

GAZE AT – four steps of connected communication

(Based on Nonviolent communication from Marshall Rosenberg)

Target group:

migrant and refugee teenagers (can be modified for children)

Method:

Activities and games supported by worksheets and various materials in individual, partner, group work and in plenary sessions.

Inclusion of the body and creative methods to holistically convey and train the new way of communication.

Required time

4 x 90 min

Background information for the teaching session:

This teaching series focuses on the introduction and practise of the four steps of Nonviolent communication.

Basic knowledge of Nonviolent Communication is recommended. At the end of the document some links and literature references are listed. Many places also offer introductory seminars and trainings on the subject.

Background:

Marshall Rosenberg developed “Nonviolent communication” (NVC) to solve conflicts, face differences, strengthen relationships and find a connection. This way of connective communication effectively meets the emotional, social, professional, and communication challenges the migrant and refugee children and teenagers face in their new environment and managing developmental tasks.

Basic assumptions of NVC are, that all people share the same life-sustaining needs regardless of their gender, origin, and culture. Though their actions might differ depending on different backgrounds and cultures and sometimes even harm others, everything people do is designed to meet these life-sustaining needs.

NVC offers the possibility to understand -even when not approving- the actions of another person. This will help the students to develop tolerance and empathy towards other people's needs and to understand each other despite individual, cultural and social differences.

In addition to teaching new vocabulary in the target language, a holistic approach to the topic is crucial, as communication always involves the whole person. Various activities and games involve body, heart and mind and encourage creative action and reflection.

Aim:

Students in the class originate from different nationalities and cultural backgrounds. Ideas about religion, women, how to spend leisure time, eating and drinking habits, life goals, and so on might differ from those of other students in the class and the people of the country to which they have immigrated. These differences easily lead to mistrust, misunderstanding and conflicts.



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This module focuses on learning to cope with diversity and to communicate in an appreciative way instead of judging other people and their opinions and perceptions as wrong. Reflecting on one's own body language, beliefs and actions is an important part of this learning process.

Learning Outcomes:

- vocabulary and verbal skills to express own needs and feelings in an understandable way to others
- learning to listen to each other
- reflecting one's actions, cultural values, feelings, and needs (personal and other's)
- identifying emotions and expressing feelings and needs assertively

- learning to collaborate within differences developing solutions that match all
- learning strategies to deal with different communication situations

- training the ability to give feedback but also accept criticism
- learning to work in a team applying the basic principles of democratic participation

Short description of 4 lessons:

In this teaching series the four steps of Nonviolent communication (NVC) are introduced to the students. It includes four lessons of 90 minutes each and in each lesson one step is covered. The new vocabulary in the target language and the respective step (observation, feeling, need and request) are introduced and practiced in a playful and creative way using various materials (worksheets, memory cards, need clock, etc.) for group activities and games.

Note: technical equipment needed: interactive whiteboard (or beamer and laptop or document camera or overhead projector) - if not available: print out necessary material and use a blackboard

first lesson: "There's more about feelings than "good" or "bad" (90 min.)

vocabulary work: adjectives - perception and expression of feelings

Aims of the first lesson:

- perception and expression of different feelings by learning and using new vocabulary (adjectives of feelings)
- performing different feelings and identifying the feeling
- identifying feelings to various general and personal situations
- The recognition that there are a lot of different feelings that emerge during our personal experience.

Procedure and time:

Material first lesson (step 1): emotion cards (10 feelings)

- Memory game (group game in fours) (one card "face" of feeling / one card "word of feeling")
- Distribution of memory cards. One student reveals two cards and decides if they match or not, if so he or she may take them, if not he or she must turn them over again and it is the next one's turn.
- The winner is the one with the most pairs.

Result: already learned vocabulary (feeling words) is activated or/and are known.



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Material first lesson (step 2): No 1.1.

- Hand out work sheet 1 and ask students (exercise 1) to match the words of feelings to the drawn faces. Several words belong to just one face. The students write down the words in the box beside the faces.
- In exercise 2 students have to find out which word of feeling doesn't belong to the negative feelings (odd one out). They underline the positive feeling.
- In exercise 3 the students draw their own faces to the given feeling words.
- The results are checked in plenum.

Result: already learned and new vocabulary (feeling words) is established and can be related to certain faces. Students realize that facial expressions reflect their feelings.

Step 3: Again material first lesson: emotion cards (all 14 feelings)

- A. Students draw cards of the memory game (word cards) and try to express the given feeling with help of pantomimic performance in front of class. The other students guess the presented feeling.
- B. Teacher draws a card and shows it to the class. All students have to perform the given feeling as fast as possible at the same time (body perception)

Result: vocabulary training and students experience that besides facial expressions, also gestures can express feelings.

Material first lesson (step 4): No. 1.2.

- Hand out work sheet 2 and ask students "A." to read the situations and decide whether they point to a positive or negative feeling. They put a cross in the corresponding column "positive" or "negative".
- In "B" the students shall think of feelings they might feel if they were in such situations (A.) by themselves. They write the most suitable feeling to the situation 1 to 5. There is a given help sentence so that the students know how to answer this exercise.
- If there is time left exercise C. could be done in class or if not - it is intended to be homework. The students should think of a personal experience in which they had strong feelings. They should write down this situation without mentioning their feelings. They read the situation aloud and the other students guess the feelings. The reading student gives feedback to the other students' proposals which could be discussed (Body experience of certain feelings).

Material first lesson (step 5): No 1.3.

- Additional work sheet for fast students "word search box" with feelings (internal differentiation or homework).

Result: Students are able to define for themselves what kind of feeling they could have in a certain situation and if this feeling has a positive or negative effect concerning their body and mood.

Material to be prepared:

- Material first lesson (step 1): emotion cards: 10 feelings: happy, scared, tired, angry, sad, surprised, in love, disappointed, relaxed, happy frustrated, insecure, exhausted and disgusted (also with faces and word)
- (these words must be known before the lesson starts). 10 feelings, 10 faces
- Material first lesson (step 2): No 1.1. - Worksheet 1 (A. matching feeling words to faces, B. odd one out, C. drawing faces to feelings)



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- Material first lesson (step 3): emotion cards – all 14 feelings
- Material first lesson (step 4): No. 1.2 Worksheet 2 (A. situations positive/negative, B. feelings to situations, C. writing down personal situations)
- Material first lesson (step 5): No 1.3. Worksheet 3: Word search box (feelings)

Technical equipment:

- Projector
- Computer
- Connection cable

Time: 90 Minutes

second lesson: “What is a desire all about?” (90 min.)

vocabulary work - perception and expression of needs

Aims of the second lesson:

- students learn the vocabulary and definition of different needs
- students perform different needs and identify underlying feelings
- students realize that their feelings are bound to their needs
- students understand that behind values, habits, and convictions, there are underlying universal needs that all humans share and that can connect individuals

Procedure and time:

Give a short overview of the lesson. Tell the students this lesson is about needs: about how needs connect us and their importance to how we feel.

Material second lesson (step 1): No 2.1.:

- partner work: hand out the worksheets and ask students to match the need words and the definitions by writing the correct numbers in the boxes. (Note: To save time, you can also hand out the need words and their corresponding definitions as small cards to each student.)
- Let the students read out their results and discuss them in class. Save the results in plenary (beamer).

Material second lesson (step 2) Material No 2.2.:

- Distribute the needs clock with the to each student. Students (still working in pairs) cut out the need words/pictures and definitions from worksheet 1 and glue the need words/pictures on the front and the definitions matching to the respective picture on the back of the clock.

Result: students discuss and learn the meaning of the new vocabulary (needs)

Material second lesson (step 3) No 2.3:

- Show the work order with the beamer and have it read aloud. Clarify any questions about the work order. Students work in groups of four to five. Ask each group to draw one need word and to keep their need word a secret from the other groups. It is important that students go to different places (hallway; schoolyard, other room, where they cannot observe each other. Also ask the students to send you the best photo of their freeze frames. Time: approx. 15-20 minutes.
- Show each group result (foto) in plenary and let the students guess what need it might represent.



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- Show each group result in plenary. The other groups guess which need it might be. Discuss what helped them to guess the need and also whether the need depicted is met or unmet and how the different people in the photos might feel.

Result: Students perceive different needs and understand that needs show up in different situations and there are different ways to present them. They learn that needs trigger different feelings depending on whether they are met or unmet.

Material second lesson (step 4): No 2.4:

- Hand out material 2.4. to each student. Clarify the work assignment together. Individual work: The students look at the respective need and feel the emotions that arise when the need is fulfilled or unfulfilled. They write these down to the right and left of the respective need.
- Students read their results aloud in plenary and discuss them.

Results: Deepening the experience and insight that feelings do not arise from a particular situation, but from met or unmet needs.

Material to be prepared:

- Material No 2.1: cards or worksheet - one set/copy for each student
- Material No 2.2: needs clock – one copy for each student
- Material No 2.3: to be showed with a beamer (and one copy for each group)
- Material No 2.4: one worksheet for each student

(Technical) equipment:

- scissors
- glue
- projector
- computer
- connection cables

Time: 90 minutes

third lesson: “From subjective thoughts to neutral observations.” (90 min.)

Observation versus judgment, considering cultural and social differences

Aims of third lesson:

- distinction between evaluative thoughts and observation
- understanding that it is not the situation itself that cause the respective feelings, but underlying needs.
- realization and reflection on cultural differences concerning the evaluation of situations.

Procedure and time:

Material third lesson (step 1) No 3.1 – 40 min.:

- hand out the worksheet No 1 and ask the students to write down, what they think, when they see the picture (individual work)
- Collect the results in plenary and write results in the empty worksheet on the interactive whiteboard



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- Ask about the difference between observation and evaluation and whether the thoughts were observations or evaluations: give one example (observations: highlight in green; evaluations: highlight in red).
- Ask the students to highlight all observations with a green pen and all evaluations with a red pen and let them read some of their results.
- Let them write down the results you collected at the whiteboard.
Result: students understand and differentiate between evaluation and observation
- Ask the students to look at the back page and work on task 3 (I to IV)
- Collect results in plenary and discuss the connection between different evaluations and needs and cultural differences.

Material third lesson (step 2) No 3.2 – 10 min.:

- Show the memo sentence and have it read aloud. Clarify that it is not the situation but the needs that cause the feelings, then discuss and reflect the results with students.
Result: the students identify feelings and underlying needs concerning individual evaluations. They learn that their feelings are not caused by the situation itself but by underlying needs. They discuss and understand that personal and cultural differences can lead to different evaluations of the same situation.

Material third lesson (step 3) No 3.3 – 20 min.:

- read the worksheet to the class together and clarify any questions.
- students work on the tasks in small groups (2 – 4 students)
- collect and discuss the results
- If there is no more time, let the students work on the worksheet as homework
Result: Students distinguish between observation and evaluation and consolidate their knowledge. They assume which observation could be the basis of the respective evaluation.

Material to be prepared:

- Material third lesson No 3.1 – Worksheet: thoughts, feelings and needs
- Material third lesson No 3.2 – Memo sentences
- Material third lesson No 3.3 – Worksheet: observations

Time: 90 Minutes

fourth lesson: “Finding win-win strategies!” (90 min.)

finding good strategies to meet ones needs

Aims of the fourth lesson:

- understanding and distinguishing between needs and strategies
- finding different ways (strategies) to fulfil a given need
- realization, reflection and appreciation that people have different preferable strategies to care for their needs
- finding good strategies - taking other people’s needs into consideration

Procedure and time:

Material third lesson No 3.3 - 10 min.:



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- short discussion of homework/ the results of the last lesson - let the students resume the difference between observation and evaluation.

first plenary: Strategy game – what do you do when...? - 10 min.:

- Ask the students to stand in a circle, show them the need watch, choose one need and ask them e.g.: “What do you do when you need “rest”?”
Invite the student to perform a gesture (pantomime), what they would do to fulfil the given need (e.g. sleep; go for a walk; listen to music...).
Make several rounds with different needs.
Result: students find ways to fulfil a need and express them in a playful way. They experience that one need can be matched with different actions.

Second plenary: definition + examples for strategies – key differentiation to needs – 25 min.

- Ask the students to explain what a strategy is and how it can be distinguished from a need. Collect answers on the blackboard.
Complete their definition if necessary:
*“A strategy is your own chosen way to fulfill one or more needs.
While needs are universal and do not depend on certain actions, a strategy is bound to a specific action (time, place, object, person).”*
- Point out that there are many ways or strategies to fulfil a need. Together with others (e.g. in class) it is important to find "win win strategies" that best match everyone's needs.
- Write one of the needs from the game on the board and invite the students to propose strategies, which satisfy the discussed need. Write these proposals/strategies to the need. The students copy the definition and suggestions given so that they have one example for the following tasks.
Results: Students find and define strategies and differentiate between strategies and needs. They experience that there are different strategies to fulfil ones needs.

material fourth lesson No 4.1: creating a tree poster with needs and strategies – 40 min

- (plenary) Show students the prepared tree poster and explain that you want to create a tree with needs and different ways how to match them (strategies).
- Ask the students to paint their hand and make a print of their hand next to the branches. Invite the students to choose a need (make sure all needs of the needs watch are represented) and to write it under their handprint.
- (group work – 2-4 students) Ask the students to find strategies to their needs that do not harm anybody and to write these strategies on cards of little birds or butterflies or leaves. The students stick these cards to the corresponding need.
- You can hand out a leaflet (material fourth lesson No 2) to students that need support for this task.
- The result is a beautiful, colorful tree with a myriad of solutions/strategies that can serve the students to match the given needs.
- Let the students read and discuss some of the strategies in plenary
Results: the students cooperate in finding and reflecting different positive strategies to match their needs.

Note: Feel free to be creative and choose designs other than the tree, such as an underwater scene, a flower, etc.



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Material fourth lesson No 4.2: card with the 4 steps of NVC – 5 min.

- Hand out the card with the 4 steps of NVC to the students. On one side they can find the 4 steps of self-expression, on the other side the 4 steps to empathetic listening.
- Explain to them that this card will be used on the project day and/ or can help in their discussions in class when they continue to focus on finding understanding and connection with each other.

Material to be prepared:

- Material fourth lesson No 4.1: Poster for the needs tree
- Colours, paintbrush, little cards, scissors
- Material fourth lesson No 4.2

Time: 90 min.

Equipment needed:

You can find all worksheets and material in the folders to each lesson.

You also need: (Finger) paints; scissors; brushes; paper in large format; coloured paper;
Technical equipment: possibly a laminator to prepare the learning cards; printer to print out the material; interactive whiteboard (or beamer and laptop or document camera or overhead projector) - if not available: print out necessary material and use a blackboard.

How to use:

You find a detailed description of each lesson of the teaching series above.
As the focus of the lessons is on communication, make sure that there is enough time for reflection and discussion in the class and that you engage all students to take part in activities and discussions without putting pressure on them. Coping with a world of diversity it is important to motivate the students that any feelings or interpretations they have are legitimate and important to the topic.

Additional information (pictures, links, forms etc.)

- The NVC Steps made simple:
<https://www.youtube.com/watch?v=NYkgbrZSAY0>
- Nonviolent Communication with kids: 5-minute kickstart + demo:
<https://www.youtube.com/watch?v=sPxDB26nbss>
- NVC when your kid is triggered:
https://www.youtube.com/watch?v=NJgDKD_F6oc
- Nonviolent communication in a nutshell:
<https://www.youtube.com/watch?v=Dm1aHU4SXKs>



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- Gaschler, Frank & Gundi: I want to understand what you really need: Nonviolent communication with children. (English Edition). Books on Demand, 2017.
- Rosenberg, Marshall: Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships (Nonviolent Communication Guides) (English Edition) 3rd Edition. PuddleDancer Press, 2015.
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