

Every need deserves action.

Target group: For children aged 8-12 (Primary school)	
Method EMOTIONS' identification and expression activity	Required time 60 min
Background information for the teaching session: <ul style="list-style-type: none"> The crucial element in Nonviolent Communication (NVC) is finding our own and others' needs. When the dialogue is based on needs, we can enjoy better communication. When teachers start using these exercises with students, it may feel awkward, and it may take time before they think, they are working for themselves. Also, once the children begin to trust that their needs are essential for you, the process will seem more natural and flow more smoothly. 	
Learning Outcomes: (describe shortly what the student will learn as examples) <ul style="list-style-type: none"> Students will learn to listen empathetically in communicative situations in school and in everyday life situations. Students will learn and use the vocabulary in the target language to express their feelings and needs and to make requests. 	
Short description of the lesson: <ul style="list-style-type: none"> This activity can be used with the whole class or with fewer students. The aim is to become aware of their feelings and needs and learn to express them. It is recommended to display the cards in the classroom so that the children get used to them and the cards can be always available when needed. 	



Equipment needed: (describe clearly what equipment will be needed at the lesson)

- Emotions card game. (Cards of feelings and needs)

How to use: (describe clearly how to use the method)

Exercise A

- a. Feelings and Needs Cards are available in two sets for younger children with pictures and few words and older children with more words and no pictures.
- b. Spread the Needs cards out on a table or the floor.
- c. Ask the children to look at the cards and pick one out, which is essential for today. (Tell them that they will be invited to show their card to the rest of the class later). Two children can, of course, choose the same word – find a way for them to share or have duplicates of popular needs.
- d. Now, ask the children to take turns showing their cards to others and explain what the word of the need means to them in general and why the need they have chosen is essential for them today. (Make it clear that it's OK if a child doesn't want to share).
- e. This exercise can stand on its own or be used to discuss what is essential for the children today and how they feel about being at school and in their class.

Exercise B – Finding the needs and feelings

One child starts as the first player.

- a. The Player deals out the feelings and needs cards so that everybody can get at least 3 of each.
- b. The Player now describes an event (whether sad or happy) in their life using factual observations and as further as possible without evaluations or judgments.
- c. They should keep the story to less than a minute. • Other participants will look at the feelings cards and choose one or two that might reflect the Player's feelings.



- d. In turn, they give their card to the Player and ask, "Are you feeling _____?" The Player listens but does not comment. • After one or two rounds, the Player looks through the feeling cards suggested, and chooses 2 or 3 that best match their feelings. Other cards are returned to the pack.
- e. Next, other participants look through their needs cards to find the ones they think might reflect the Player's needs. Following the same procedure as above, they ask, "Do you need _____?"
- f. The Player listens but does not comment. • The Player chooses the ones which fit best their need. The player is now invited to express whether they feel heard and understood. • The cards can move around the circle to the next child who wants to play, and they become the Player.

EXERCISE C (to carry out this activity, it is essential to have duplicated cards)

- a) Groups of between 3 and 5 people are made. Each group must have duplicated emotion cards.
- b) All the cards are placed on a table or the floor, face down so that what is on each card cannot be seen.
- c) One child from each group begins to play. In each group, there will be a draw to decide who starts.
- d) The first player will turn over two cards that are on the table. If the emotions of the two cards are identical, he will keep the cards and play again. It will be the next player's turn if they don't match.
- e) The game will end when no more cards are left on the table.
- f) Each player will count how many emotions they have achieved in the game (each pair of cards will be counted as one emotion).
- g) To finish, each player can share with the group what emotions they have achieved and in what situation they have felt that emotion.

Additional information (pictures, links, forms etc.)