like the pasta when it is hard. " Or: " I like red apples. "





Use the Observation Key from the Giraffe-Toolbox and rewrite the following sentences. Think of simple examples:

You are messy.  I see, there is \_\_\_\_\_ on your table.

You look tired again.  I see, that you \_\_\_\_\_

You eat unhealthy things.  I've seen you eat \_\_\_\_\_

You are always looking for a fight.  I've heard you say: „ \_\_\_\_\_ !“

She is one of the popular students.  I've seen, that she \_\_\_\_\_ in the break.

You are athletic.  I've seen you \_\_\_\_\_ in the last gym class.



Do you know sentences with judgements from your everyday life? Who uses them frequently?



With the Wheel of Mindfulness you can train to perceive things and people with your five senses. You practise saying only what you have observed without judging it.



Use the Wheel of Mindfulness from the You<sup>th</sup> Start Mindfulness Programme ([www.youthstart.eu](http://www.youthstart.eu) under the heading "Mind & Body").



Over the next few days, pay attention to whether you think or say sentences with judgements and reformulate them into observations. Write down at least one observation:

---



---



Do you find it easy to say what you can observe with your five senses?



## 5.4. My Map of Met Needs

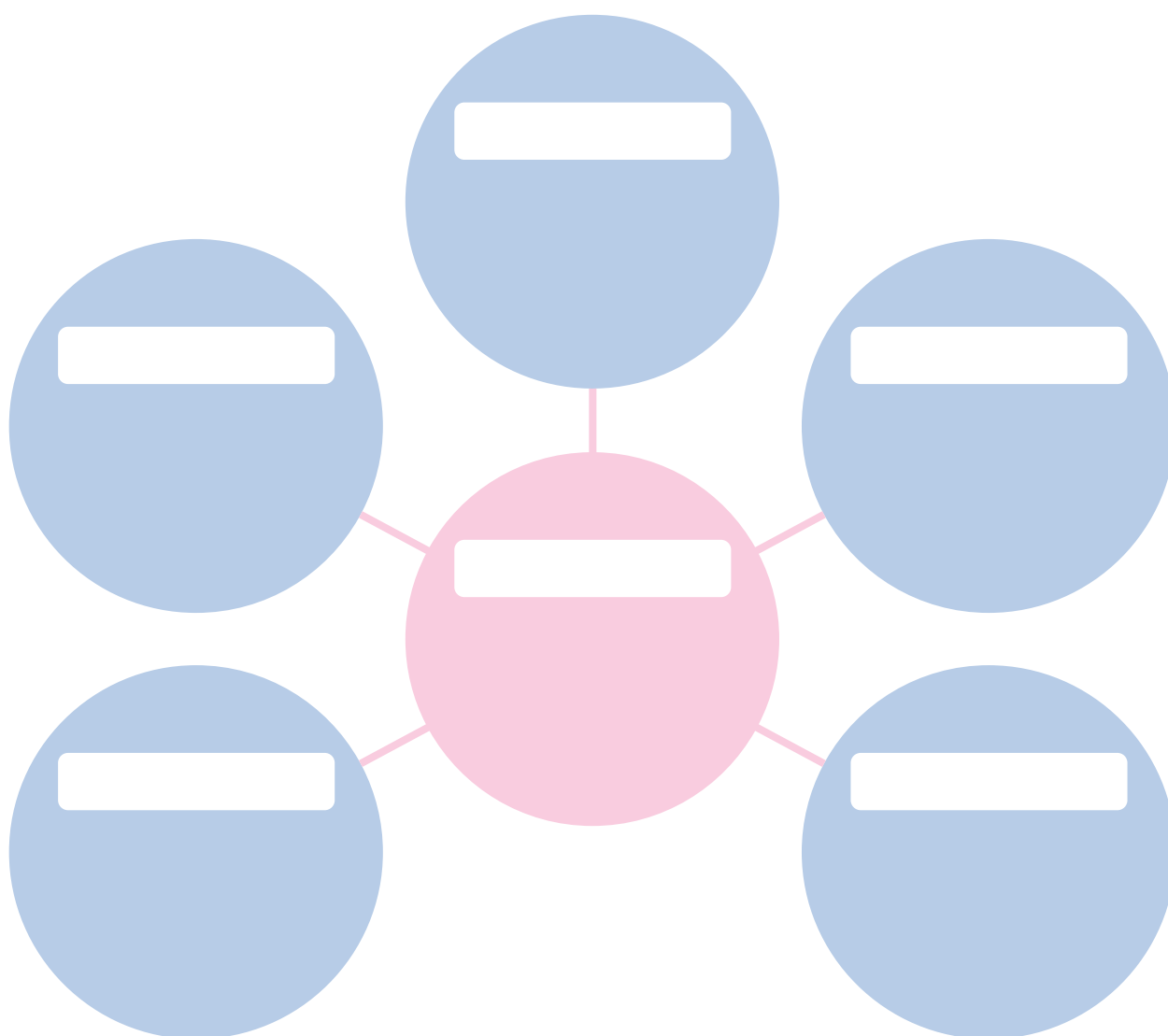


**Think about the persons around you: Who meets which of your needs? Complete your Map of Met Needs.**



Write your name into the space in the middle circle. Underneath write which of your needs you meet yourself. Use the Needs Clock or the Needs Treasure as support for this exploration.

Write five names of people who are important in your life in the other circles. Which of your needs do they meet again and again? Write the met needs under the names.



Keep looking at your map of fulfilled needs from time to time. It reminds you what you can do yourself to meet your needs, and who you can turn to when you need something. Celebrate having these people around you!





### 5.5. Recognizing and celebrating met needs in everyday life



Choose three people from **your Map of Met Needs**. Think of three examples per person, of ways **how** they meet your needs.



Describe exactly what they do or say that enriches your life. It can be small, everyday things or something big, unique: e.g. Thanks for having...  
I was happy that you said: "...". I like it when you do ....

Write it on cards and give them to the people. Thank them.



What do you like about yourself? \_\_\_\_\_

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

**Appreciation means that we express what we like about someone without any hidden agenda and without wanting to receive anything in return.** We just want to tell that person that we are happy about her/him. Or thank him for something she/he has done.



Praise and flattery often contain judgements of what the other person is like. This can be uncomfortable for others and close doors. Take the Observation Key and connect every praise or flattery from the column on the left with an Observation Sentence from the column on the right:

#### Praise and flattery

Well done! You paid really good attention today.

You are a really good student, keep up the good work.

You are an exemplary class! If you keep this up, we will go on an excursion next month.

Good job! You are just better than the boys.

You're the only friend I can count on.

You're so generous, not like your brother!

You are my best friend!



#### Gratitude and Appreciation

Thank you for picking up all the rubbish from the floor and putting the chairs on the tables.

I'm glad you answered three questions in today's review.

Thank you for giving me your apple today.

Thank you for sending me your notes last week when I was sick.

Thank you for letting me join the new WhatsApp group.

Yeah, you scored three goals in one football match!

I'm impressed that you've filled in all the vocabulary in this cloze.

When we flatter to get something from the other person, or when we praise, to persuade someone to do something, it can close doors, even if the phrases sound positive.

Gratitude and appreciation can open doors when we

- observe and describe exactly what someone has done or said,
- and say why we are happy about it or grateful for it.



## 5.7. Appreciation Party

In order to keep doors open, we also need to take time for expressing gratitude and appreciation. This makes it easier and more joyful to live and work together.



Take these Keys from the Giraffe-Toolbox and use them to express your gratitude and appreciation:



Observe carefully and describe exactly who did or said what. Speak about what you observed and do not judge it.



Express what you felt when it was done or said.



Find out which of your needs was met and talk about it.



Think together about what you are grateful for. Take some time and have a little **Appreciation Party**.

To do this use some more tools from your Giraffe-Toolbox: the Needs Dictionary and the Feelings Cards

- Express what you are grateful for and what you liked - it doesn't have to be anything big!

- Celebrate any needs that have been met.

- Share how you felt.

- Remember to describe exactly what it is that you like and what you are grateful for.



When someone wants to say something at the party that they are sad about or do not like that is also possible.

Make sure that also then he/she says exactly what happened.

Describe your observations without judging.

With some practice this will become easier and easier for you.



Is there somebody you want to thank for something?

Try it out right now and say thank you as you have just practiced. Make notes here:

---

---

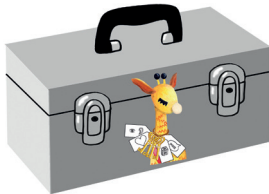
---



### 6.1. Tool for the Giraffe-Toolbox

#### The Inner Jackal

Sometimes we do not want others to recognise our needs. We have experienced that they are not appreciated or taken into account. That's why we hide them - in our well-locked **Needs Treasure Chest**.



To ensure that our Needs Treasure is well guarded, we all have an **Inner Jackal**. It can growl when one of our needs is not met and we have overlooked it. It is important that we listen to our inner jackal carefully, because it can become very unfriendly when it wants to draw attention to herself/himself.



Make a jackal together out of fabric, cardboard or other materials and put it in the Giraffe-Toolbox as a symbol for your inner jackal.

You can also draw a jackal or copy the jackal from the Teacher Guide.

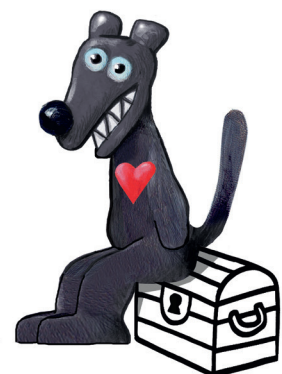
### 6.2. Meeting your Inner Jackal



In which situations does your inner jackal growl?

Write down what you are angry about again and again:

I feel angry again and again, when ...





### 6.3. Learning to listen to your Inner Jackal

Your inner jackal is your good friend. It tells you very clearly when one of your needs is not met and you need something important. Practice taking your time and listening to it!

**ATTENTION:** When the jackal expresses himself, it always speaks only about you and never about others, even if it sometimes pretends to do so.



Think of situations in which you are angry again and again. What do you often need then? Use the Needs Treasure for your exploration:

When I get angry, I often need \_\_\_\_\_



Talk with somebody about it, share and explore if you have similar needs.



Write down **what you could do to meet these needs:**

1. When I need \_\_\_\_\_ I could do this: \_\_\_\_\_

2. When I need \_\_\_\_\_ I could do this: \_\_\_\_\_

3. When I need \_\_\_\_\_ I could do this: \_\_\_\_\_



Talk to somebody about the ways you came up with and remember them well.



When you get angry use ALI's support and do what he suggests:

**AIR** (*Take a deep breath!*)  
**LAUGHTER** (*Smile!*)  
**INNER PEACE** (*Pause & think!*)



Use this break to reflect on what you need right now and what you can do to meet this need.



What trick do you use to be able to pause yourself when you're angry? Share it with somebody.



Collect your tricks on a poster. Practice together using these pauses to reflect and find out what you need right now and how you can meet your needs.



### 6.4. How the Inner Jackal expresses itself

Your inner jackal always speaks up when you need something particularly urgently or when you feel insecure or vulnerable. Unfortunately, it has learned that other people do not always respond in an appreciative way. That's why it sometimes uses a language that intends to scare off other people and distract them from you .

These phrases are typical “Jackal Phrases”:

- 1.If you are not quiet now, we will not go to the sports field tomorrow.
- 2.You are not nice. You never lend your pencils to others.
- 3.This is mean! You are not allowed to jump the queue!
- 4.You are the best in class. The others can take an example from you!
- 5.If you are quiet now, we'll go to the sports field tomorrow.
- 6.Because of you we were late this morning!
- 7.You are much nicer than your brother. You lend me your pencil.



Our inner jackals like to use certain modes of communication. Read the Jackal Phrases carefully and find out which Jackal Phrase fits to which type of communication.

| Typical Modes of Communication Inner Jackals use                       | Jackal Phrase Number |
|--|----------------------|
| Your Inner Jackal <b>wants to be right</b> : “This is....”             |                      |
| Your Inner Jackal <b>blames/accuses others</b> : “Because of you...”   |                      |
| Your Inner Jackal <b>blackmails others with a reward</b> : “If you...” |                      |
| Your Inner Jackal <b>threatens others</b> : “If you...”                |                      |
| Your Inner Jackal <b>insults others</b> : “You are...”                 |                      |
| Your Inner Jackal <b>flatters others</b> : “You are...”                |                      |
| Your Inner Jackal <b>praises others</b> : “You are...”                 |                      |



Read the 7 example sentences to each other in pairs and talk about them:

- How do you feel when your partner's inner jackal talks to you?
- How do you feel when you let your inner jackal speak out loud?



Over the next few days, listen to yourself carefully and find out which modes of communication your inner jackal likes to use.

Write down some of these phrases. Think about what you could say instead if you were to let your heart speak. Use the 4 keys from the Giraffe-Toolbox.



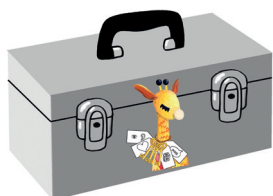
Talk to somebody about your experiences.





### 6.5. Tool for the Giraffe-Toolbox

#### Giraffe Ears



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 and understand 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.**



Put the giraffe ears in the Giraffe-Toolbox (you can find a copy template in the Teacher Guide).  
Whenever you want to listen empathically with giraffe ears, do the following 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. (You can find the short video "Thinking cap" and other exercises to activate & concentrate in under the heading "Mind & Body" at [www.youthstart.eu](http://www.youthstart.eu)).

### 6.6. Decoding Jackal Messages

When an inner jackal speaks directly to others, it often slams doors. Practice deciphering the jackal messages with giraffe ears and discover the actual message that is hidden within them.



To do this, empathise with the person speaking and try to identify his/her needs behind the jackal growl.

Prepare your ears so that you can listen with focus and empathy.



Find the decoded message that fits to each Jackal Message.

#### Jackal Messages

If you are not quiet now, we will not go to the sports field tomorrow.

You are not nice. You never lend your pencils to others.

This is mean! You are not allowed to jump the queue!

You are the best in class. The others can take an example from you!

If you are quiet now, we'll go to the sports field tomorrow.

Because of you we were late this morning!



#### Decoded Messages

I would like to get on the bus peacefully. Please stay in the queue behind me.

Please talk in a whisper so that the others can concentrate.

I've forgotten my pencil. Would you please lend me yours?

I would like to arrive at school on time. Could you please get up 20 minutes earlier tomorrow?

It was easy and fun for me to follow your presentation because you have spoken freely and designed a poster for it.

Please talk in a whisper so that the others can concentrate.



Listen carefully to others and try to decode the Jackal Messages you hear.  
Talk to somebody about your experience.



### 7.1. Learning to understand others

*"Violence in any form is a tragic expression of our unmet needs." Marshall B. Rosenberg*

Everything a human being does is an attempt to meet their human needs. Which needs they try to meet is not always obvious. Remember that feelings are signposts that point to needs.



Try to empathize with the persons in the following situations and to guess which needs could be hidden behind their Jackal Messages. Use the Feelings and the Needs Key from the Giraffe-Toolbox and search for fitting words from the Feelings Cards and the Needs Dictionary.

After lunch, the mother asks Noah to sit down right away and study for his test.

"Leave me alone! I don't feel like it!" Noah shouts, goes into his room and slams the door.



How could Noah perhaps feel?  
*e.g. tired, frustrated, disappointed, worried, torn, ...*

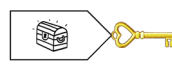


What needs could be hidden behind his words?  
*e.g. rest, autonomy, choice, meaning, appreciation*

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?



What needs could be hidden behind the teacher's words?

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?



Which needs could be hidden behind Leander's words?

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?



What needs could be hidden behind Livia's words?

We can only guess another person's feelings and needs, as everyone feels differently.



Think of a conflict you once had with someone: Which feelings and needs could the other person have had? What would have changed in the situation if you had thought about these possible feelings and needs?





## 7.2. Hearing requests behind the Jackal Messages



When we understand what needs people have in a particular situation, behind their jackal phrases, we can recognise what they need but cannot express.  
This keeps doors open and prevents conflicts from arising in the first place.

Noah's mother guesses that Noah needs **rest**. With her giraffe ears she listens to the message behind his Jackal Phrase:

▶ "Mum, I'm too tired now and I want to lie in the hammock for an hour and listen to music."

Noah's mother guesses that Noah's need is **autonomy**. With her giraffe ears she listens to the message behind his Jackal Message:

▶ "Mum, it's my schoolwork. I want to decide for myself when I study for it."



Prepare your ears to listen carefully by practicing the "Giraffe Ears Exercise" (**Step 6, Exercise 6.5**: Tool for the Giraffe-Toolbox: Giraffe Ears)

Listen to the request behind the Jackal Message and write it down for Emma, Marco and Constantin:



Emma guesses, that the teacher would like to finish her explanation of the calculation (probably her need is **completion**). Emma listens with giraffe ears to the teacher's words and hears the following request:



Marco guesses that Leander did not drop the phone on purpose and that he wants **peace**.

Marco listens with giraffe ears and hears this request behind Leander's words:



Constantin guesses that Livia needs **consideration** and that she needs space so that she can open her locker.

Constantin listens with giraffe ears and hears this request behind Livia's words:



Talk with someone about this conflict situation and think together about what would have changed if you had been able to hear the hidden need with giraffe ears.



### 7.3. Listening to your own needs



With your help, Emma, Marco and Constantin have decoded the other people's Jackal Messages.

What could they themselves feel and need?

Make sure you choose only feelings from the Feelings Cards and no expressions that blame the other person.

After lunch, the mother asks Noah to sit down right away and study for his test.

"Leave me alone! I don't feel like it!" Noah shouts, goes into his room and slams the door.



How could Noah's mother be possibly feeling in this situation?

*e.g. sad, angry, nervous*



What could Noah's mother need in this situation?

*e.g. clarity (she would like to make plans for the day), care, cooperation*

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 perhaps be feeling?



What could Emma possibly need?

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 Marco possibly feeling?



What could Marco perhaps need?

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 be feeling?



What could Constantin possibly need?

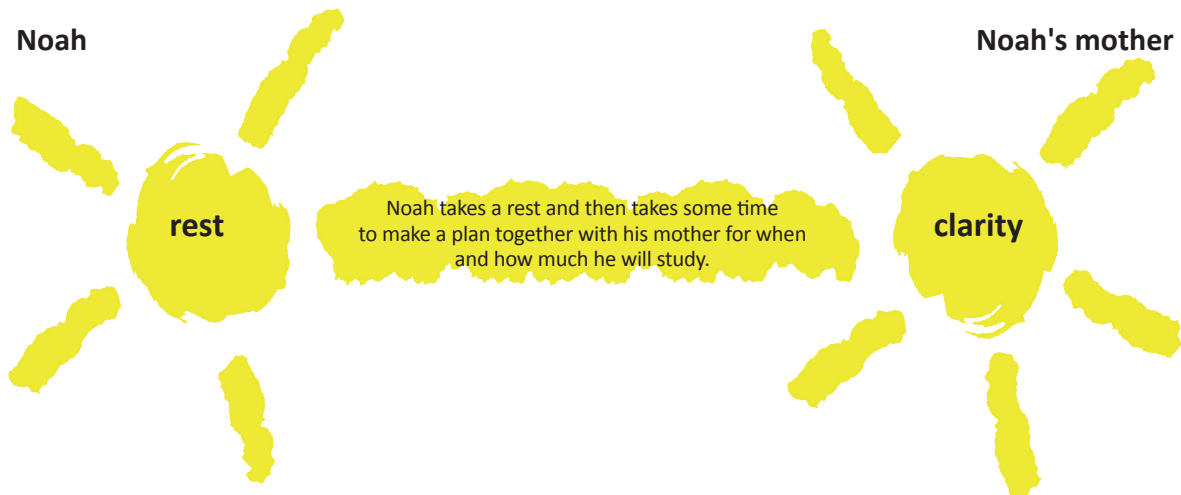


## 7.4. Appreciating both person's needs



Consider how the needs of both persons can be seen and appreciated:

Noah needs rest after school. His mother would like to care for him and plan her afternoon, she has a need for clarity. One way to take both needs into account, could be:



Role-play the three situations on the previous pages. First play them as they are written and then play them with giraffe ears. Find a solution together that both of you are satisfied with. Use the tools from the Giraffe-Toolbox.

Write down here what you think the people involved need and in which ways both needs could be taken into account:



The teacher needs: \_\_\_\_\_

Emma needs: \_\_\_\_\_

Way that considers both person's needs: \_\_\_\_\_



Leander needs: \_\_\_\_\_

Marco needs: \_\_\_\_\_

Way that considers both person's needs: \_\_\_\_\_



Livia needs: \_\_\_\_\_

Constantin needs: \_\_\_\_\_

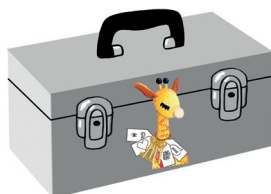
Way that considers both person's needs: \_\_\_\_\_



Think of a conflict you once had with someone: What way could have considered both person's needs?



### 7.5. The Giraffe-Toolbox – useful tools for conflicts



In conflicts, everyone involved wants to be heard, understood and their needs to be valued. Only then can solutions be sought together. The goal is that everybody's needs are taken into account. The Giraffe-Toolbox is full of valuable tools, that can all help you in conflicts with others.

Do you remember what tools the toolbox contains for understanding and being understood?  
What can you use them for?

**Feelings Key** – opens doors, because you can use it to explore your feelings and those of others and thus understand more easily how you and others are in a specific situation.



**Feelings Symbol Cards** – provide you with pictures for your feelings when you have no words for them.



**Feelings Cards** – contain many feeling words so that you can name your feelings and those of others.



**Needs Key** – opens doors so you can use it to explore what is important to you and others.



**Needs Dictionary and Needs Card Deck** – provide you with words for what you need and what others might need.



**“Giraffe Requests” Key** – opens doors so you can use it to express clear, concrete and doable requests.



**Observation Key** – opens doors so you can use it to practice saying what you perceive with your senses - without judging or interpreting.



**Inner Jackal** – is your friend so it guards your Needs Treasure Chest well and alerts you when you need something important.



**Giraffe Ears** – help you to decode Jackal Messages and listen to the feelings and needs; they also help you not to take Jackal Phrases personally.



Use the tools from the Giraffe-Toolbox as often as possible - not only in conflicts. They help you to understand others and be understood yourself.



### 8.1. Writing down what you are grateful for



Think about what you are grateful for in your life. Also look at what you wrote down in your happiness diary. Write down below what you are grateful for:

---

---



Is there somebody you would like to thank? Maybe even for something small? Think of different people. Write down just one sentence for each person: What does she/he say or do that you would like to thank them for? Give each person what you wrote down. Who are you going to express your gratitude to?

---



Write a **thank you letter** to at least one person.

You can write a thank you letter

- to a friend on his/her birthday
- to a teacher on the last day of school
- to a trainer on the last training session before the holidays
- to someone in your family for the New Year
- or just in between.

You certainly have some good ideas yourself:

---

---

Choose a person and describe what she/he says or does that you are grateful for.  
Send the letter or deliver it personally.



What are you grateful for when you think about yourself?

What do you consider to be your strength you are grateful for? Write a letter of gratitude to yourself.



Reflect together with others in class:

- When do you plan on having an **appreciation party**?
- How can you support each other to make time for a **THANK YOU** in between?

Discuss your ideas with your teacher.



Create a poster together and write down what it is you would like to celebrate:

e.g. *This is what I liked about the project, the last excursion, our party, ...*

Collect ideas together and celebrate as you learned in step 5, exercise 5.7.



With your family, think about how you can have **appreciation parties** at home as well.  
What are you going to celebrate? When?

---

---



### 8.2. Questionnaire for the Empathy Challenge

In the **Empathy Challenge** you learned to pay attention to your feelings and to find out what needs they point to. In the Giraffe-Toolbox you have gotten to know tools, that help you understand others and keep the doors to them open.

|  |  |
|--|--|
| 1. When do you find it easy to speak about your feelings and needs?  |  |
| 2. When was the last time your inner jackal spoke up?  |  |
| 3. How did you react?  |  |
| 4. Who was the last person you told what you appreciate about her/him?<br>What did you say?                          |  |
| 5. When was the last time you used the tools from the Giraffe-Toolbox outside of school?<br>What exactly did you do? |  |
| 6. What will you tell your family about the tools in the Giraffe-Toolbox?  |  |



Talk to someone about your answers.



## 8.3. How well can you do that already?



Carefully read the sentences below and think about how well you can do these things.  
Mark the area under the symbol that fits the best.

Here is what the symbols mean:



I can do that in most cases.



I can do that in some cases.



I can rarely do that.



I need a lot more practice for that.

| I can use the Feelings Clock to show how I feel.   |  |  |  |  |
|--|--|--|--|--|
| I can express how I feel.  |  |  |  |  |
| I can use the Needs Clock to show what I need when I have an unpleasant feeling.                       |  |  |  |  |
| I can tell others what I need when I have an unpleasant feeling.                                       |  |  |  |  |
| I know my top 3 need, the three needs I have most often.   |  |  |  |  |
| I know at least three ways to meet these needs.  |  |  |  |  |
| I can formulate a clear, concrete and doable request when I need something.                            |  |  |  |  |
| I can speak about what I see or hear without judging it.   |  |  |  |  |
| I notice when I want to be right.  |  |  |  |  |
| I notice when I'm looking for someone to blame.  |  |  |  |  |
| I can tell someone what I like about her/him without flattering her/him.                               |  |  |  |  |
| I can thank someone and describe exactly what I am grateful for.                                       |  |  |  |  |
| I can listen with giraffe ears and decode Jackal Messages.   |  |  |  |  |
| I can empathize with another person and guess what he/she needs when he/she has an unpleasant feeling. |  |  |  |  |
| I can list all the tools in the Giraffe-Toolbox.   |  |  |  |  |
| I know what I can use the tools from the Giraffe-Toolbox for.  |  |  |  |  |





### 8.4. Reach your personal goal in a few steps...



Choose something from the table in the previous exercise that you need to practice more and want to learn. Pursue your goal step by step.

|               |  |
|---------------|--|
| <b>Step 1</b> | Write down exactly what you want to achieve.   |
|               |  |
|               |  |
| <b>Step 2</b> | Imagine with all your senses what it will be like when you reach your goal.<br>Write down or paint a picture of your future: How are you going to feel?<br>What will you see, hear, smell, taste and touch?          |
|               |  |
|               |  |
|               |  |
|               |  |
|               |  |
| <b>Step 3</b> | Tell someone about your plan. Write down who you want to tell about it.  |
|               |  |
| <b>Step 4</b> | Practice your new strength daily.  |
| <b>Step 5</b> | At the end of each day, remember how you practiced your new strength and be happy about it. If you find it difficult to stick to your plans: Imagine how it will be when you reach your goal and look forward to it! |



**You made it!** Write down how others notice that you have reached your goal.

---

---

**Celebrate your success!**

Now choose a new goal and also pursue it step by step.



## 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](http://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](http://www.skolande.se))
- Catherine Cadden, Jesse Wiens: The Ongo Book: Everyday Nonviolence. Baba Tree 2017
- Catherine Cadden: Peaceable Revolution Through Education. Baba Tree 2009
- Inbal Kashtan: Parenting from Your Heart: Sharing the Gifts of Compassion, Connection, and Choice. Puddle Dancer 2003
- 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](http://www.cnvc.org) - Certified NVC trainers worldwide - Center for Nonviolent Communication
- [www.nvcineducation.org](http://www.nvcineducation.org) - Trainings and Projects on NVC in education
- [www.visfera.com](http://www.visfera.com) – NVC materials in English and other languages
- [www.echt.info](http://www.echt.info) – NVC materials in German and English language

All Challenges of level A2 are also available in a printed version in German.

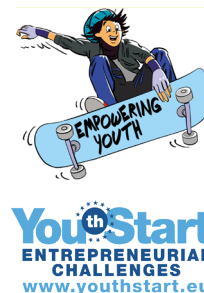
You can find them at [www.jugendstaerken.at](http://www.jugendstaerken.at) (Jugend stärken, volume 1 - 4).



**Empowering Youth** is a holistic learning programme for lower secondary school students. It is part of the “You<sup>th</sup> 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](http://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 *You<sup>th</sup> Start mindfulness programme*.



Explanatory video: [www.youthstartchallenges.eu/A2EmpathyEN](http://www.youthstartchallenges.eu/A2EmpathyEN)

### Terms of Use:

All material for teachers and students developed as part of the You<sup>th</sup> Start Entrepreneurial Challenges Programme is subject to a creative commons license. You may share or distribute the material in any format or medium under the condition of correct attribution (credit).

You may not use the material for commercial purposes. You may edit the material, but you may only distribute it under the same license as the original material. For license details see <https://creativecommons.org/licenses/by-nc-sa/4.0/>

### Disclaimer:

The European Commission’s support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

### Legal Notice:

|                 |   |
|-----------------|---|
| Editors:        | Eva Jambor, Johannes Lindner  |
| Authors:        | Gabriele Grunt (CNVC-certified trainer for Nonviolent Communication) and Eva Jambor   |
| Translation:    | Gabriele Grunt  |
| Redaction:      | Maureen Maher-Wizel   |
| Graphic Design: | Helmut Pokornig (illustrations), Stefan Torreiter (emoticons, pictograms),<br>Claudia Marschall (concept and layout), Raphaël Lorenzi (layout), Peter Stromberger<br>(layout, pictograms You <sup>th</sup> Start) |

The You<sup>th</sup> 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](mailto:office@ifte.at).



© 2021 **Initiative for Teaching Entrepreneurship**  
concept & development – [www.ifte.at](http://www.ifte.at)