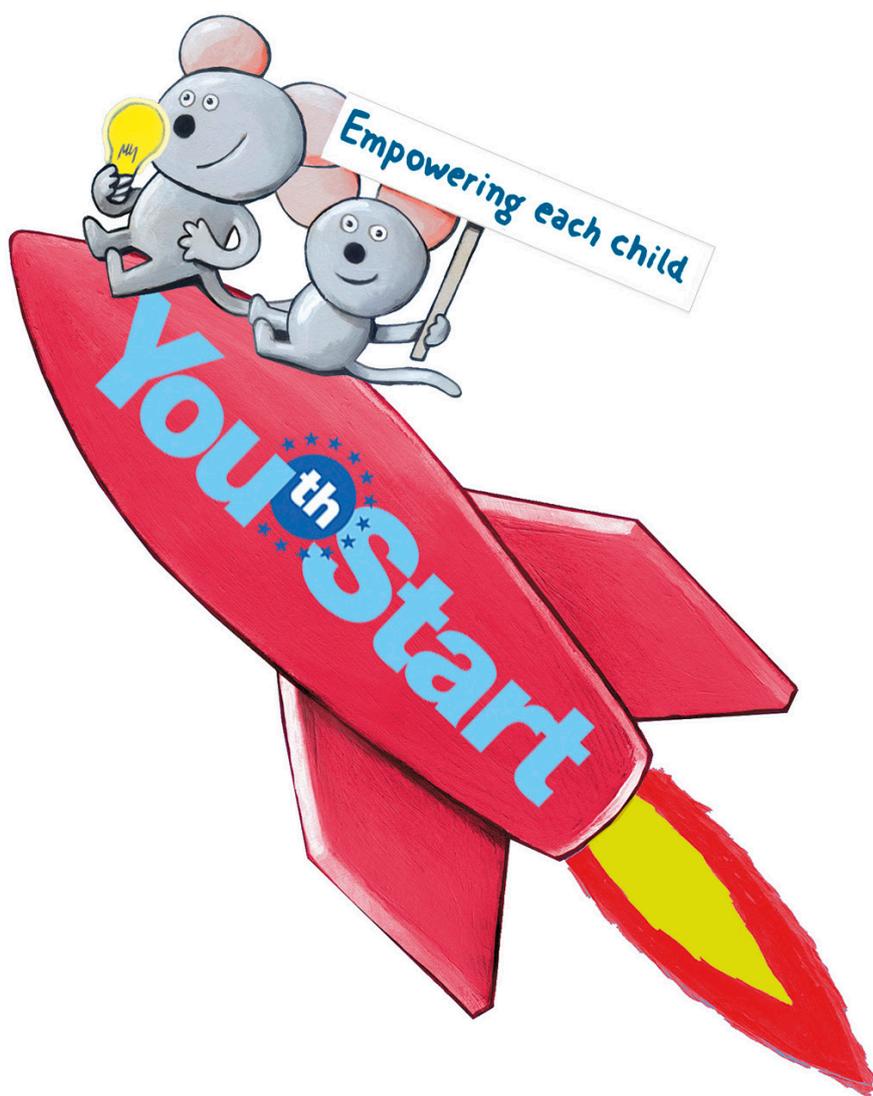




A1 Empathy Challenge

My Feelings, Your Feelings – Giraffe Language

Teacher Guide



Gabriele Grunt • Eva Jambor • Cornelia Schafrath

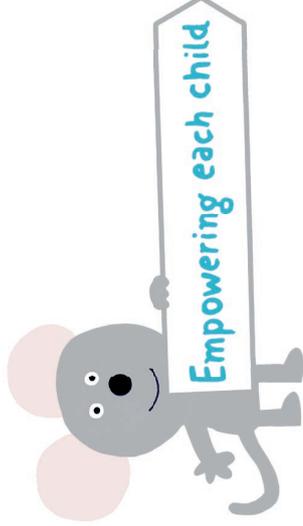
All Challenges of level A1 are also available in a printed version in German.
You can find them at www.jedeskindstärken.at (*Jedes Kind stärken*, volume 1 - 4).



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Bildung, Wissenschaft
und Forschung





with the Youth Start Entrepreneurial Challenges Programme

LET'S DEVELOP
 AND IMPLEMENT YOUR IDEAS!

DON'T BE AFRAID TO TRY NEW THINGS!
 ALSO ENCOURAGE OTHERS!

USE YOUR IDEAS
 TO HELP OTHER PEOPLE!

IDEA CHALLENGE
 Get your ideas moving forward!
 Let's create value!




HERO CHALLENGE
 You're my role model



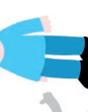

EMPATHY CHALLENGE
 My feelings –
 Your feelings




STORYTELLING CHALLENGE
 Creative storytelling




BUDDY CHALLENGE
 Empower others!

MY COMMUNITY CHALLENGE
 Solving problems together




MY PERSONAL CHALLENGE
 What's it worth?




LEMONADE STAND CHALLENGE
 Selling is fun




PERSPECTIVES CHALLENGE
 Tracking 20 Euros




TRASH VALUE CHALLENGE
 Recycling adds value




OPEN DOOR CHALLENGE
 Discovering clues




DEBATE CHALLENGE
 Let's talk to each other!




REAL MARKET CHALLENGE
 Becoming a "junior manager"




START YOUR PROJECT CHALLENGE
 I'm off to a flying start!




EXTREME CHALLENGE
 Assessing oneself




BE A YES CHALLENGE
 This is good for me




EXPERT CHALLENGE
 Learning holistic learning




VOLUNTEER CHALLENGE
 I can volunteer





The Youth Start Programme "Empowering each child" promotes the self-initiative and entrepreneurial spirit of children at the primary school level. All teaching materials are available at www.youthstart.eu. A mindfulness programme with video clips is provided in the "Mind & Body" section.

Challenges with a **yellow icon** instruct the children in entrepreneurial thinking and acting. **Pink** stands for personal development: these challenges focus on empathy, teamwork and self-confidence. **Green icons** indicate that social competences are trained: the children learn to assume responsibility for themselves, others and the environment.

Empowering each child ...

... refers to the title, the goal and the content of a practise-oriented, holistic learning programme which was developed for primary school children. Bigger and smaller challenges form the key element of the programme. They function as learning prompts from three key areas that play an important role in empowering our children:

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

Each key area is assigned a different colour to help differentiate between them. A diagram of the entire programme is included on the previous page.



Empowering each child 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 key elements of the **A1 Empathy Challenge** entitled “*My Feelings, Your Feelings – Giraffe Language*” are the students’ feelings and needs. Based on certain principles from *Non-violent Communication* according to Marshall B. Rosenberg, the children learn to be aware of their own needs and those of others. In order to be able to treat each other mindfully, they learn to speak the “giraffe language” together.

This Teacher Guide contains explanations of the exercises, games and copy templates for the children to further explore the topic.

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 primary school, the children’s self-esteem is improved and teamwork, creativity and lateral thinking are fostered. The children learn empathic communication and how to be sensitive to their own and others’ needs, and they improve their vocabulary.

We wish all the children many inspiring learning experiences working on this challenge!

Eva Jambor and Johannes Lindner, editors

www.ifte.at | www.youthstart.eu

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Unit Planner	page 10
Copy Templates	page 11
Lesson plan in detail	page 41



A1 Empathy Challenge

My Feelings, Your Feelings – Giraffe Language

It is never too early to learn how to empathise with others. With the following exercises, tasks and games the children learn to articulate their feelings and needs and to identify those of others. They embark on a journey towards being more mindful and learn about some of the principles of *Nonviolent Communication* which were developed by Marshall B. Rosenberg.

Explanatory video for this challenge

http://www.youthstart.eu/en/challenges/my_feelings_your_feelings_giraffe_language/

7 steps to the finish line:

-  Speaking like a giraffe
-  Expressing how we feel
-  Expressing what we need
-  Speaking like a jackal
-  Expressing what we see or hear
-  Listening like a giraffe
-  Thinking things over



Core competence for the challenge:
I can empathise with myself and others.

Big idea behind the challenge

If we communicate mindfully and treat each other with respect, we create an environment of mutual appreciation in the classroom. To be able to understand others we need to be able to empathise with them. When we empathise with others, we change our perspectives: we learn to feel how they feel.

To facilitate this, the children will learn more about their own feelings and needs and will learn how to express them with words. For this purpose, they will learn a language of the heart, which we call "giraffe language" – inspired by Marshall B. Rosenberg's *Nonviolent Communication*.



Video clip explaining the challenge

http://www.youthstart.eu/en/challenges/my_feelings____your_feelings__giraffe_language/

Entrepreneurial Competences according to the reference framework

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

- I can observe my environment mindfully with all my senses and I can describe my observations.
- I can identify and name my feelings and needs.
- I can recognise other people's feelings and needs, and I can deal with them mindfully and compassionately.
- I can listen attentively and check with the other person to see whether I have understood everything correctly.
- I can identify my strengths and I do not let challenges discourage me.
- I can plan simple activities mindfully and consider their consequences.
- I can phrase a request.

Assessment

Step 7: The children use a self-assessment questionnaire to assess the competences they have acquired, to reflect on their own work and to define their personal learning objectives.

Preparation for all steps:



Teachers: Take a look at the video clip explaining the challenge as a short introduction to the topic (http://www.youthstart.eu/en/challenges/my_feelings____your_feelings__giraffe_language/).

Children: Hand out the student manual to the children; it contains exercises for the

Use the finger puppets each time this symbol appears.

IMPORTANT: Please do not use the giraffe and jackal finger puppets as a contrasting pair to imply what is right or wrong (for an explanation see p. 56)



individual steps. Do the exercises in class.

Inform the parents that you will be introducing giraffe language in class. Information for parents can be found both in the student manual and in the copy templates from p. 11 onwards).

You will find detailed suggestions for the didactic implementation of the challenge in the lesson plan starting on page 41. The following "7 steps" provide a short overview of the challenge and explain how you can use the exercises from the workbook in your lessons. **The names of the exercises are given in pink and marked with an "E".** The following overview will refer you to the lesson plan wherever the workbook for students contains no specific exercises for a topic.

Speaking like a giraffe



Prepare: Print out cards with the sayings with "heart" (see copy template 2 for instructions); maybe bring a photo of a giraffe; 1 or 2 blue scarves or towels for the body exercise; a large sheet of paper

a. Introduction:

E1: A language that "comes from the heart" (see lesson plan for further suggestions)

b. Let's talk about the "heart":

E2: Who lives in your heart?

E3: Heart meditation

E4: Sayings with "heart" (see copy template 2)

c. Introducing the giraffe (see lesson plan for further suggestions)

d. Body exercise: "Let's turn into giraffes, elephants and gazelles" (see lesson plan)

e. Introduction into giraffe language (see lesson plan for further suggestions)

f. Create a "Giraffe language" poster in class (copy template 3 – see lesson plan)

E5: How the giraffe speaks (drawing template for a giraffe poster on copy template 3)



After the introduction of each of those four keys of *Nonviolent Communication* in this challenge, the children themselves can make models for each of the keys.

They can also create their own poster showing the bunch of keys or a giraffe wearing the bunch of keys around her neck. This could be part of the project or done at the end of it. It is also possible for the children to take home the self-made keys in order to make their parents participate in the project "using giraffe language".

Drawing and copy templates of the four keys of *Nonviolent Communication* as well as the giraffe's bunch of keys are included in copy templates 4 and 5.

g. **E6: Learning to speak like a giraffe (= information for parents)**

How we feel



Prepare: Make enough copies of copy templates 6 (faces and feelings), 8 (Feelings Cards) and 9 (words for feelings) so that the children can work on them in groups; cut and maybe laminate the cards; make enough copies of copy template 7 (How to make a Mimics Die); bring stiff cardboard and glue; one wooden clothes peg for each child in your class; music which is suitable for expressing different feelings when dancing to it (e.g. "Peter and the Jackal" by Sergei Prokofiev or the soundtrack of "The Jungle Book" ...)

a. Introduction (see lesson plan)

b. Expressing feelings with our bodies:

E1: Your body is telling others how you feel (see lesson plan for further exercises) 7



- c. Expressing feelings with our faces:
E2: Your face expresses how you feel
E3: Play with the Mimics Die
E4: Make your own Mimics Die
- d. Feel inside your body
E5: Your feelings are shaping your body (see lesson plan for further exercises)
E6: "Hear" feelings and dance accordingly
- e. Expressing feeling with your words
E7: How do you feel
E8: Words for your feelings
E9: Which feelings do you see?
- f. Words used to blame someone else (see lesson plan for explanations and proposed solutions)
E10: Are you talking about yourself or are you blaming others?
- g. Making a Feelings Clock from the Feelings Cards:
E11: Feelings Clock



Expressing what we need



Prepare: Feelings Clock, Feelings Cards; Needs Cards (copy template 10): make as many copies as needed (copy, cut out and laminate them); one set of Needs Cards consists of:

- 12 images with 12 explanations on the back (make double-sided copies)
- 12 cards each with one word expressing a need
- 12 cards each with a sentence expressing a need

Also make copies of the 12 images expressing needs for the Needs Clock. Bring another wooden clothes peg for each child in the class.

- a. Words and images that describe what I need:
E1: Needs Cards: Find words for what you need
- b. What I need:
E2: Find out what is behind your feelings
E3: Needs Clock
- c. I feel like this because I have a need:
E4: Paint a need that is met
E5: Guessing game: Needs (see lesson plan for proposed solutions)
E6: Ways to meet a need (see lesson plan for proposed solutions)
E7: Make clear, specific and doable requests
(see lesson plan for proposed solutions)
E8: What do you need?



Speaking like a jackal



Prepare: Copy template 11 (make enough copies so that each student gets at least one jackal sentence); copy template 12 (make enough copies so you can hand out the right giraffe sentence for each jackal sentence); perhaps use jackal and giraffe finger puppets

- a. Introducing the jackal
Introduce the inner jackal as our friend who carefully guards our inner treasure – our needs. The jackal grows to draw attention to the fact that one or more needs are not met. (see lesson plan on p. 54 for further explanations)

- E1: Meet your inner jackal
- E2: Learn to listen to your inner jackal
- b. Introduction into jackal language:
 - E3: How the inner jackal speaks
 - E4: Do you recognise jackal sentences?
- c. Relaxation exercise: "How the jackal calms down" (see lesson plan) 
- d. Here comes the giraffe (see lesson plan):
 - E5: Find giraffe sentences for jackal sentences
 (Solutions can be found in the lesson plan)

Expressing what we see or hear



Prepare: Put some half-eaten fruit (e.g. an apple), balled up tissues and your jacket onto your desk; copy the tile game "Giraffe language – jackal language" (copy template 13), cut out the cards and maybe laminate them; perhaps use giraffe and jackal finger puppets



- a. The giraffe says: I hear/see ... instead of: You are ...



E1: Talking to each other mindfully

For this exercise from the student workbook, please explain specifically what "observing" means: perceiving something with one's senses without assessing or judging it. Have the children experience something with all their senses and let them express their perceptions. Many exercises from the Youth Start Mindfulness Programme can be helpful in this context. (Also see lesson plan for further exercises.)

- b. Tile game "Giraffe language – jackal language":
 - E2: Is that the giraffe or the jackal speaking?
 (see lesson plan for details and solutions to this exercise in the student workbook)
- c. Practicing mindful communication (see lesson plan):
 - E3: Expressing gratitude and appreciation instead of praising
 (see lesson plan for solutions)

Listen like a giraffe



Prepare: giraffe poster; perhaps copy a sheet of cut-outs for giraffe ears (copy template 14) for all the children (or let them draw their own giraffe ears)



- a. Let's speak like giraffes – giraffe poster (see lesson plan)
- b. Let's listen like giraffes
 - Concentration exercise
 - E1: How to make giraffe ears
 - E2: How to make a giraffe
 - E3: Learning to listen like a giraffe
 - E4: Hearing hidden feelings, needs and requests



Thinking things over



- E1: What are you thankful for? Say it in the giraffe circle
- E2: Write down what you are thankful for
- E3: Questionnaire for "Empathy Challenge Detectives"
- E4: How well can you do that already?
- E5: Reach your individual goal in a few steps

TRIO Model for Entrepreneurship

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

Time / Length of the challenge

The introduction in giraffe language should cover at least 10 periods, or maybe a project week. Ideally, giraffe language is brought in as a class or school project over an entire school year.

If you want to use giraffe language as a way to solve conflicts in class, to prevent bullying or agree on rules together, we recommend taking courses in Nonviolent Communication offered by Certified NVC Trainers. There you will learn about further possibilities for the practical use of giraffe language (see: www.cnvc.org).

Necessary background knowledge

All children have been in situations in which their communication was successful or failed. This is the starting point for the challenge.

Context within the "Youth Start Entrepreneurial Challenges" Programme

All challenges: www.youthstart.eu

The "A1 Empathy Challenge" is closely connected to the "A1 Be A YES Challenge" and the "A1 Expert Challenge". There are also strong correlations with the "Youth Start Mindfulness Programme" (see "Mind & Body" at www.youthstart.eu). Since the challenge is ideally implemented as a project for the entire school year, we recommend starting it at the beginning of the school year. The "A1 Empathy Challenge" introduces the "Empathy Challenges" of the levels A2 and B1.



Additional materials

Materials on *Nonviolent Communication* inspired by Marshall B. Rosenberg (published by the association "Netzwerk Gewaltfreie Kommunikation Austria" – Network Nonviolent Communication Austria)

www.gewaltfrei.at/content/youthstart

Treasure chest: Training material on *Nonviolent Communication* for children by Cornelia Schafrath, inspired by Marshall B. Rosenberg

www.kommherzaehlmirwas.at

Posters for classrooms and teachers' rooms, Needs Cards, Feelings Cards, workbooks on *Nonviolent Communication*, a folder with important basic principles of *Nonviolent Communication* and further material for learning and practicing *Nonviolent Communication*)

www.visfera.com (material in German, English and many more languages)

www.echt.info (Austria's supplier of materials on *Nonviolent Communication* by visfera)

Sources and further reading - see list at the end of the document



We learn giraffe language

Information sheet for parents and teachers

Do you want to be right or have meaningful relationships? You can't have both!
Marshall B. Rosenberg

American psychologist Marshall B. Rosenberg (1934–2015) developed the process of *Nonviolent Communication*, for which he used giraffe language and jackal language as symbols.



The giraffe has the largest heart of all land animals, which makes it the perfect symbol for an emphatic language of the heart. This language helps us express ourselves honestly and clearly, voice our feelings and needs and ask others about their feelings and needs – in short, we choose words that connect us.



Also in jackal language we express our needs. But here we choose words that make it harder to be understood or to understand others. We use jackal language when we want to offend, insult, hurt, punish, reward or praise others. But we also speak like a jackal when we want to be right, look for someone to blame or want to flatter somebody, when we judge what is right and what is wrong and when we want to make sure that there are winners and losers.

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

Marshall Rosenberg has acted as a mediator in many conflicts around the world. He found out what factors support connection, 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 others.
-  I make requests (instead of threatening, manipulating or blackmailing the other person).
-  I express appreciation without praising or flattering the other person.
-  I try not to take accusations, criticism and demands personally but instead listen empathically and try to find out which unmet needs are 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.





Jackal language features:	Giraffe language features::
I'm right and you're not.	I also respect your views and preferences.
It's your fault.	I assume my share of responsibility.
This is wrong/right. This is good/bad.	I separate observation from judgement and interpretation.
I demand something.	I request something. I'm open to different options.
I praise your behaviour. I flatter you.	I express appreciation and gratitude.
I threaten you. I blackmail you with a reward.	I say how I feel and what I need.

4 keys of Nonviolent Communication:

<p>I see/hear ...</p> 	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.
<p>I feel ...</p> 	I describe how I feel when I observe something. I speak about myself and not about the person I am observing.
<p>I need ...</p> 	I learn to identify and accept the need that is behind each of my feelings.
<p>I request ...</p> 	I say what I wish you would do in a certain situation and phrase it as a request.



Using those 4 keys that are introduced here ...

- ... I can also translate your jackal sentences.
- ... I can also express my appreciation and gratitude.

For video clips explaining the class project go to www.youthstartchallenges.eu/A1Empathy-



Sayings with “heart”

Instructions:

1. Cut out all the cards. The explanations are marked with an arrow.
2. Hand out the cards in class.
3. One after the other, the children read out their sayings and ask who has the matching explanations. You can also turn this around (the children read out their explanations and then try to find the sayings that match them).

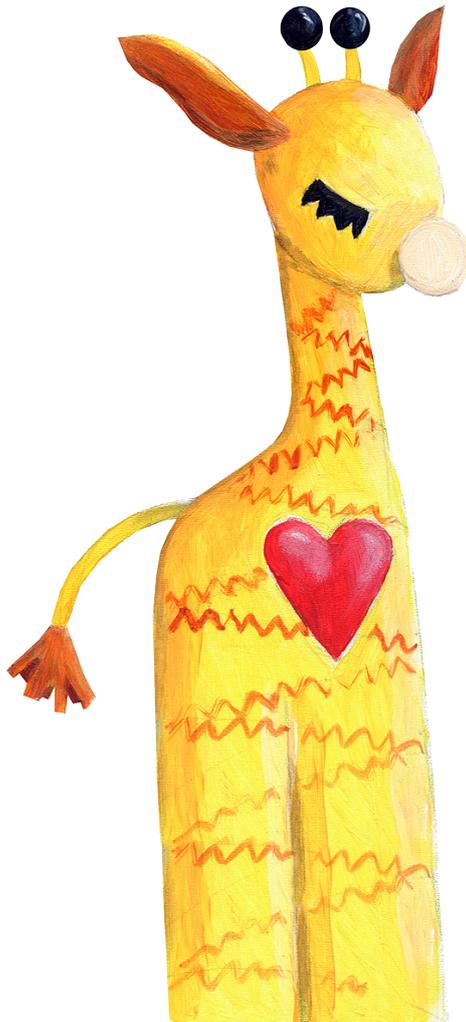
Sayings	Explanations 
The picture is dear to my heart.	I really want to keep this picture. 
You have a soft heart.	You have much compassion for others. 
They love each other heart and soul.	They are inseparable. 
He has a heart of stone.	He doesn't show any emotions. 
She is heartless.	She has no compassion. 
I haven't got the heart to do it.	I can't do that. 



He is speaking from the heart.	He truly means what he is saying.	
You have the heart of a lion.	You are very brave.	
I give you my heart.	I love you.	
My heart is heavy.	I'm very sad.	
She is my sweetheart.	I love her very much.	
My heart is sinking.	I'm starting to feel scared.	
He lives in my heart.	I love him a lot.	



Drawing template for a giraffe poster



The giraffe asks:

How do you feel?

What do you need?

The giraffe says:

   I see / hear ...

  I feel ...

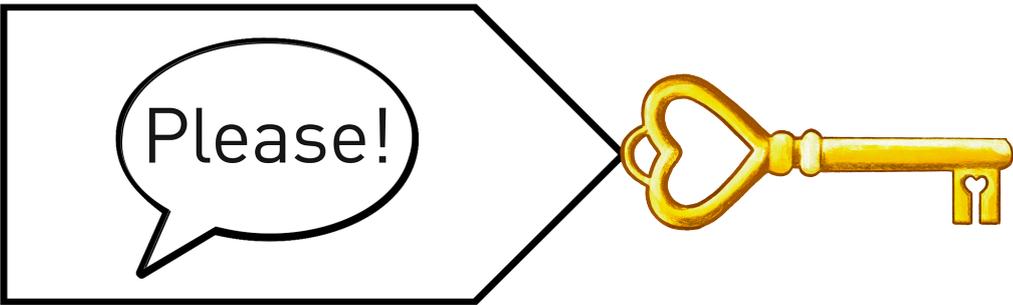
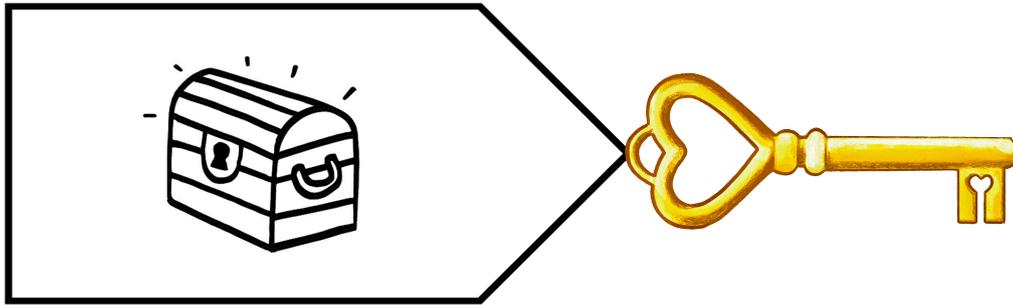
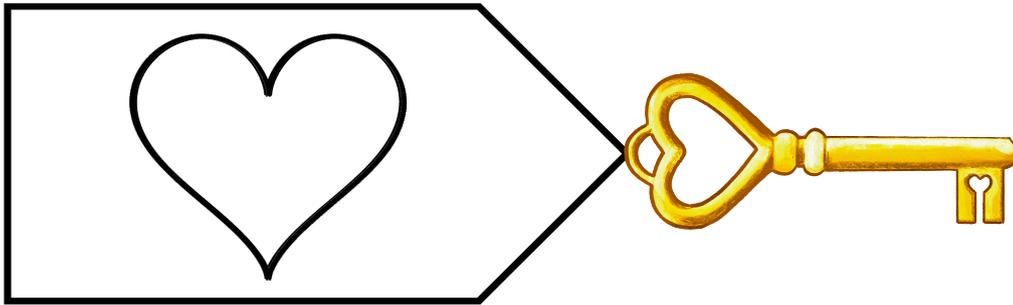
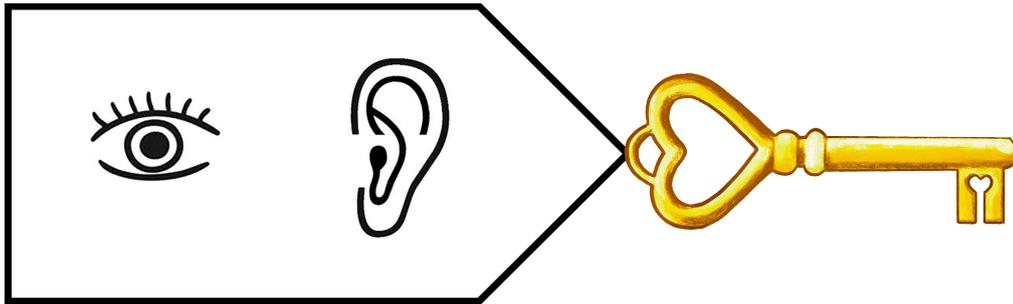
  I need ...

   I request ...

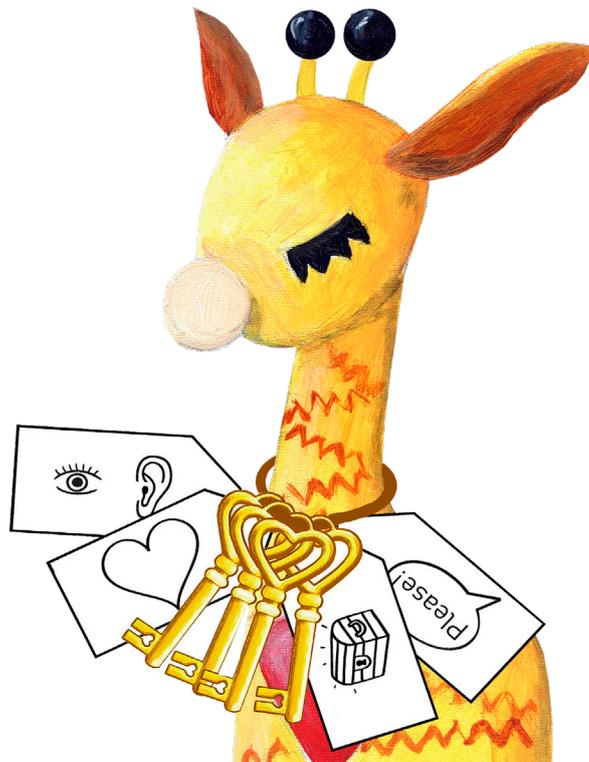
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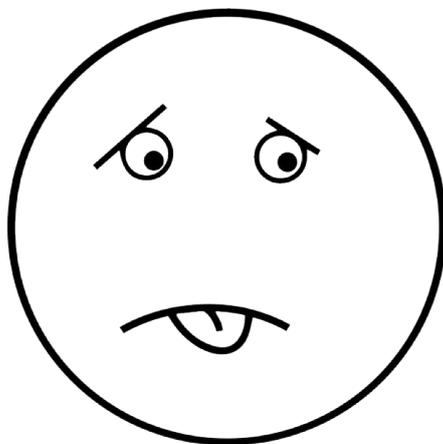
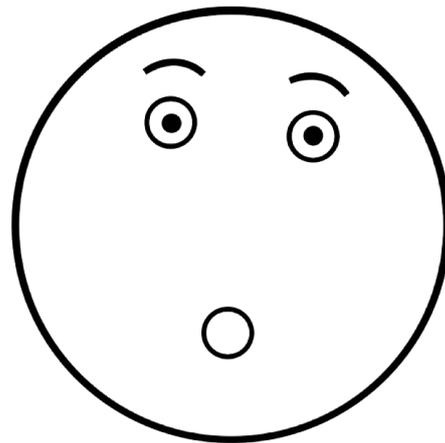
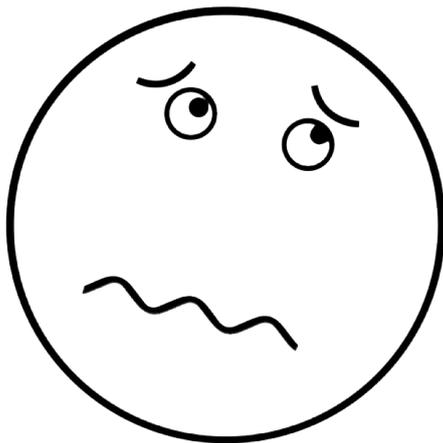
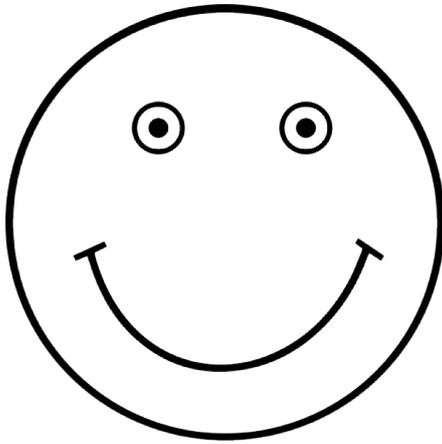
**4 keys of Nonviolent Communication
inspired by M. B. Rosenberg**



 The giraffe's bunch of key

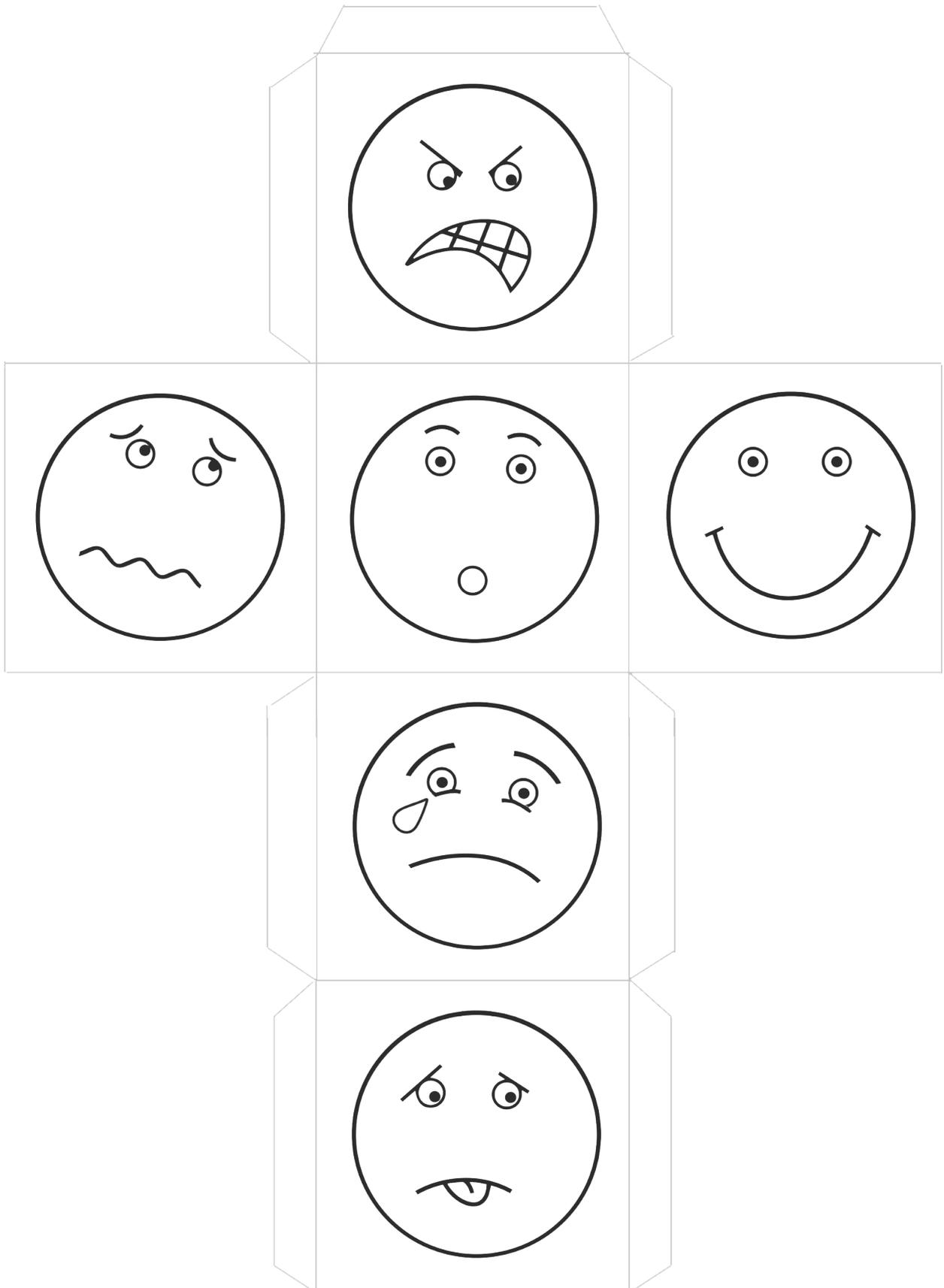


2 Faces and feelings

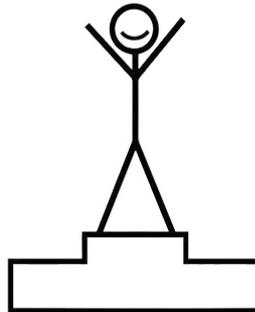
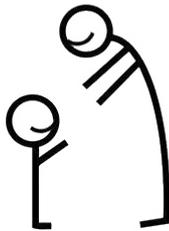
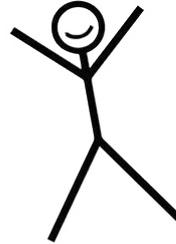
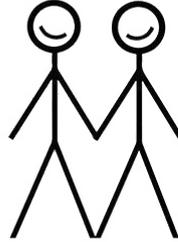
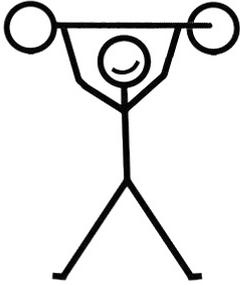




Pattern for a mimic die



2 Feelings Cards





Words for my feelings

This is how I feel when my needs are met

alert	alive	amazed	balanced
calm	centred	cheerful	confident
comfortable	content	curious	delighted
eager	embarrassed	enthusiastic	excited
free	fulfilled	glad	grateful
happy	hopeful	joyful	moved
open	optimistic	peaceful	proud
relaxed	rested	relieved	satisfied
secure	strong	surprised	touched

Selection of feelings when one's needs are met, inspired by Rosenberg

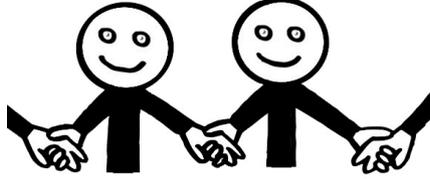
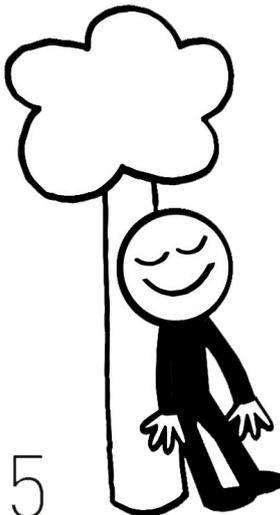
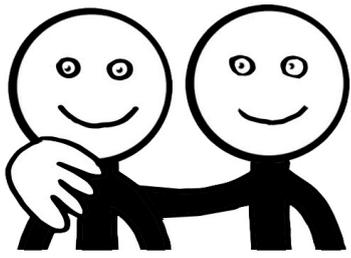


This is how I feel when my needs are not met at the moment ...

afraid	angry	anxious	bewildered
bored	concerned	confused	depressed
disappointed	disgusted	distressed	embarrassed
empty	exhausted	fearful	frustrated
guilty	helpless	indifferent	insecure
intrigued	lonely	nervous	pessimistic
restless	reluctant	sad	tired
torn	uneasy	unhappy	worried

Selection of feelings when one's needs are not met, inspired by Rosenberg

 Needs Cards

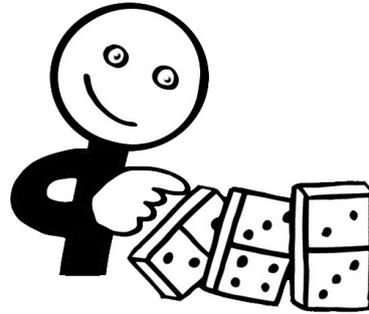
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<p>2</p> 	<p>5</p> 
<p>3</p> 	<p>6</p> 



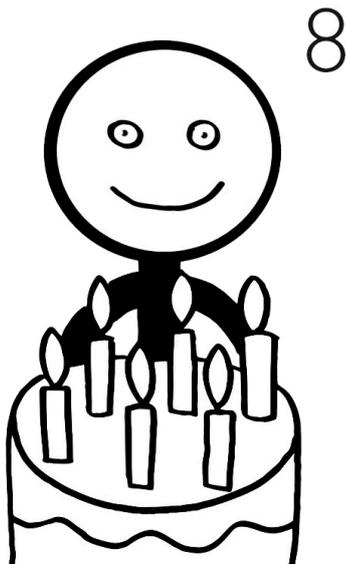
<p>4 – community belonging cooperation contribution</p> <p>I would like to do something together. Do you want to belong? Is it important for you to take part in something? Do you want others to work with you? Do you want to do something that makes somebody else happy?</p>	<p>1 – autonomy freedom independence choice</p> <p>I want to decide for myself what I do. Would you like to be asked if you want to do a certain activity? Do you want that your wishes and needs matter? Do you want to decide who you play/work with? Do you want to have a choice?</p>
<p>5 – peace harmony space</p> <p>I need it to be peaceful and quiet. Do you need time to rest? Do you want to be able to work/play/do something in peace and quiet? Do you need a peaceful place? Do you wish for a place for you and your things?</p>	<p>2 – compassion empathy understanding mourning</p> <p>I need someone to understand how I feel. Do you want others to understand what you meant? Do you wish for someone to be there with you when you feel uncomfortable? Do you wish for someone to be there for you? Do you need someone who listens to you?</p>
<p>6 – help support consideration care</p> <p>I need help. Do you need support? Do you wish for others to show consideration for you? Would you like someone to care for you?</p>	<p>3 – safety order and structure stability</p> <p>I want everyone to be well taken care of and to be safe. Do you want to be well protected? Do you want to be know where everything has it's place? Do you want the things you like to stay the same? Do you wish for someone to protect you?</p>



7



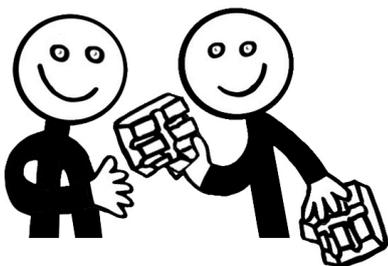
10



8



11



9



12



<p>10 – influence feeling my own power creating creativity</p> <p>I want to be able to see the effect of my actions.. Do you want to feel how strong you are? Do you want to (co-)create something? Is it important to you that others listen to you? Do you want others to see what you can do?</p>	<p>7 – closeness love being welcome trust</p> <p>I want someone to be close to me and stand by me. Do you want others to be happy enjoy that you are present? Do you wish to be welcomed? Do you want to experience that someone likes you?</p>
<p>11 – meaning clarity understanding learning and growth</p> <p>I want to understand why I should do something. Do you want to understand what something is about? Would you like to do something that is meaningful for you? Do you want to try something new? Do you need a bigger challenge?</p>	<p>8 – celebration play and fun beauty and pleasure</p> <p>I want to celebrate and share my joy with others. Do you want to play and have fun? Do you want it to be how you like it to be/taste? Do you need variety? Do you need life to be fun and carefree?</p>
<p>12 – physical well-being eating and drinking exercise and relaxation health</p> <p>I need something to eat or drink. Do you need to move your body? Would you like to have time to relax? Is it important to you to care for your health?</p>	<p>9 – appreciation to matter recognition</p> <p>I want to be appreciated by others. Do you wish everyone to matter? Do you want everyone to have the same chances?</p>

4 community	1 autonomy
5 peace	2 compassion
6 help	3 safety



10 influence	7 closeness
11 meaning	8 celebration
12 physical well-being	9 appreciation

<p style="text-align: right;">4</p> <p>I would like to do something together with others.</p>	<p style="text-align: right;">1</p> <p>I want to decide for myself what I do.</p>
<p style="text-align: right;">5</p> <p>I need it to be peaceful and quiet.</p>	<p style="text-align: right;">2</p> <p>I need someone to understand how I feel.</p>
<p style="text-align: right;">6</p> <p>I need help.</p>	<p style="text-align: right;">3</p> <p>I want everyone to be well taken care of and to be safe.</p>



<p>10</p> <p>I want to see the effects of my action.</p>	<p>7</p> <p>I want someone to be close to me and stand by me.</p>
<p>11</p> <p>I want to understand why I should do something.</p>	<p>8</p> <p>I want to celebrate and share my joy with others.</p>
<p>12</p> <p>I need something to eat or drink.</p>	<p>9</p> <p>I want to feel valued by others.</p>



Jackal sentences

That's mean. You're not allowed to jump the queue.

I want to be right.

It was your fault that we were late this morning.

An accusation – I blame you.

If you don't give me any sweets, we won't be friends anymore.

A threat - I threaten you.

If you give me some sweets, you'll be my very best friend.

Blackmailing with a reward – I blackmail you with a reward that I promise you.

You're greedy. You never let me taste your lunch.

An insult – I insult you.

You're such a good friend. You always let me taste your lunch.

Flattery – I flatter you.

You're so nice I really like how you helped me today.

A praise – I praise you.



Jackal sentences

That's a stupid game. Haven't I told you before?

I want to be right.

Because of you being so loud, I don't know what this is about!

An accusation – I blame you.

If you don't let me play with you, I won't invite you to my birthday party.

A threat – I threaten you.

If you let me play with you, I'll invite you to my birthday party.

Blackmailing with a reward – I blackmail you with a reward that I promise you.

You're so stupid. You do not know how to explain the maths exercise.

An insult – I insult you.

You're much smarter than Florian. You always explain everything to me.

A flattery – I flatter you.

You're such a good student.

A praise - I praise you.



Giraffe sentences

I want to get on the bus peacefully.

I want to be at school in time. Could you please hurry up tomorrow morning?

**I love sweets.
Will you please give me some of yours?**

**I love sweets.
Will you please give me some of yours?**

**I really like the look of your lunch.
May I taste some of it, please?**

Thank you for giving me some of your lunch. I liked it very much.

Thank you for helping me hang out the laundry today.



Giraffe sentences

**I don't like this game.
I will choose the next game, okay?**

**I'm interested in what we are learning
right now. Could you please be quiet in
class?**

**I like the game you're playing.
I would love to play with you.
Is that alright with you?**

**I like the game you're playing.
I would love to play with you.
Is that alright with you?**

**I don't understand this maths exercise
and need help. Could you please explain
it to me?**

**Thank you for explaining it to me. It was
very helpful for me.**

**I'm happy that you spoke up three times
in today's lesson.**

**Tile game:****Is that the giraffe or the jackal speaking?****Giraffe language****Jackal language**

When the teacher asked you,
you said “ $6+2=9$ ”.

You don't know
how to calculate at all.

I can see that you have nuts in
your lunchbox today. I don't like
nuts.

You always have such
disgusting things in your
lunchbox.



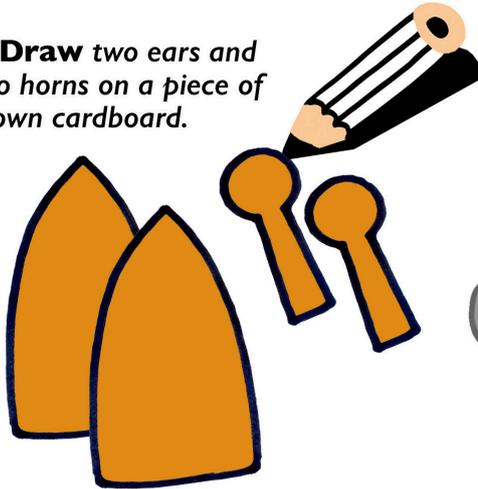
<p>You're about as tall as my younger brother.</p>	<p>You're really very short!</p>
<p>You came in at 8.30 today. I had been waiting for you since 8.00.</p>	<p>You're always late!</p>
<p>I had a lot of fun playing with you during the last three breaks.</p>	<p>You're my very best friend.</p>
<p>I heard you tell the teacher that I pulled Ingrid's hair yesterday.</p>	<p>You're mean. You snitched on me today!</p>
<p>When I asked you if I could play with you, you said no.</p>	<p>You're always so unfair to me!</p>



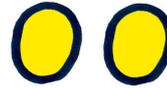
How to make giraffe ears

How to make giraffe ears

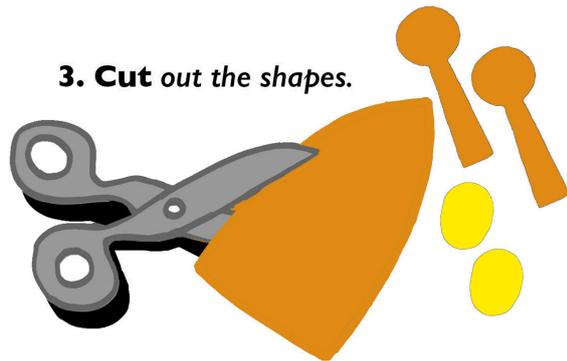
1. Draw two ears and two horns on a piece of brown cardboard.



2. Draw two circles on a piece of yellow cardboard.



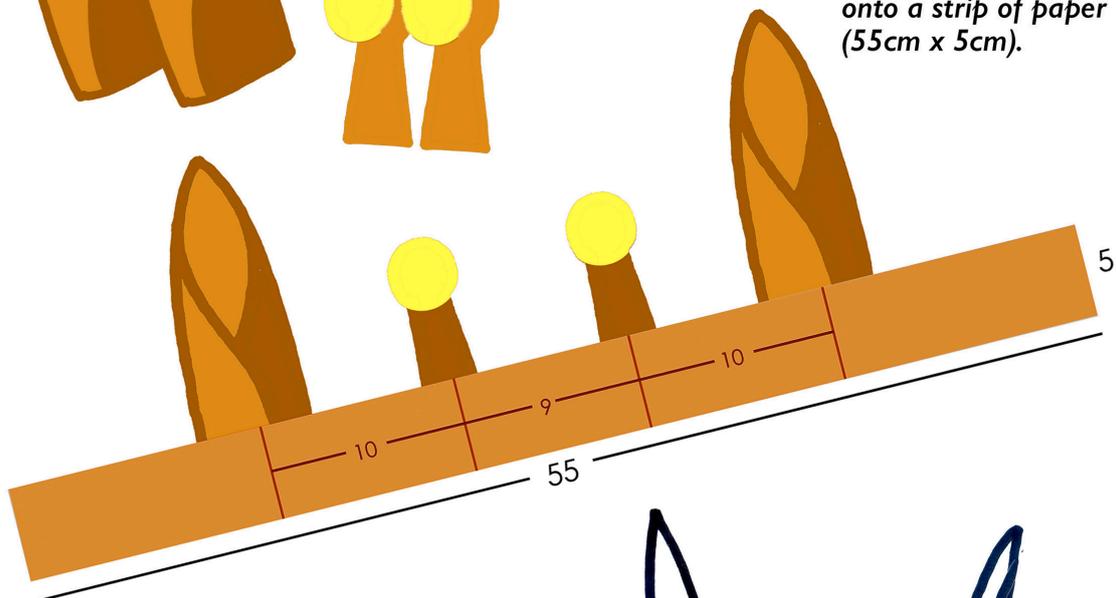
3. Cut out the shapes.



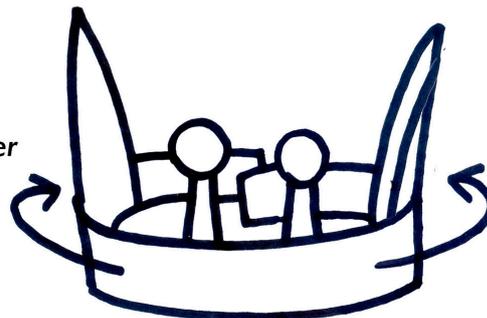
4. Glue the bottom corners of each ear together and glue the yellow circles onto the horns.



5. Glue everything onto a strip of paper (55cm x 5cm).

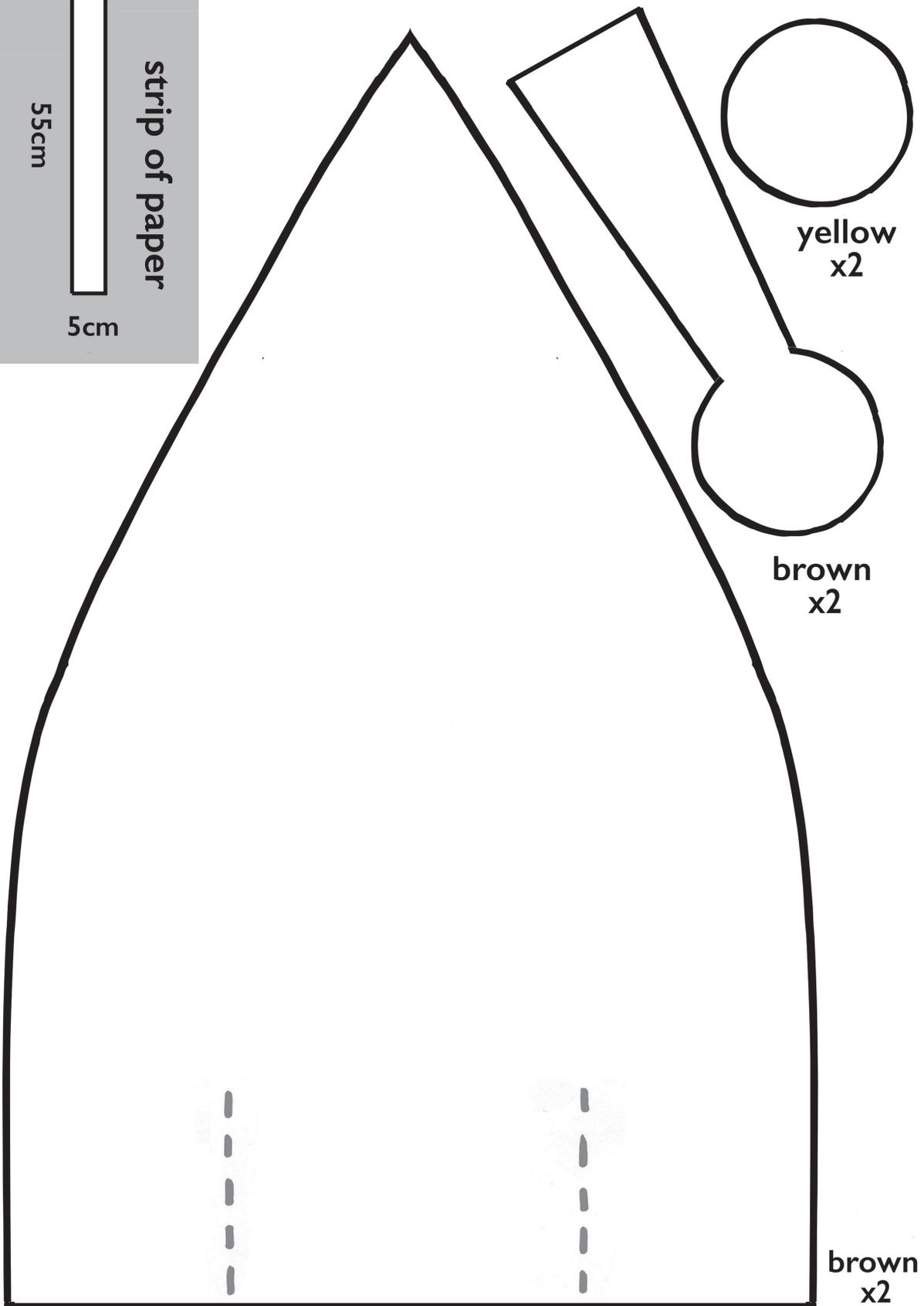
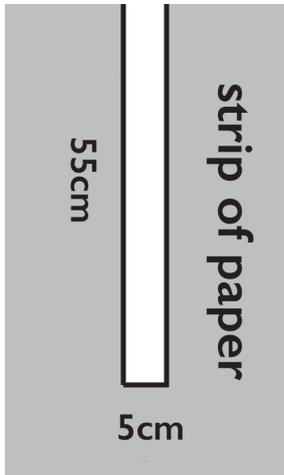


6. Glue the ends of the strip together and put on the giraffe crown.





Giraffe ears cut-outs

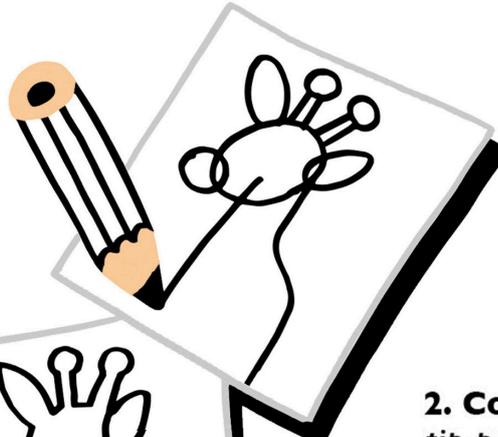




How to make your own giraffe

How to make your own giraffe:

1. Draw a giraffe on a piece of cardboard.



2. Colour it in using felt tip pens, crayons or colouring pencils.



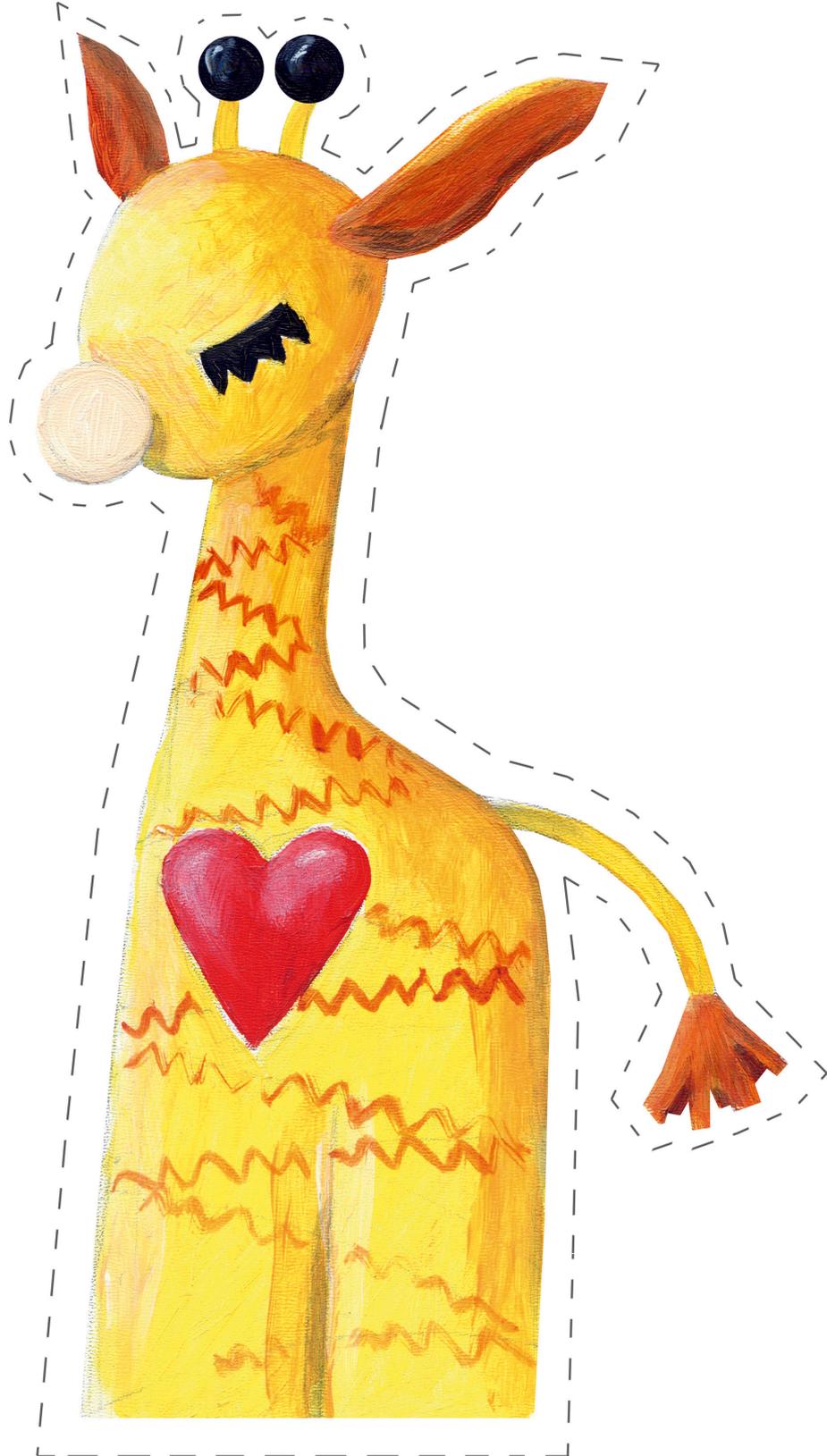
3. Cut out the giraffe shape with paper scissors.

4. Attach a thin wooden stick to the back of your giraffe. Use several pieces of tape to attach it properly.



Have fun playing with your giraffe!

 Giraffe cut-outs



Speaking like a giraffe



a. The teacher gives an introduction to the topic: ¹

We will learn how to treat each other mindfully and with consideration. To be able to do that we need a language that aims not to hurt anybody and supports us all to get along – a language that “comes from the heart”. ²

E1: A language that comes from the heart”

b. Let’s talk about the “heart”:

Show the class a heart (e.g. a paper heart):

Where is your heart? Do you know what it looks like? What does your heart do?
What do you think this phrase means: something “comes from the heart”?

“Heart” activities:

Version 1: E2: Who lives in your heart?

Ask the children to draw a heart and to write or draw into it who or what “lives in their heart” when they feel happy. Line up the pictures on a piece of string.

Version 2: Body exercise: E3: Heart meditation – the children sit comfortably, close their eyes, feel their own heart, count their heartbeats and think of something nice. Afterwards, discuss the meditation in class.

Version 3: E4: Sayings with “heart”:

Ask the children whether they know any sentences or phrases with the word “heart”, such as:



She has a big heart. He has a soft heart. He has a heart of stone. She is my sweetheart. He has no heart. She is heartless. He lives in my heart. My heart is sinking.



Hand out cards with the sayings and cards in a different colour with the matching explanations (see copy template 2).

Each child gets one card. Ask one of the children to read out his/her saying:

Who can tell us what that means? Who has the card with the right explanation?

Put up the matching cards next to each other on the wall.

As an alternative to this game you can also ask the children to fill in exercise 4 in their workbook (sayings with “heart”), individually or in pairs. You can also assign the exercise as homework so that the children can repeat what they have learnt.

1. The objective of the present teaching materials is to achieve respectful, empathetic and mindful communication in the classroom. We consider *Nonviolent Communication* to offer very effective tools in this context and introduce 4 of the NVC keys in this book. For a deeper understanding, we recommend taking courses in *Nonviolent Communication* offered by certified trainers (see: www.cnvc.org) and reading books on the topic (see the list “Sources” or “Further reading” in our website’s legal notice at the end of the document).

2 The wordings used in this teacher guide are intended as a suggestion. What is important, is to convey the meaning and the relevant key terms. Every teacher knows the children in their class well and can assess their language competence, which means that they are best suited to adjust the proposals accordingly. If several suggested ways of doing an exercise are given, you are invited to choose from these suggestions.

c. Introducing the giraffe:

Which land animal has the largest heart?

Show a picture of a giraffe and explain that it needs a big heart to pump the blood through its long neck all the way into its head.

Where do giraffes live? Which other animals live there? What do giraffes eat? Do giraffes take food from other animals? How do giraffes get along with elephants, zebras and gazelles? Do they fight?

d. Body exercise “Let’s turn into giraffes, elephants and gazelles”

Put some blue scarves or towels on the ground to symbolise watering holes.

Some children turn into giraffes and walk through the room on their toes. They stretch their necks and make themselves as tall as they can. Others move around like elephants or gazelles.

The elephants and the gazelles are looking for a watering hole. The giraffes can see farther than the other animals.

Ask the children who are playing giraffes to help the elephants and gazelles find the watering holes. Ask them to speak to each other and to the other animals in a friendly and caring manner.

They might say something like this:

Hello, how do you feel, now that you’re an elephant? Are you looking for something? Do you need help, gazelle? I’m very thirsty and I’m sure you are, too. I can see a watering hole, it’s not too far. Do you want me to show you the way?

e. Introduction into giraffe language:

The language that comes from the heart is named after the land animal with the largest heart: giraffe language.

When we speak giraffe language we ask others:

How do you feel?

What do you need?

We tell others how we feel. We tell others what we need.

f. Create a “Giraffe language” poster in class:**E5: How the giraffe speaks**

The children draw a giraffe with a big heart on a large sheet of paper; you can use copy template 3 for inspiration. Write down the following sentences on the poster:

How do you feel?

What do you need?

I feel ...

I need ...



Glue or draw (copy template 4) the giraffe's keys with the heart keyring (I feel ...) and the treasure keyring (I need ...) next to the sentences. Leave some space on the poster so you can add a few phrases later on. Here's what the poster should say (see also copy template 3):

The giraffe asks: How do you feel?
 What do you need?

The giraffe says: (empty space for "I hear/see ..." – see step 5)
 I feel ...
 I need ...
 (empty space for "request" – see step 3)
 (empty space for "Thank you!" – see step 7)

Put up the poster in the classroom.

Information for parents is included in the student manual ([E6: Learning to speak like a giraffe](#)). Request the children to ask their parents to read those two pages.



You can also introduce those 4 keys of *Nonviolent Communication*, which are practised in this challenge, at the beginning. As soon as a new key is introduced, the children can make their own key or attach corresponding keyrings to an existing key.

You will find drawing and copy templates for all keys with keyrings, the giraffe's bunch of keys and a giraffe with a bunch of keys in copy templates 4 and 5. Having the children take home their self-made keys is a great way to involve the parents in the project "using giraffe language".

Expressing how we feel



a. Introduction

When we talk to each other in giraffe language, we speak about our feelings. We tell others how we feel and ask them how they are feeling. Remember the "Giraffe language" poster on the wall. To be able to speak giraffe language, we need words for our feelings. We will now learn how to express exactly how we are feeling.



b. Expressing feelings with your body

Version 1: **E1: Your body is telling others how you feel**

Ask the children to do the following:

- Show with your foot that you are angry.
- Show with your knees that you are nervous.
- Show with your mouth that you are shocked.
- Show with your nose that you are curious.
- Show with your shoulders that you are tired.
- Show with your hands that you are helpless.
- Show with your chest that you are proud.
- Show with your whole body that you are happy.



Version 2: Show a body posture and the children try to imitate it. Example:
Hanging shoulders, head down, arms loosely dangling – *How do you feel when you are standing like that?*

Standing upright, head held high – *How do you feel now that you are standing like that?*

Version 3: Body feedback exercises



Put a pencil between your teeth (really bite down on it), then put the pencil between your lips – Concentrate on your feelings, how do you feel when you're doing that?

Note: When you bite on a pencil, the same facial muscles are activated that are also active when you laugh. According to studies, the brain therefore receives the signal that you are "in a good mood", even if the cause is merely physical.



When you put the pencil between your lips without biting on it, the same facial muscles are activated that are also active when you are sad.

© Photos: Ingrid Teufel

c. Expressing feelings with your face

Ask the children to express feelings using only their faces. You can use the faces from copy template 6 to make cards and hand them out. The same faces are included in the copy template for the Mimics Die which can be found in the student workbook. Explain the term "facial expression".

E2: Your face expresses how you feel

Ask the children to show certain feelings with certain expressions: surprise, fear, happiness, anger, sadness, disgust.

Version 1: Guessing expressions

The children sit in a circle. The Faces and Feelings cards are placed in the centre of the circle, facing down. One of the children draws a card and mimics the facial expression shown on the card. The other children try to guess the feeling that is expressed. The first player to guess the right expression is next.

Alternative: The child expresses the feeling on his/her card not only with its face but also with his/her entire body. The children guess again. When is it easier for the children to guess the feeling?

Note: It can be helpful to write down the word that the child chose, so that it is clear which word the others are supposed to guess.

Version 2: **E3: Play with the Mimics Die**
E4: Make your own Mimics Die

Games with the Mimics Die are also suitable for this exercise. You can make your own Mimics Die using copy template 7.

There are no right or wrong answers in these exercises. Every person expresses their feelings in their own way. The exercises are meant to raise children's awareness of body signals, because they indicate how a person might feel.

Getting in contact with your feelings:

The following exercises are meant to help the children become aware of different feelings and how their bodies feel when those feelings occur.

Version 1: E5: Your feelings shape your body

Ask the children to do the following:

Think of something that "makes you happy". Try to imagine it in as much detail as possible. Now close your eyes: What do you feel in your body when you think about it?

Now think of something that "makes you happy" and try to in as much detail as possible.

Close your eyes: What do you feel in your body when you think about it?

Version 2: E6: "Hear" feelings and dance accordingly

Bring a piece of music (e.g. "Peter and the Jackal" by Sergei Prokofiev or the soundtrack of "The Jungle Book" or some other piece of music that includes different moods).

The children listen to the music and focus on the resulting feeling. Let them move and express this feeling with their entire body while listening to the music.

Ask the children to bring a piece of music to class.

Version 3: Hand out the cards with drawings of stick figures representing various emotional states (Feelings Cards, copy template 8). Explain the term "gestures". The children work in groups to match at least one face (a facial expression) to each stick figure that fits its posture. The groups then try to mimic the body posture and facial expression.



Ask the children how they felt when making the gestures and mimicking the facial expressions.

Version 4: Make one stack of stick figures and one stack of cards with facial expressions and lay them out, facing down. The children draw one Feelings Card and one card with a facial expression each and try to show the combination of the two with their bodies and faces. Do the feelings the children see on the cards match? Can they mimic both the facial expression and the feeling at the same time? If not, why?

Expressing feelings with words

The children work in groups and choose at least one word for each Feelings Card from the list "Words for your feelings" (copy template 9).

Different groups may come up with different interpretations for the Feelings Cards or there may be several different solutions within one group. The children may not know all the words for feelings from copy template 9. Decide which terms you want to introduce, discuss them in class and write them down on (or glue them onto) posters. Put up the posters in class for further exercises.

Caution: When you write on the poster words for feelings that are not included in the list, take care not to write down any hidden accusations (see exercise "E:10 Are you speaking of yourself or are you blaming others?" and its explanation below).

E7: How do you feel?

The children write down words that describe their feelings using words from the list "Words for your feelings".

E8: Words for your feelings

The children classify the words for feelings as pleasant or unpleasant.

E9: Which feelings do you see?

The children look for a word from the list that describes the feeling of each figure.

f. Words used to blame someone

E10: Are you speaking of yourself or are you blaming others?

This exercise helps the children recognise hidden accusations.

The following words are often used to blame someone else for our own feelings. In *Nonviolent Communication*, they are referred to as "pseudo-feelings":

- attacked
- left out
- threatened
- cheated
- interrupted
- coerced
- misunderstood
- unappreciated
- unseen
- unheard
- provoked
- ignored
- rejected

Each of these pseudo-feelings can be inserted into the sentence “**You ... me**” which makes it easier to spot them.

The pseudo-feelings cannot be inserted into the sentence “**I am ...**” which the children use to practise expressing their feelings in this challenge.

Proposed solutions for this exercise:

You ... me:

not seen
 attacked
 not understood
 provoked
 ignored
 threatened
 betrayed
 forced
 misunderstood
 rejected
 excluded
 disturbed
 neglected
 not respected

I am:

lonely
 happy
 disappointed
 uneasy
 cheerful
 proud
 glad
 unhappy
 energetic
 sad
 carefree
 helpless
 rattled

The list “Words for your feelings” (copy template 9) contains a few words that describe feelings which can also be inserted into the sentence “You have ... me”.

All of these words are derived from verbs.
 For example: inspired, encouraged, amused ...

Inserting words used to express unpleasant feelings may lead to misunderstandings. Some examples of such words are: disappointed, irritated, bored ...

It is important to distinguish the following when teaching this to the children:

When a person uses these words to express how he/she feels, he/she is speaking of himself/herself and his/her own feelings.

I am disappointed because I expected something else.
 (I am speaking of myself, not you.)

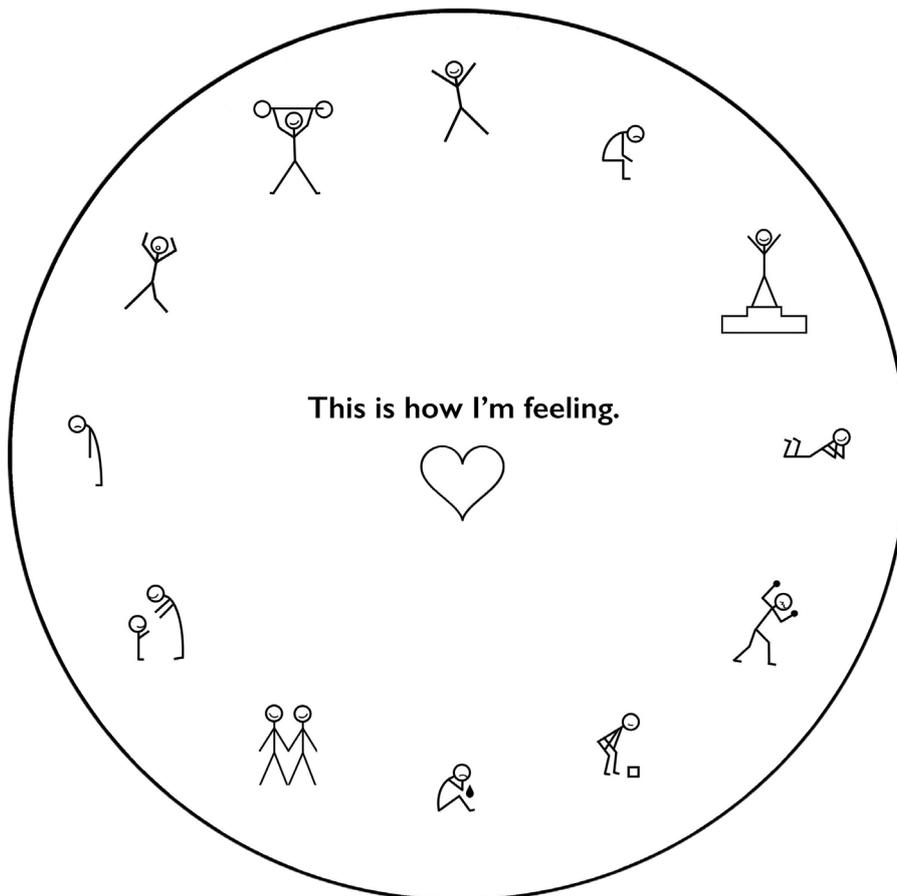
If it is used, though, to blame someone else, the word is NOT BEING USED to express one’s own feelings.

I am disappointed because I expected something else from YOU.
 (I am currently speaking of you, not myself.)

g. Feelings Clock / E11: Feelings Clock

The Feelings Clock helps the children reflect on their own feelings. They learn to ask themselves: *How am I feeling?*

The children need to become aware of their own feelings so they can empathise with other people's feelings and ask others: *How are you feeling?*



Use the Feelings Cards on copy template 8 to make a Feelings Clock: Glue the 12 cards onto a piece of cardboard in the shape of a clock-face. Draw a heart in the centre of the clock-face. Above it, write: "This is how I feel." You can also draw or glue the giraffe key with the heart keyring in the centre (copy template 4).

Now each child gets a wooden clothes peg and writes his/her name on it. When the children are asked how they are feeling, they can attach the pin to the card that best matches their feelings.

The feelings of the entire class can be made visible in this way. This is especially important in situations of conflict. The children learn to understand and respect how others are feeling.

Each of the 12 cards can be labelled with one or even several words describing feelings (discuss the labels for each illustration in class). You can also replace one of the 12 cards with an empty card that represents all the feelings that are not shown on the other cards.

Telling others what we need



a. What are my needs?

Use the "Feelings Clock" to invite the children to a self-reflection by pointing to one of the cards on the clock:

Have you ever been in a situation where you felt the same way? What happened? Do you remember why you felt like that?

Name the feeling that was relevant in this situation. If the cards on the clock are not labelled, you can use the words describing feelings from copy template 9, which should now be on posters on the wall, or the list "Words for my feelings" in the workbook.

In class, try to identify the reason for the feeling, i.e. the underlying need. The term need is introduced.

Feelings when a need is met: I and/or someone else recognised what I needed and met this need. This is why I had a pleasant feeling.

Feelings when a need is not met: I and/or someone else didn't recognise what I needed and the need was not met. This is why I had an unpleasant feeling.

In the case of feelings caused by unmet needs, you could ask:

- *What was missing in that situation so that you felt the way you did?*
- *What unmet need was present that if met would help you to feel better?*
- *Would you have needed e.g. understanding, or would you have wanted to cooperate with others?*

In the case of feelings caused by needs that were met, you could ask:

- *Can you remember the reason for this nice feeling?*
- *What made you so happy?*
- *Were you given understanding?*
- *Did someone show you how much they love you?*
- *Did you understand the meaning of something?*

b. Words and images that describe what I need – "Needs Clock"

E1: Needs Cards: Find words for what you need!

E2: Find out what is behind your feelings

E3: Needs Clock

Introduce the twelve Needs Cards (= copy template 10).

Prepare enough cards for all children.

- 12 images with explanations on the back (make double-sided copies to be able to include words for needs and a few explanatory sentences or questions on the back)
- 12 cards each with one word for a need
- 12 cards each with one sentence describing a need

You can use the 12 cards with the words and the explanatory sentences as a file game. You can also find them in the children's workbook.



The following needs and groups of similar needs are presented on the 12 cards – the questions serve to explain the needs in a language that is easy to understand for children. The words and sentences included in the children's workbook are in bold:

1. **Autonomy** / freedom, independence, choice

I want to decide for myself what I want to do.

Would you like to be asked if you want to do a certain activity?

Do you want that your wishes and needs matter?

Do you want to decide who you play/work with?

Do you want to have a choice?

2. **Compassion** / empathy, mourning

I need someone to understand how I feel.

Do you want other to understand what you meant?

Do you wish for someone to be there with you when you feel uncomfortable?

Do you wish for someone to be there for you?

Do you need someone who listens to you?

3. **Safety** / order and structure, stability

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

Do you want to be well protected?

Do you want to be know where everything has its place?

Do you want the things you like to stay the same?

Do you wish for someone to protect you?

4. **Community** / belonging, cooperation, contribution

I would like to do something together with others.

Do you want to belong?

Is it important for you to take part in something?

Do you want others to enjoy working with you?

Do you want to do something that makes somebody else happy?

5. **Peace** / harmony, space

I need it to be peaceful and quiet.

Do you need time to rest?

Do you want to work/play/do something peacefully and quietly?

Do you need a peaceful place?

Do you wish for a place for you and your things?

If you would like to get cards for more than 12 needs, you can order colourful Needs Cards with illustrations that are highly suitable for children from Cornelia Schafrath. She has designed a wooden treasure-chest with Feelings Cards and Needs Cards (to be ordered at www.kommherzaehlmirwas.at).

6. **Help** / support, consideration, care
I need help.
 Do you need support?
 Do you wish for others to show consideration for you?
 Would you like someone to care for you?
7. **Closeness** / love, being welcome, trust
I want someone to be close to me and stand by me.
 Do you want others to enjoy that you are present?
 Do you want to be welcomed?
 Do you want to experience that some likes you?
8. **Celebration** / play, fun, beauty and pleasure
I want to celebrate and share my joy with others.
 Do you want to play and have fun?
 Do you want it to be how you like it to be/taste?
 Do you need change?
 Do you need life to be fun and carefree?
9. **Appreciation** / to matter, recognition
I want to be appreciated by others.
 Do you wish to have the same chances?
 Do you want everyone to have the same chances?
10. **Influence** / feeling my own power, creating, creativity
I want to see the effects of my action.
 Do you want to feel how strong you are?
 Do you want to (co-)create something?
 Is it important to you that others listen to you?
 Do you want others to see what you can do?
11. **Meaning** / clarity, understanding, learning and growth
I want to understand why I should do something.
 Do you want to understand what something about?
 Would you like to do something that is meaningful for you?
 Do you want to try something new?
 Do you need a bigger challenge?
12. **Physical well-being** / eating and drinking, exercise and relaxation, health
I need something to eat or drink.
 Do you need to move your body?
 Would you like to have time to relax?
 Is it important to you to care for your health?

Now make a “Needs Clock” in class!



Copy the images of the Needs Cards a second time and glue them onto a piece of cardboard in the shape of a clock-face. You can also label the cards with the words for the individual needs.

Draw a treasure chest into the centre of the clock. Beside it, write the following sentence: “This is what I need.” You can also draw or glue the giraffe key with the treasure chest keyring in the centre (copy template 4).

Explanation for the treasure chest symbol:

We have made a “Needs Clock”. This clock shows what we need from each other. We use the symbol of the treasure chest for all the things we need from each other:



It is not always easy to find out what is behind our feelings. Our needs are hidden deep inside us in a locked treasure chest. Only we have the key to it. Ask yourself as often as you can how you are feeling right now and why you are feeling like this. This will help you find out what you need at the moment so you can tell others about it.

With this clock we also want to find out what others needs are.

Each child is given a clothes peg and writes his/her name on it. From now on, the children can mark their needs on the “Needs Clock” with their pins.

c. I feel like this because I need something

Once we know what we need we can also understand why we feel the way we do.

Here's an example: Imagine you are sitting by yourself during break, while your friends are all playing with each other. How do you think you will feel in this situation?

The children will probably use words describing feelings like loneliness, sadness or anger.

In class, try to find the needs that lie behind each of the words used:

- lonely – I want to do something together with others (community), I want to belong (belonging) – Needs Card 4; I want to play (playing) – Needs Card 8
- sad – I want to be understood (understanding), I want others to notice how I feel (compassion, empathy) – Needs Card 2
- angry – I want everybody to matter (appreciation) – Needs Card 9; I need help (help) – Needs Card 6

In order to get more familiar with the Needs Cards, needs are guessed together in class. For every sentence, the class names how the child feels and marks the feeling on the “Feelings Clock” with a clothes peg. Then the children guess the underlying need and mark it on the “Needs Clock” with a clothes peg. This is a way to show that behind every feeling there is an unmet need, or even several needs. It also shows that each child has different needs that are met or unmet in the same situation.

Version 1: What does a child need when? ...

- ... he/she is crying because he/she fell down.
(e.g. compassion, help, closeness – Needs Cards 2, 6, 7)
- ... he/she wants to play with a board game that is high up on a shelf?
(e.g. help – Needs Card 6)
- ... his/her stomach is rumbling?
(z. B. physical well-being – Needs Card 12)
- ... the lights are out in the bedroom and he/she is afraid?
(e.g. compassion, safety, closeness – Needs Cards 2, 3, 7)
- ... he/she has been alone in his/her room for hours and is feeling lonely?
(e.g. community, playing) – Needs Cards 4, 8)
- ... he/she does not get something because another child is faster?
(e.g. appreciation (to matter) – Needs Card 9)
- ... he/she has been pushed off his/her chair by another child?
(e.g. compassion, safety, peace, help, closeness, appreciation – Needs Cards 2, 3, 5, 6, 7, 9)
- ... he/she is never allowed to make the rules when the children are playing? (e.g.: autonomy, compassion, appreciation, influence – Needs Cards 1, 2, 9, 10)
- ... he/she is asked to do pages and pages of exercises?
(e.g. autonomy, peace, appreciation, purpose (influence) – Needs Cards 1, 5, 9, 11)

E4: Paint a need that is met

The children choose a need from the Needs Clock and try to imagine a situation with all their senses a situation where this need is met:

What do they see, hear, feel, smell, taste? Let them paint a picture.



E5: Guessing game: Needs?

This game helps the children express their needs with words. They can also do it at home to repeat what they have learnt.

Proposed solutions:

The child says:	Possible need
"If you don't let me join in, you aren't my friend anymore."	Community (No 4)
"You aren't good at anything, you baby. I'm much better at it."	Appreciation (No 9)
"I want to read my book now."	Peace (No 5)
"I'm always the idiot. Nobody understands me."	Compassion (No 2)
"I want a piece of cake."	Physical well-being (No 12)
"I don't want to do this exercise. It doesn't make any sense at all."	Meaning (No 11)
"Mum, please read me a story."	Closeness (No 7)
"It's always you who decides. That's not fair!"	Autonomy (No 1)

E6: Ways to meet a need

In order to meet one's needs, it is important to become aware of them. Explain to the children that it is not about someone else doing or not doing something. Instead, the children can practise finding out what they can do to meet their own needs. Therefore, support the children to think of ways to take more and more responsibility to come up with creative ways to meet their needs.

Important: The child ask himself/herself the question: What can I do myself to meet my need?

Proposed solutions:

- Autonomy:** I could decide what I want to wear today; I could decide where I want to do my homework; I could propose a game that I and the others might like to play; I could tell my dad what I would like to eat for lunch; I could buy something with my pocket money; I could choose a day where I decide what my mum and I will do together; I could decide whether I want to be read a bedtime story or whether I want to read it myself; I could decide which friend I want to invite to my house ...
- Compassion:** I could ask my grandma to listen to me quietly; I could ask my dad to hug me; I could visit a sick friend; I could listen to my friend when she is sad ...
- Safety:** I could ask my mum to pick me up; I could go to school together with my friends; I could put on my seatbelt when I am in the car; I could close the garden gate; I could put the dog on a leash; I could get a night light; I could ask my sister to sleep beside me tonight; I could imagine a guardian angel watching over me; I could ask my mum if I can sit on her lap so she can hug me tight ...
- Community:** I could invite friends over; I could call someone; I could visit someone; I could clean up together with my dad; I could fix my bike together with my mum; I could help my sister study ...
- Peace:** I could read a book; I could lie in the hammock; I could go for a walk; I could work by myself; I could go to another room ...
- Help:** I could ask my teacher or my parents for something; I could call a friend; I could look something up in a book; I could do something with a partner; I could think about something together with others; I could borrow something ...
- Closeness:** I could do someone a favour; I could say something nice to someone; I could talk to someone; I could play with someone ...

8. **Celebration:** I could listen to music; I could decorate the room; I could lay the table for a party; I could thank someone; I could tell my friends what I liked about the excursion; I could cheer very loud ...
9. **Appreciation:** I could ask someone what he or she likes about me; In the evening, I could write down in my happiness diary what I am thankful for; I could put on especially nice clothes; I could thank someone; I could write my friend a letter saying what I like about him or her ...
10. **Influence:** I could bake a cake; I could try to do a headstand (or something else); I could take my scooter to school instead of going by car; I could decorate the classroom for a party; I could learn vocabulary; I could clear the table all by myself today (or vacuum). I could think of and make a present myself for my mum or dad ...
11. **Purpose:** I could do something else; I could ask my grandma why she wants to do something a certain way; I could suggest something that is meaningful to me; I could write a list ...
12. **Physical well-being:** I could eat or drink something; I could move around; I could sleep; I could drink a herbal tea

E7: Make clear, precise and doable requests

Here we explain the qualities of a giraffe request:

- The giraffe describes exactly what she asks for.
- She makes sure that what she requests is doable for the other person
- She says what she wants (and not what she does not want).
- And she can deal with a “No” to her request.

The children match each sentence with a clear, specific and doable request and thus learn to translate vague requests into specific and doable ones.

Solutions for the exercise:

Please be more careful.

Please be careful and don't fall down.

Please listen carefully.

Please tidy up now.

You shouldn't jump the queue.

I don't want you to play with us.

I want us to be friends.

-> Please hold the vase with both hands.

-> Please hold on!

-> Please look at me when I'm talking to you.

-> Please put your exercise books on the table and put your clothes in the washing machine.

-> Please get in line behind me.

-> Please ask me before you take my toys.

-> Please play with me during the break.

Suggestions for a clear, specific and doable giraffe request as an answer to the sentence below:

I want us to be friends.

-> Please come to my house this afternoon.

-> Please come to the zoo with me today.

-> Please come to my birthday party.

E8: What do you need?

This exercise can also be done at home to repeat the exercises done in class. In this way, their families will be introduced to the giraffe project.

Let the children re-enact the examples given in a role play and work together to find satisfying ways to deal with the situations.

“Giraffe language” poster

Write the phrase “I request” in the empty space on the poster and glue or draw the key with the keyring “Request” beside it (copy template 4):

I feel ...

I need ...

I request ...



Speaking like a jackal

a. Introduction to the jackal



The goal of *Nonviolent Communication* is connection. The giraffe and the jackal do not stand for categories like “black or white”, “good or bad” or “right or wrong”. They show two possible ways to wrap the same precious gift – our needs.

To help the children understand, you could introduce the jackal as follows: Your inner jackal is your friend, even though sometimes it does not seem like it. He carefully guards your inner treasure – your needs – and growls when one or more of them are not met and you have not noticed. Sometimes, when he is not listened, he can become very unfriendly because he often does not know of any other way to get someone’s attention.

E1: Meet your inner jackal

Ask the children to draw their inner jackal guarding their treasure: their needs.

E2: Learn to listen to your inner jackal

Next, give the children time to think about what makes them angry:
Help your inner jackal find out what makes him especially angry.

After that, the children reflect on what they need when they are angry.

Think in detail of three situations in which you were angry. Try to figure out what you would have needed in that moment. Use the Needs Clock to help you.

In the last step, the children look for ways to meet these recurring needs that stimulate their anger. Use the same question as for the exercise “*Ways to meet a need (step 3, exercise E6):*”

What can the children themselves do to meet their own need?

In this way the children learn what they can do when they get angry.

b. Introduction to jackal language

We speak of jackal language when we judge, accuse or threaten others, but also when we praise or flatter others and promise them rewards. By learning the giraffe language, we learn to be aware of our feelings and needs and to discover them behind jackal sentences.

Write down the characteristics of jackal language on the blackboard:

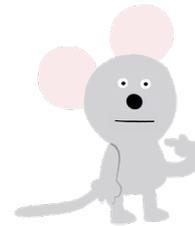
- I want to be right.
- I accuse you.
- I threaten you
- I blackmail you using a reward.
- I insult you.
- I flatter you.
- I praise you.

Work in pairs: Make enough copies of copy template 11 so that each child gets one jackal sentence. The children work in pairs. One child draws a jackal sentence and reads it to his/her partner. Then the other child draws a jackal sentence and reads it out. The children briefly discuss how they felt when they heard the sentences. 

Class discussion: Ask the children how they felt when they said and heard the sentences. The children will probably say that they felt uncomfortable when they had to say and hear the sentences; some may have even felt a little angry.

Ask the children: *Who of you has a jackal sentence where the speaker ...*

- *wants to be right?*
- *accuses someone?*
- *threatens someone?*
- *blackmails someone with a reward?*
- *insults someone?*
- *flatters someone?*
- *praises someone?*



For each of these categories, ask the children to put up their hands and read out their sentences. Several children will have the same sentences. Take the jackal finger puppet and repeat each jackal sentence. Use it to visually show that this is a jackal sentence.

Remind the children: The jackal is not bad, he just does not know how to express his hidden needs clearly. Instead, the jackal uses language patterns that make it hard for the other person to hear the hidden needs.

Ask a child to write the sentence on the blackboard, next to the matching phrases you have written down before.

At the end the phrases ...

- I want to be right.
- I accuse you.
- I threaten you.
- I blackmail you using a reward.
- I insult you.
- I flatter you.
- I praise you.



... will each be matched by 2 sentences.

E3: How the inner jackal speaks

Solution:

accusation: sentence number 6

blackmailing using a reward: sentence n. 5

flattery: sentence number 7

threat: sentence number 3

insult: sentence number 2

praise: sentence number 4

The same content is also presented in the form of exercises in the student workbook. As an alternative to (or an extension of) the activity above you can also ask the children to fill in these exercises in class, working individually or in pairs. The exercise can also be repeated at home to deepen what they have learnt at school.

Give them exercises for practise at home on a regular basis in order to involve the parents in the project "Learn to speak like a giraffe"!

E4: Do you recognise jackal sentences?

In the workbook, the children are also asked to reflect on their own, their parents' and their friends' manner of speaking and to write down some jackal sentences they have said to others or that someone has said to them.

g. Relaxation exercise: "How the jackal calms down"



Let your jaw softly drop as if you had to yawn. Massage your jaw joint while making a relaxed yawning sound¹. The exercise originates in edu-kinesthetics and is used to relax the entire brain and, in addition, to improve concentration. The short video clip "Energy yawn" and further Activate & Concentrate exercises go to "Mind & Body" at www.youthstart.eu

There, you will also find descriptions of all physical exercises and their effects.

h. Here comes the giraffe



Take the giraffe finger puppet and a giraffe sentence (from copy template 12, which you have copied and cut). The giraffe reads a sentence and asks the children which jackal sentence on the blackboard could be replaced by this giraffe sentence.

You can further analyse the characteristics of giraffe language in class.



Now hand out the giraffe sentences randomly (make enough copies of copy template 12 so that each child gets one giraffe sentence). Each child reads out his/her sentence and asks the other children who has the matching jackal sentence. Children with the same giraffe sentence put up their hands and also start looking for partners with a matching jackal sentence. Each child hands over his/her giraffe sentence to a child with the matching jackal sentence.

The jackal sentences are crumbled and thrown into the rubbish bin. In the end, each child has a giraffe sentence.

Ask the children how they feel now that they have said and heard these sentences.

The children will probably say that they feel better now or that they liked the giraffe sentences more, etc.

E5: Find giraffe sentences for jackal sentences

In this exercise, the children repeat in their workbook what they have learnt in class about matching giraffe sentences to jackal sentences.

Solution:

That's mean. You're not allowed to jump the queue. - I want to get on the bus peacefully.

If you give me sweets, you'll be my very best friend. - I love sweets. Will you please give me some of yours?

You are so nice! You are such a good helper! - Thank you for helping me hang out the laundry today.

You're greedy. You never let me taste your lunch. - I really like the look of your lunch. May I taste some of it, please?

You're such a good friend. You always let me taste your lunch. - Thank you for giving me some of your lunch. I liked it very much.

Because of you being so loud, I don't know what this is about! - I'm interested in what we are learning right now. Could you please be quiet during the lesson?

You're much smarter than Florian. You always explain everything to me. - Thank you for explaining it to me. It was very helpful for me.

You're so stupid. You cannot explain the maths exercise correctly. - I don't understand this maths exercise and need help. Could you please explain it to me?

You're such a good student. - I'm happy that you spoke up three times in today's lesson.

You're so well-behaved. I really like how you helped me today. - Thank you for helping me hang out the laundry today.

Because of you being so loud, I don't know what this is about! - I'm interested in what we are learning right now. Could you please be quiet during the lesson?

You're so stupid. You can't explain the maths exercise correctly. - I don't understand this maths exercise and need help. Could you please explain it to me?

You're much smarter than Florian. You always explain everything to me. - Thank you for explaining it to me. It was very helpful for me.

There is no match for the giraffe sentence "I'm happy that you spoke up three times in today's lesson".

Refer to the **"Giraffe language" poster** with the sentences and the matching giraffe keys:

The giraffe asks: How do you feel? What do you need?

The giraffe says: I feel ... / I need ...

The giraffe says: I ask you to ...



From now on, we want to try using giraffe language when we talk to each other. We will tell each other how we feel and what we need. We will ask the others how they feel and what their needs are.

Expressing what we see or hear



a. The giraffe says "I see/I hear ...", not "You are ..."

Example 1: Put your jacket, a half-eaten apple and some crumbled paper on your desk.



Take the jackal finger puppet and say (as the jackal):
"You are such a slob. Just look at this mess!"



Now take the giraffe finger puppet and say:
"I can see your jacket, an apple and some scrunched up paper on your desk."

The difference between the two statements is discussed in the group: *The jackal judges, he says: "You are such a slob." The giraffe observes, she tells me what she sees. She also tells me how she feels and what she needs.*

Example 2: Tell the children that you are wearing e.g. your favourite red sweater, even though you are wearing a blue sweater.



The jackal finger puppet on your finger screams at once:
"You're such a liar!"



The giraffe finger puppet on your other finger says calmly:
"I heard you say that you were wearing a red sweater. I can see that you are wearing a blue sweater."

Again, discuss the difference between the statements in class: *The jackal attacks and judges. It calls me a liar. The giraffe observes and tells me what it hears and sees.*

E1: Talking to each other mindfully

For this exercise from the student workbook, please explain specifically what “observing” means: perceiving something with one’s senses without assessing or judging it. Have the children experience something with all their senses and let them express their perceptions.

Many exercises from the Youth Start Mindfulness Programme can be helpful in this context.

b. Tile game “Giraffe language – jackal language”

E2: Is that the giraffe or the jackal speaking?

Hand out all the cards of the tile game to the children.

Ask the children to assign the cards to the jackal or the giraffe. Discuss the results in class. The children try to find the matching giraffe card for every jackal card.

The children re-enact the dialogues (as jackal and as giraffe).



Jackal: You don't know how to calculate at all!

Giraffe: When the teacher asked you, you said “6+2=9”..

Jackal: You always have such disgusting things in your lunchbox.

Giraffe: : I can see that you have nuts in your lunchbox today. I don't like nuts.

Jackal: You're my very best friend.

Giraffe: I had a lot of fun playing with you during the last three breaks.

What else is typical of giraffe language that we haven't yet included on our “Giraffe Language” poster? What does the giraffe tell us?

Das Ergebnis wird gemeinsam besprochen.

Once more, discuss all the characteristics of giraffe language (refer to the “Giraffe language” poster, which is now complete).

Write the phrase “I see/hear ...” on the poster and glue or draw the key with the eye and ear keychain beside it (copy template 4).



- I see/hear ...
- I feel ...
- I need ...
- I request ...



The cards from the tile game are also part of an exercise called „Is that the giraffe or the jackal speaking?“ in the children's workbook. You can do this exercise in class after the tile game or assign it as homework.

c. Practice Practise speaking respect mindfully

E3: Expressing gratefulness and appreciation instead of praising

Solution for the exercise:

W: jackal sentence | G: giraffe sentence

G: When the teacher asked you, you said "6+2=9".

W: You don't know how to calculate at all!

G: I can see that you have nuts in your lunchbox today. I don't like nuts.

W: You always have such disgusting things in your lunchbox.

W: You're my very best friend.

G: I had a lot of fun playing with you during the last three breaks.

G: You're about as tall as my younger brother.

W: You're really very short.

W: You're always late!

G: You came in at 8.30. I had been waiting for you since 8.00.

G: I heard you tell the teacher that I pulled Ingrid's hair yesterday.

W: You're mean. You snitched on me today.

W: You're always so unfair to me.

G: When I asked if I could play with you, you said no.

When we praise someone, we tell the other person how he/she is or does something.

We praise others with the intention of getting something in return. Praise is used as a form of extrinsic motivation to convince a person to do something specific, e.g. to clean up, to do the homework, to play with us ...

Appreciation fosters a trust-based relationship as well as intrinsic motivation. When we express appreciation, our only intention is share our happiness or to thank the other person.

When we speak about the other person with appreciation, we describe exactly what that person says or does and what feeling that stimulates in us.

"Today you paid good attention."

This is praise that says something about the child. It also includes a judgment (you paid GOOD attention).

You could say the following to express an observation that shows appreciation: "I'm happy that you answered three questions in the final quiz."

What is the difference? In the second sentence, we speak about ourselves and our own feelings ("I'm happy") and we express an observation that describes what exactly the child did ("that you answered three questions in the final quiz").

For each sentence containing a praise, ask the children to find an observation that shows appreciation.

Solution for the exercise:

PRAISE:

Today you paid good attention.

Well done.

You're a good friend.

You are such a good helper!

Thank you for standing by me.

APPRECIATION:

I'm happy that you answered three questions in the final quiz

I'm impressed that you managed to climb over the obstacle the first time around

I had a lot of fun building Lego with you.

Thank you for lending me your pencil.

Thank you for saying earlier: "Please give her back her sharpener."

To finish the exercise, ask the children to choose 3 people and to find 3 things that they like about each of them. Let them describe exactly what they say or do:

I like when you say ... I like when you do ...

At the end, ask the children to say what they like about themselves.

 **Listen like a giraffe!**

a. Let's speak like giraffes!



We have learnt giraffe language. It helps us get along with each other. Let's repeat what we remember:

This is how the giraffe speaks: I express about what I hear/see.

I express about how I feel.

I express about what I need.

I express clear requests.

I say thank you.



b. Let's listen like giraffes!

Do the following concentration exercise:



Massage and gently pull on the outer rim of your ears with your thumbs and forefingers, starting at the tip and moving down to the earlobe.¹

Now that you have massaged your ears you can listen attentively – like a giraffe!

This is how the giraffe listens: I try to hear how you feel.

I try to hear what you need

I check with myself whether I want to do what you requested of me or whether I have another suggestion.

E1: How to make giraffe ears

Do you still need help to be able to listen like a giraffe?

Then make yourself some giraffe ears!

E2: Learning to listen like a giraffe

¹ www.youthstart.eu:

Mind & Body, video no. 4 from the "Activate & Concentrate" series – "Thinking Cap"

Ask the children to read through the exercise in their workbook and to talk about it.

Flora has accidentally stepped on Timo's toy and broken it. Timo screams at Flora, "You are so mean! You always break everything! Stupid cow!"

Then he runs from the room and slams the door. Flora shouts after him, "That's not even true, you are so unfair! Go play alone! You are so annoying, you ... you idiot!"

Timo has spoken from his inner jackal and Flora has reacted from her inner jackal. What could Flora have done differently?

What need could Flora have heard in Timo's words? What could Timo have done differently?

Encourage the children to use the Feelings and Needs Clocks to practise using them in class.

How could this person possibly feel?

Ask the children to re-enact this situation and other similar examples and have them reverse roles so that they learn to better empathise with other people's perspectives.

Remind the children of the ALL exercise from the "Youth Start Mindfulness Programme":

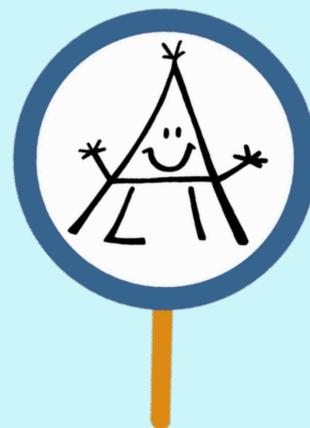
Take a deep breath and pause before you react without thinking:

Air

Laughter

Inner Peace

This brief pause will help you not to react from your inner jackal but to activate your giraffe ears instead. Then you will be able to see an angry person as someone who needs something right now and who does not know how to express their need.



In class, practise the steps on the giraffe poster using the examples from exercise 4 in the student guide: **E4: Hearing hidden feelings, needs and requests**

*How could this person possibly feel?
What could he/she perhaps need?
What could be his/her request?*

Proposed solutions for the exercise:**Example 1:**

Sophie is playing with her brother. Her mother enters the room and says: "Sophie, clean your room, now!" "You're always telling me what to do!", Sophie shouts.

Sophie's possible feelings: angry, irritated

Possible needs: autonomy, appreciation, play and fun (see Needs Card celebration), peace

Possible requests:

I would like to finish playing. Can you please ask me again in one hour?

It's not fun doing it alone. Can we do it together?

I would like to decide when to clean up my room myself. I will clear away my school stuff from the living room. Ok?

Example 2:

Valentin enters the classroom in the morning and goes to his place. Someone is sitting on his chair. He hisses, "Go away", and yawns a few times.

Valentin's possible feelings: tired, nervous

Possible needs: peace, space, (see Needs Card peace), consideration (see Needs Card help), appreciation

Possible request:

Please get out from my chair and take your stuff from my table.

Example 3:

The teacher would like to start a new exercise. All the students are talking loudly to each other. "All of you, be quiet, now!", she says angrily.

The teacher's possible feelings: dissatisfied, restless, irritated, tense

Possible needs: influence, appreciation, meaning

Possible requests:

I need five minutes to explain the next exercise.

Please stop talking, turn towards me and look at the blackboard.

Example 4:

Nora does not understand her maths homework. Sebastian understands it but does not want to explain it to Nora. She shouts at him: "You're so mean!"

Nora's possible feelings: helpless, discouraged, nervous

Possible needs: help, compassion, community

Possible request:

I desperately need someone to explain it to me. Do you have ten minutes later on for me?

Once more, ask the children to re-enact the examples and to reverse roles. You can also use current examples from the the classroom to practise how to speak and listen like a giraffe. It can be helpful to use the giraffe keys and to refer to the giraffe poster.

Whenever you are talking about feelings and needs you can also use the Feelings and Needs Clocks and mark the feelings and needs you are discussing with clothes peg.

Let the children make their own giraffes using the instructions in their workbook to ensure that they remember it in everyday life. Thus, it becomes visible to others that the class continues to practise internalising the new language and to integrate it in their school life and their life at home.

Thinking things through



The final exercises will help the children repeat what they have learnt and reflect on the topic. The self-assessment and the determined learning objectives will encourage them to assume responsibility for their learning progress.

E1: What are you grateful for? Say it in the giraffe circle

The purpose of this exercise is to practise and explore gratefulness and appreciation. You could explain it to the children like this:

Giraffes like to take time to express gratefulness and appreciation, not just following a formula or to obtain something from others and definitely not to convince someone to do something specific.

Giraffes do that because they know that it makes living and working together much more enjoyable.

Expressing appretiation means: I like what the other person says or does and I tell him/her about it.

When wolves praise or flatter the other person, they often express observation they are referring to. It is then sometimes hard to figure out what need they are having trouble expressing.

Giraffes observe just as thoroughly as detectives. They can describe what the other person has said or done.

This is what they express gratefulness or appreciation for.

The children have already practised this in step 5 this chapter (E3: Being grateful and appreciating instead of praising)

The last chapter "Reflection" is about giving time and space for appreciation in the classroom and at home.

The children practise expressing appreciation like a giraffe: about practicing expressing it like a giraffe.



The giraffe looks very closely. It describes exactly who said what or did what.



The giraffe says how she felt when someone said or did this.



The giraffe says which of its needs was met in that situation.

For practising appreciation like a giraffe, the children take the Needs Clock, the Needs Cards and the Feelings Clock as well as the cards with words for feelings to support them.

In a giraffe circle they take time to throw an appreciation party saying what they liked about the day and what they are thankful for.

If there is something a child is sad about or that a child did not like, they may also express it in a giraffe circle.

You could say the following to the children:

- *Keep in mind to say exactly what happened in this case.*
- *Describe your observations, try not to use judgements.*
- *Put on your giraffe ears and take your time to translate the inner jackal sentences and to guess the feelings and needs behind them. It will become easier to do for you each time you practise.*

E2: Write down what you are grateful for

In this exercise, the children write down what they are grateful for and appreciative of. They follow the example of the giraffe, which means that they describe it precisely. The children write down what they like about different people:

_____, I like it when you say _____.

_____, I like when you _____ (do something specific)

After that, they write thank you letters.



Remind the children of the happiness diary (see "A1 Be a YES Challenge" where they can check to see what they have been grateful for recently.



Finally, we aim to bring this practise to everyday life. Figure out together how and

when to make more time for expressing appreciation at home and in class.

E1: Questionnaire for “Empathy Challenge Detectives”

Use the questionnaire for Empathy Challenge Detectives to reflect about and to discuss the entire challenge together once more.

E2: How well can you do that already?

The children evaluate the progress they have made regarding each strength. Prior to that, explain the meaning of the smileys.

E3: Reach your personal goal in a few steps ...

This exercise motivates the children to think of individual learning objectives and to practise perseverance as a group. This strengthens their individual sense of responsibility and is proven to have a very high effect on learning results (see the “Visible Learning” study by John Hattie amongst others).

Based on the self-assessment in the questionnaire “E4 How well can you do that already?”, the children choose an area they need more practise in and that they want to work on. Let them write it down, e.g.:

I can speak about what I see or hear without judging it.

Instruct the children to imagine with all their senses what it will be like when they are able to do what they decided to practise. For the children to get the most out of the exercise, ask them to close their eyes.

Example: Imagine what it will be like when you speak to others like a giraffe and listen to them with your giraffe ears. How will you feel when getting along with others? Will you feel a pleasant feeling somewhere in your body? Where exactly? Will you see, smell or taste anything special? Write down what you will feel like and draw a picture of it.

Talk to the children about the importance of them telling someone about their goals. This will help them to persevere.

Resolving to practise every day helps turning practise into a habit – just like brushing your teeth.

Another way to encourage perseverance is to reflect in the evenings. The children learn to motivate themselves in a positive way. Work with the children to figure out who or what else might help them to persevere and celebrate each successful step together!

Sources:

Marshall B. Rosenberg: Life-Enriching Education: Nonviolent Communication Helps Schools Improve Performance, Reduce Conflict, and Enhance Relationships, PuddleDancer Press; 1 edition, 2003

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Further reading:

Marianne Göthlin, Towe Widstrand: Nonviolent Communication. A way of inspiring respectful dialogue in schools. Skolande 2012 (download the ebook: www.skolande.se/shop/)

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Alfie Kohn: No Contest. The Case against Competition. Mariner Books 1992

Alfie Kohn: Punished by Rewards. Mariner Books 1999

Justine Mol: Growing up in trust. 2008

Sura Hart, Victoria Kindle Hodson: The Compassionate Classroom: Relationship Based Teaching and Learning, PuddleDancer Press, 2004

Additional materials:

<https://www.gewaltfrei.at/content/youthstart>

www.visfera.com (NVC materials in English and many other languages)

www.kommherzaehlmirwas.at (treasure chest - NVC for kids by Cornelia Schafrath)

Videos of M. B. Rosenberg's workshops: www.youtube.com

Trainings for Nonviolent Communication (NVC)

Find Certified NVC trainers worldwide: Center of Nonviolent Communication: www.cnvc.org

Projects for NVC in education: www.nvcineducation.org

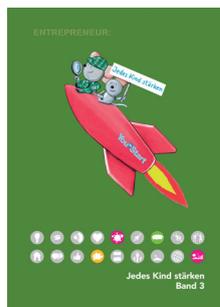
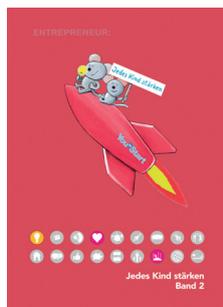
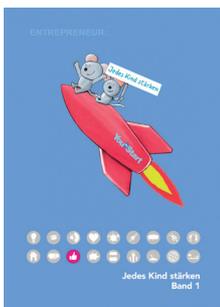
All Challenges of level A1 are also available in a printed version in German. You can find them at www.jedeskindstaerken.at (Jedes Kind stärken, volume 1 - 4).

„Empowering each child“ is a holistic learning programme for children at primary school level. It is part of the “Youth Start Entrepreneurial Challenges” Programme.

All parts of the programme are available as Challenges at competence level A1 (= primary level) at www.youthstart.eu including also video clips explaining the challenge.

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

Explanatory video for this challenge
http://www.youthstart.eu/en/challenges/my_feelings_your_feelings_giraffe_language/





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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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