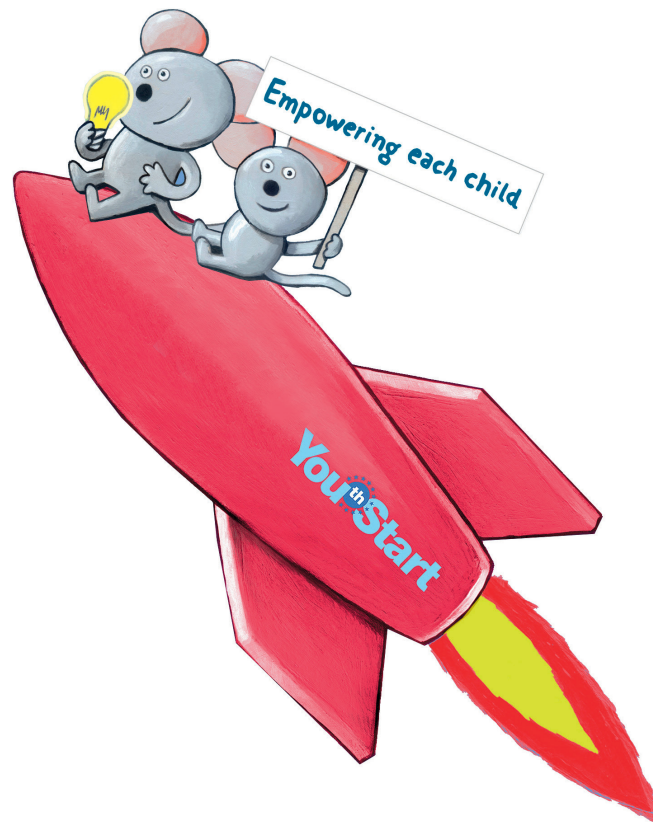




A1 Empathy Challenge

My Feelings, Your Feelings: Giraffe Keys

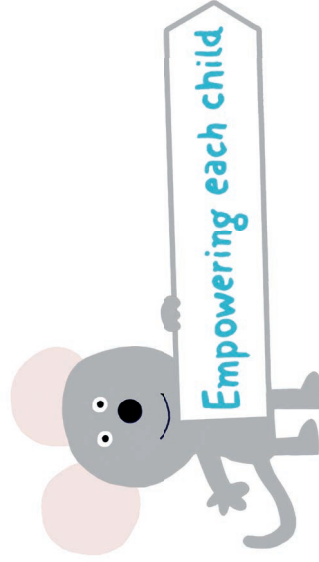
Teacher's Guide



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 <https://youthstart.myshopify.com/collections/jedes-kind-stärken> (Jedes Kind stärken, volume 1–4).



with the Youth Start Entrepreneurial Challenges Programme

LET'S DEVELOP AND IMPLEMENT YOUR IDEAS!



IDEA CHALLENGE

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



HERO CHALLENGE

You're my role model



MY PERSONAL CHALLENGE

What's it worth?



LEMONADE STAND CHALLENGE

Selling is fun



REAL MARKET CHALLENGE

Becoming a "junior manager"



START YOUR PROJECT CHALLENGE

I'm off to a flying start!



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



EMPATHY CHALLENGE

My feelings –
Your feelings



STORYTELLING CHALLENGE

Creative storytelling



BUDDY CHALLENGE

Empower others!



PERSPECTIVES CHALLENGE

Tracking 20 Euros



TRASH VALUE CHALLENGE

Recycling adds
value



OPEN DOOR CHALLENGE

Discovering clues



DEBATE CHALLENGE

Let's talk to
each other!



MY COMMUNITY CHALLENGE

Solving problems
together



EXTREME CHALLENGE

Assessing oneself



BE A YES CHALLENGE

This is good for me



EXPERT CHALLENGE

Learning holistic
learning



VOLUNTEER CHALLENGE

I can volunteer



USE YOUR IDEAS TO HELP OTHER PEOPLE!

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.

Content:



Empowering each child

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Positive Psychology Page 8

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Copy templates Page 39

Empowering each child ...

... refers to the title, the goal and the content of a hands-on, 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 Keys**' 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 get to know the 'Giraffe Keys'.

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 while working on this challenge!

Eva Jambor and Johannes Lindner, editors

www.jedeskindstärken.at | www.permateach.at | www.ifte.at | www.youthstart.eu



A1 Empathy Challenge

My Feelings, Your Feelings: Giraffe Keys

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.

8 steps to the finish line:



Learning from giraffes



Expressing how we feel



Expressing what we need



Expressing clear requests



Expressing what we see or hear



Learning from jackals



Listening like a giraffe



Thinking things over and celebrating



Key competence of the challenge:

I can empathise with myself and others.

**Big idea behind the challenge**

If we treat each other with respect, we create an environment of mutual appreciation in the classroom. To make this possible, we need to be able to empathise with ourselves and others. When I empathise with others, I change my perspective. I learn to recognise what others need in this situation.

Children first need to become familiar with their own feelings and needs. They learn in what ways they can care for themselves and others. Then they can learn to deal constructively with their anger and aggression. If I understand myself and have experienced empathy and respect for my own situation, I can also understand and respect other people. As a means to learn these social skills, we will introduce some parts of Nonviolent Communication (NVC) by Marshall B. Rosenberg.

**Video clips explaining the challenge:**

- www.youtube.com/watch?v=dB-nOsOCUgo
- www.youtube.com/watch?v=hZHn4kzKsdM

**Entrepreneurial Competences according to the reference framework**

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

- I can observe my environment 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 with care and compassion.
- I can listen attentively and check with the other person to see whether I have understood what they are trying to say.
- I can cooperate with others.
- I can plan simple activities with care and consider their consequences.
- I can understand myself and set motivating goals for myself.
- I can identify how I learn best.

Assessment

Step 8: 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**

- All children receive the Student's Manual with the exercises for each learning step. Do the exercises with the children in class.
- Please inform the parents or guardians that you will be using the Empathy Challenge in class. You can use the copy template [K1 'Information Sheet for Parents and Families'](#) for this purpose.
- For the exercises, please use the lists and cards with feelings and needs vocabulary. This is important for learning new skills, because otherwise, experience has shown that instead of formulating genuine 'I' messages we more likely use words that judge other people.

**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

Ideally, the Empathy Challenge is brought in as a class or school project over an entire school year. It can also be introduced in a project week or at least 15 teaching units and then integrated into everyday classroom life so that the social skills learned can be put into practice.

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.

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: Courses and materials on Nonviolent Communication, p. 38).

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.



The PERMA Model from Positive Psychology

In 1998, Martin Seligman, as the newly elected president of the American Psychological Association (APA), initiated the founding of Positive Psychology. Its goal is to use scientific means to research what makes people thrive.

With the PERMA model, Seligman defined five pillars of flourishing and well-being in 2011. Numerous research results have since shown that the five PERMA pillars—applied in everyday life—improve mental and physical health, increase learning ability, and strengthen resilience.



PERMA is an acronym for five English terms. **Key questions for each pillar help to permanently anchor PERMA in one's own life and at school.**

- The first question is always directed at ourselves.
 - The second aims to support children in integrating the five PERMA pillars into their lives.
- For the children, we have described the purpose of the pillars in a child-friendly way as guiding principles.

P

stands for **Positive Emotions**

- ➔ How can we bring more positive emotions into our own lives?
- ➔ How can we support children in experiencing and perceiving positive emotions?

*For children: **Pay attention to what brings you joy and enjoy it!***

E

stands for **Engagement**

- ➔ What are our strengths and how can we use them effectively in our work?
- ➔ How can we support children in recognizing and using their strengths to generate flow experiences?

*For children: **Find out what you are good at and use your strengths!***

R

stands for **Relationships**

- ➔ How can we build positive relationships with ourselves and with others?
- ➔ How can we support children in having successful relationships?

*For children: **Spend time with loved ones and build good relationships!***

M

stands for **Meaning**

- ➔ What has meaning in my life and what are the values that guide me?
- ➔ How can we work with children on values that are also valuable and meaningful to us as a community?

*For children: **Do things that are meaningful and valuable to you and others!***

A

stands for **Accomplishment**

- ➔ What goals do we want to achieve with which steps, and how do we want to visualize and celebrate our successes?
- ➔ How can we support children in finding and achieving goals?

*For children: **Set goals and celebrate when you achieve them!***



Together into a bright future

PERMA.teach aims to establish PERMA in kindergartens, schools, and families as a comprehensive, PERMAnent teaching, learning, and attitude principle.

The vehicle for this is the PERMA hand, which reminds us daily of the five PERMA pillars.

For each PERMA pillar, we have developed illustrations that visually represent the focus of the pillar.

From these illustrations, we have derived PERMA icons that, together with short affirmations, succinctly represent the content of the pillar in images and text:

P: What stimulates pleasant emotions within you? What do you enjoy?



E: What do you engage in? What are you able to do?



R: Who do you feel comfortable with? What connects you with others?



M: What is precious to you? What makes sense to you and others?

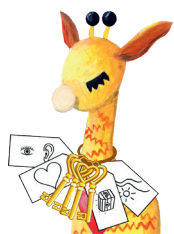


A: What goals do you want to accomplish? What will help you stay on track and accomplish them?





The PERMA Model and Nonviolent Communication



The American psychologist Marshall B. Rosenberg (1934–2015) developed keys for respectful and mindful interaction. These became known as 'Nonviolent Communication (NVC)'.

Rosenberg used the giraffe and the jackal as symbols to practise skills for successful communication. From both, one can learn how language can connect or divide.



With Nonviolent Communication, an empathetic and appreciative attitude toward oneself and others can be learned and strengthened.

This goal of Nonviolent Communication is particularly reflected in two PERMA pillars: Pillar P (Positive Emotions) and Pillar R (Relationships):



P: How can NVC help us bring more positive emotions into our lives?



R: How can NVC support us in building positive relationships with ourselves and others?

The Giraffe Keys, presented in the A1 Empathy Challenge for school and home, bring more positive emotions into our lives and bring people closer together. How?

By learning ...



... to express our own feelings and needs without blaming or criticizing others



... to stand up for ourselves without threatening or demanding



... to not take accusations or criticism personally and to listen to what others need



... to deal with anger



... to resolve conflicts peacefully



... to express appreciation and gratitude without manipulation.





Starting the Empathy Challenge:

My Feelings, Your Feelings: Giraffe Keys

On the next pages you will find brief descriptions, tips and proposed solutions for all the exercises listed in the Student's Manual.

The goal of this series of exercises is to familiarise children with themselves and their inner lives (body perceptions, feelings, needs, etc.) and thereby strengthen their self-awareness, self-esteem and their ability to empathise. It also serves to raise awareness of how strongly our inner attitude and the way we communicate with each other affect our relationships and our quality of life.

Each of the exercises in the Empathy Challenge builds on the previous ones - it is therefore important and useful to work through the exercises in the order given, although individual tasks can, of course, be adapted or omitted depending on the age or stage of development.



We wish you much joy in exploring together the keys to more peaceful and appreciative relationships in and outside the classroom!

Starting the empathy challenge:

Meet with the children sitting in a circle and introduce them to the two finger puppets, the giraffe and the jackal:



The jackal and the giraffe will be joining us in the near future as additional teachers. From both of them, we will learn to understand ourselves and others better. The Giraffe gives us keys. With them, we can learn to observe closely, to recognize our feelings and to find out what we need at that moment. This



also allows us to learn to understand others and to find ways together, where there are sometimes arguments.

From the jackal, we learn to take good care of ourselves and to love ourselves even with anger, sadness, fear, or other unpleasant feelings. We learn from him to accept these too and to take them seriously, because they contain a treasure.

From the jackal and the giraffe, we learn to open doors to ourselves and others, or to keep them open, if we want to.



Learning from giraffes

E 1.1. Information for parents and family

- Material:** Copy template K1 'Information sheet for parents and family'
- Preparation:** This page in the Student's Manual explains the Empathy Challenge and its objectives to parents/guardians.
- Realisation:** Before the first unit of the Empathy Challenge, copy [template K1](#) and give it to the children to take home as information for parents/guardians.
- Goal:** The goal is to involve parents and guardians in this challenge in order to promote effect, sustainability and partnership in parenting.

E 1.2. Four Giraffe Keys

- Material:** Copy template K2 'Four Giraffe Keys'—poster printed out in A3 size if possible
- Preparation:** This poster provides an overview of the four Giraffe Keys that we will get to know during the challenge. They refer to some communication tools for mindful and respectful cooperation, which were developed by Marshall Rosenberg and became known as Nonviolent Communication (NVC).
- Observations instead of interpretations or judgments
Feelings instead of blame
Needs instead of being fixated on specific strategies
Requests instead of demands or vague wishes
- Realisation:** Copy [template K2](#) and put up the poster in the classroom.
- Goal:** The poster provides an overview of the social skills that are explored and practised with the Giraffe Keys. Hanging on a wall in the classroom, it serves as a reminder of the exercises and helps integrate the new habits into everyday classroom life.



E 1.3. Connecting peacefully

- Material:** additional paper if necessary
- Preparation:** Talk to the children beforehand about who they enjoy spending time with and why - what they enjoy doing with these people, etc.
- Realisation:** The children write or draw independently in the space provided.
- Goal:** Introduction to the topic of relationships and communication.





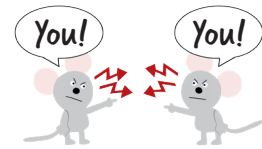
E 1.4. Having conflicts

Material: additional paper if necessary

Preparation: Before the exercise, talk to the children about how they sometimes have arguments even with people they like.

Realisation: The children write or draw independently in the box. After this exercise, you can talk with the children, for example, sitting in a circle, about how they experience conflicts, with whom they argue most often, and why. Every child who wants to can speak up.

Goal: Becoming aware that arguments and conflicts are a completely 'normal' part of life.



E 1.5. Opening or closing doors with words

Material: Copy template K7 'Mice with an open Heart Door', K8 and K9—'Open Door' and 'Closed Door'

Preparation: Hang copy template K7 on the board so that it is clearly visible. Copy the mouse picture for each child as well - whoever wants to can colour it in.

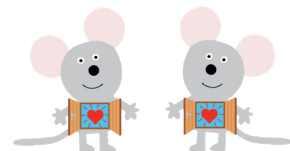
Hang up copy templates K8 and K9 in the same way.

Talk to the children about how it feels when we are insulted, for example: then we probably would prefer to close a door to that person. When someone speaks to us lovingly or with interest, our door remains open to them, like in the picture with the two mice. Show the children the picture.

Realisation: The children independently connect the boxes with the matching door using a pencil.

Goal: The children learn to consciously sense different attitudes in their interactions with one another and to develop an awareness of them.

Please note: There is no 'right' solution here. It's about the children sensing how they themselves experience this. And it's a first exercise to also become aware of the fact that different people experience particular situations differently.



E 1.6. Getting to know giraffes

Realisation: read and fill in the Student's Manual

Goal: Introduction of the giraffe as one of the teaching figures that leads through the challenge.



E 1.7. Learning from giraffes

Preparation: In the Empathy Challenge we use the term 'Giraffe Keys' in reference to Nonviolent Communication developed by Marshall B. Rosenberg. These keys refer to communication tools, which help us to be understood and to be able to understand others.



Realisation: The children colour in yellow what sounds suitable to them. Then talk briefly about it.

Goal: To establish a connection between the giraffe and the social skills to be learned.



Expressing how we feel

E 2.1. Giraffe Key: Feelings

Material: Copy template K4 'Giraffe Key: Feelings' copied for each child, A5 envelope



Preparation: Give each child an A5 envelope and a copy of the [template K4](#). Explain to the children that the first Giraffe Key we will receive in the 'Empathy Challenge' is the 'Feelings Key'.

Realisation: Read the text in the pink box in exercise 2.1 together.

The children colour in the Giraffe Key 'Feelings'. Then they cut it out, stick it on their envelope and write their name on it.

In exercise 2.5, the Feelings Cards are placed in this envelope, which the children use for the further exercises.

Goal: Getting to know the 'Feelings Key'.

Please note: For the following exercises, children can work either with [Feelings Cards \(template K13\)](#), which they cut out, collect, and store in the envelope, or with the [Feelings Word List \(template K12\)](#).

E 2.2. Your body expresses how you feel

Preparation: Explain to the children that different feelings result in different facial expressions and body postures, and that these can look different for each person. As an example, use your gestures and facial expressions to represent two different feelings (e.g. anxious and relaxed). Let the children guess which feeling you just expressed.

Ask how the child came up with this answer and what exactly they saw.

Realisation: Now read each sentence from the exercise to the class; the children carry out the tasks and compare their expressions to those of the others. Afterwards they can discuss which of the feelings is more pleasant or unpleasant for each child.

It is important not to judge the other children and their expressions! Instead they are encouraged to listen carefully to how different people feel and express a feeling differently. There is no 'right' answer!





Goal: To develop awareness of differences in facial expressions, gestures and body postures when experiencing different feelings.

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.

E 2.3. Words for your feelings



Preparation: Read the assignment together. Explain that there is no right and wrong here, but rather everyone is meant to feel for themselves whether they experience each feeling as pleasant or unpleasant. As the exercises are about recognising all feelings as an important part of ourselves, please do not use the words 'positive and negative feelings' or 'good and bad feelings'.

Realisation: The children draw the smileys in the boxes independently. Afterwards, 'unfamiliar' words can be discussed together.

Goal: To develop a holistic awareness of feelings. To expand vocabulary in order to be able to express how one feels in a more differentiated and concrete way; thereby also promoting self-confidence.

E 2.4. Your face expresses how you feel

Material: One mirror for 1–3 children

Preparation: Ask the children to bring a small mirror (e.g. make-up mirror) the day before. Or, you may have a large mirror available in the school building.

Realisation: The children now express the various suggested feelings (each at the same time) with their faces in front of the mirror and observe themselves and each other.
While doing so, talk about the similarities and differences in how different people express the same feeling. Please note: There are no 'right' or 'wrong' facial expressions here either!

Goal: To recognize similarities and differences in the expression of feelings in facial expressions, to explore the diversity of physical reactions, and to promote empathy skills.

E 2.5. How do you feel, when ...?

Material: A5 envelopes with names and Feelings Keys (see 2.1.) [Copy template K13 'Feelings Cards](#) to cut out' or alternatively: [K12 'Feelings Word List'](#)



- Preparation:** Each child cuts out the Feelings Cards from [template K13](#) and puts them in the A5 envelope with the Feelings Key, see exercise 2.1.
If you prefer to work with the list, copy [template K12](#) for each child and hand it out.
- Realisation:** The children independently write feelings words in the table using the Feelings Cards or Feelings List. They write at least one word in each line.
Then 3 to 5 children read out their answers. They can then compare them with each other and identify similarities or differences.
Again, it is important to listen carefully and not to judge the answers (right/wrong, good/bad, brave/cowardly, etc.).
- Goal:** To become aware of feelings and take them seriously. Recognising that different feelings can be stimulated in the same situation, consolidating the feelings vocabulary.

E 2.6. Explore your feelings

- Preparation:** Before this exercise, talk about these questions, e.g. sitting in a circle. Let the children tell you when they are scared, when they are happy, etc.
Also ask them where in the body the children perceive the respective feeling most strongly and what colour they imagine it to be - each child is encouraged to find out these answers for themselves!
- Realisation:** Each child now chooses 4 situations for themselves, which they write or draw in the boxes. They then draw or paint the 4 feelings in colours/shapes on the body outline.
- Goal:** To promote self-awareness (body, feelings), experience painting/drawing as another way of expressing feelings, promote empathy and self-empathy.

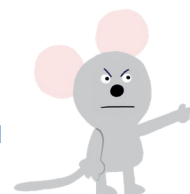
E 2.7. Which feelings do you see?



- Material:** [Copy template K12 'Feelings Word List'](#)
- Preparation:** The children use the copied [template K12 'Feelings Word List'](#).
- Realisation:** Each child independently searches for at least one word from the list of feelings words for each picture and writes it in the boxes with the pictures.
Please note: There is no correct solution. Everyone experiences feelings differently and expresses them differently, e.g. some people smile when they are angry.
- Goal:** To consolidate the vocabulary of feelings, learn other ways of expressing feelings (pictures), integrate a holistic awareness of feelings in the body—here through pictures.

E 2.8. Are you talking about yourself or are you blaming others?

- Material:** Envelope with Feelings Cards or [copy template K12 'Feelings Word List'](#)





Preparation: Tell the children that a feeling is something you can feel in your body. Here we practice talking about ourselves when we share a feeling with others and not blaming anyone for it. Explain that a word that fits into the sentence 'You have ... me' only appears to be an expression of a feeling, but rather is an attribution of blame, a thought that the other person has done something wrong.

Use the envelope with the Feelings Cards or the [K12 copy template](#) for this exercise, as the goal here is to learn words that do not contain hidden blame!

Realisation: The children independently underline the words that they find appropriate to the task. The second part of the exercise they can also do together (finding a feeling word for three selected attributions of blame): One child says the 'You have ... me' sentence and finds a feelings word together with the other children.

Goal: To learn to talk about feelings as an I-message, to understand the difference between feelings and blame.

Proposed solutions for exercise 2.8.:

You have ... me	I am ...
→ ignored	→ lonely
→ attacked	→ fearful
→ misunderstood	→ happy
→ provoked	→ grateful
→ disappointed	→ curious
→ threatened	→ joyful
→ betrayed	→ safe
→ bullied	→ sad
→ suppressed	→ tired
→ excluded	→ angry
→ annoyed	→ calm
	→ desperate

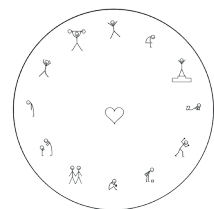
E 2.9. Feelings Clock

Material: [Copy template K11 'Feeling Symbol Cards'](#), scissors, glue, colouring box, wooden clothes pegs (one for each child), thin cardboard

Preparation: Prepare the material described above

Realisation: Make a Feelings Clock for the class together with the children, the individual work steps can be divided up among the children:

- Cut out the Feeling Symbol Cards
- Draw a circle on a thin piece of cardboard (use a round object as a tool)





- Cut out the circle
- Decorate the circle
- Glue the Feeling Symbol Cards onto the circle
- Write or glue the text in the center of the clock:
I feel ...
How do you feel?

Find a clearly visible place in the classroom where the Feelings Clock can be hung up. Each child writes their name on a clothes peg and uses it to mark their (current) feeling on the clock.

The use of the Feelings Clock can be integrated into the daily routine. For example, upon entering the classroom in the morning, the first thing you can do is stop at the Feelings Clock, check in with yourself, and then attach the clothes peg to the card that best matches their feelings.

The more often the Feelings Clock is used in everyday life, the easier it is to use this tool in conflict situations.

Goal: To integrate the acquired skills into everyday school life. To make emotional awareness and feelings vocabulary accessible in everyday situations.

The Feelings Clock supports children in dealing with their own feelings. They learn to ask themselves: How do I feel? Only when they are aware of their own feelings can they empathize with the feelings of others and ask: How do you feel?

The feelings of the entire class can be made visible in this way. This is especially helpful in conflict situations. The children learn to understand and respect how another person feels.



Expressing what we need

E 3.1. Our Feelings Dashboard

Realisation: Read the first paragraph in the Student's Manual together and talk with the children about the dashboard of a car. For example, ask them about the meaning of the indicator lights.



Read the text in the pink box together and talk about the importance of feelings as useful indicator lights for everyday life. They indicate whether our basic needs are being met (pleasant feelings) or one or more needs are not being met (unpleasant feelings).

Goal: To get to know the meaning and function of feelings, to take our own feelings seriously, appreciate them and listen to them.

To recognise that our feelings indicate needs that we need to take care of, if we want to be satisfied.

E 3.2. Giraffe Key: Needs

Material: Copy template K4 'Giraffe Key: Needs' copied for each child, A5 envelope



Preparation: Give each child an A5 envelope and a copy of template K4.

Explain to the children that they are now about to learn about the 'Needs Key'.

Tell the children that all human beings on this planet have the same needs and that our feelings tell us whether we have what we need.

Realisation: The children colour template K4. They cut out the 'Needs Key', stick it on their envelope, and write their name on it.

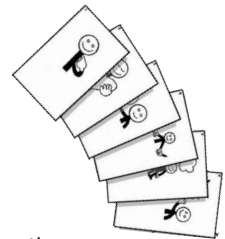
Starting with exercise 3.4, the Feelings Cards that the children will use for the subsequent exercises are placed in this envelope.

Goal: Getting to know the 'Needs Key'.

Please note: For the following exercises on needs, children can work either with the [Needs List \(template K16\)](#) or with the [Needs Cards \(template K15\)](#), which they cut out, collect and store in the envelope.

E 3.3. Needs Cards: Find words for what you need!

Preparation: Explain to the children that 3 things go together on the following pages: a picture, a need word and an 'I would like' or 'I need' sentence.



Realisation: Depending on their age, the children can do the exercise independently or together in class; which need word and which sentence match with which picture, who has a suggestion?

Goal: To get to know and understand human needs, get to know and expand a vocabulary of needs.

E 3.4. Discover what is hidden behind your feelings

Material: Copy template K16 'Needs Cards' copied for each child, scissors, A5 envelope with Feelings Cards, see exercise 2.1. For older children, copy template K15 'Needs Cards' (double-sided copies!) can be used as an alternative.



Preparation: The children cut out the Needs Cards and put them in the A5 envelope with the Needs Key, see exercise 3.2. They also take the A5 envelope with the Feelings Cards, see exercise 2.1.

Alternatively, template K16 can also be used as a list.



Realisation: The children independently choose their own situations and write words describing feelings and needs in the boxes.

To simplify this exercise, you can first do an example with the whole class: A child who wants to tell about a situation in which they felt uncomfortable. Everyone guesses together how the child might have felt at the time and what they might have needed. In the same way, an example involving a pleasant situation can be discussed together.

Then the children independently work through one example each and write their answers in their student notebooks.

Goal: To relate needs to real everyday situations, to look for the reason for pleasant and unpleasant feelings within themselves instead of blaming others.

E 3.5. Needs Clock

Material: Copy template K14 'Needs Coins', scissors, glue, colouring box, wooden clothes pegs (one for each child), thin cardboard

Preparation: Prepare the material described above

Realisation: Make a Needs Clock for the class together with the children, the individual work steps can be divided up among the children:

- Cut out the Needs Coins
- Draw a circle on a thin piece of cardboard (use a round object as a tool)
- Cut out the circle
- Decorate the circle
- Glue the Feeling Symbol Cards onto the circle
- Write or glue the text in the center of the clock:

I need ...

What do you need?

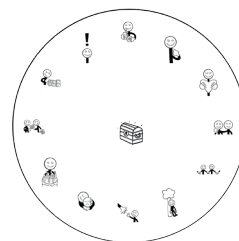
Find a visible place in the classroom where the Needs Clock can be hung up—possibly next to the Feelings Clock. Each child writes their name on a clothes peg and uses it to mark their (current) need on the clock.

The use of the Needs Clock can also be integrated into the daily routine. For example, at the end of the morning, you can stop at the Needs Clock, note which needs were met that morning, and attach the clothes peg to the corresponding place.

Or a child can go to the Needs Clock when they have an unpleasant feeling (e.g. anger, boredom, frustration, etc.). Here, they can consider which unmet need this feeling indicates (instead of blaming others for it).

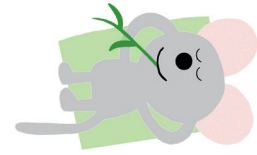
The more often the Needs Clock is used in everyday life, the easier it is to use this tool in conflict situations.

Goal: To integrate the acquired skills into everyday school life. To make needs awareness and needs vocabulary accessible in everyday situations. Promote self-confidence and understanding.





E 3.6. Draw a need that is met



Material: Drawing paper, coloured pencils

Preparation: Hand out drawing paper and ask the children to have coloured pencils ready.

Realisation: Ask the children to choose a need from the Needs Clock that is particularly important to them right now. Wait until everyone has found one and then invite the children to close their eyes.

Now read out the exercise instructions slowly. Pause between the sentences:

Imagine a situation in which this need is met.

What do you see? What do you hear?

What do you smell and taste? What do you feel?

Imagine everything in detail. Now open your eyes again.

The children paint their needs picture independently and without talking to each other. Afterwards, you can sit in a circle with the children and talk about the pictures they have created. Invite the children to listen carefully and with curiosity as if on a journey of discovery. Make sure that no comparisons or judgements are made and that each picture is recognised and appreciated for its uniqueness.

Goal: To get to know themselves and their own needs better. Take others' needs and perspectives seriously and honour them. Listen empathically to yourself and others.

E 3.7. Guessing game: Needs



Material: Copy template K15 or K16 'Needs Cards'

Preparation: Ask the children to take their envelopes with the Needs Cards (copy template K15 or K16).

Explain to the children: If we know what we need, we also understand why we feel the way we do. To better understand our needs, we will now work together to guess some needs.

Realisation: Read the exercise instructions together. The children independently guess what the child might need in each example and write their answers on the corresponding line. Make sure to use words from the Needs Cards so that they look for real needs and no blame, judgment or actions are added.

Variation: You can also do this exercise sitting in a circle: Place a set of Needs Cards Copy template K15 on the floor.

One child at a time reads a sentence from the following table (from the column 'The child says:') out loud. The other children guess what the child who says such a sentence might need. They ask questions using the cards on the floor (e.g. 'Would you like autonomy?' 'Would you like appreciation?')

Goal: To deepen awareness of needs, to be able to better understand oneself and others (empathy and self-empathy). To express oneself more clearly. To be able to integrate what one has learned so far into everyday life and apply it in real-life situations.

**Proposed solutions for exercise 3.7.:**

Here is a selection of needs that might fit in these cases. All other terms from the Needs Cards can also be used here!

The child says:	Maybe the child needs:
→ 'If you don't let me join in, you aren't my friend anymore.'	→ community, closeness
→ 'You aren't good at anything, you baby. I am much better at it.'	→ empowerment, appreciation
→ 'I want to read my book now!'	→ rest, help
→ 'I'm always the idiot. Nobody understands me.'	→ empathy, community
→ 'I want a piece of cake!'	→ health, celebration
→ 'I don't want to do this exercise. It doesn't make any sense at all.'	→ autonomy, meaning
→ 'Mum, please read me a story.'	→ closeness, community
→ 'It's always you who decides. That's not fair!'	→ autonomy, appreciation

**Expressing clear requests****E 4.1. Giraffe Key: Request**

Preparation: Explain to the children that we are now going to practice describing exactly what the other person can do for us, what we are asking them to do.

Realisation: The children colour in the corresponding boxes independently.

To simplify the exercise, you can also do this exercise with the whole class (e.g. sitting in a circle). One child at a time reads one of the pink-bordered example sentences to another. The second child checks whether they know exactly what they are supposed to do and tries to carry out the request. If they don't know exactly how to do it, they say: 'I don't know exactly what to do.'

Goal: To understand what is important to make requests clear and doable. To be able to formulate clear requests. To understand and experience why some requests cannot be fulfilled.

Proposed solutions to the unclear requests in the boxes:

I would like you to be my friend.

- Please come and visit me tomorrow.
- Please play this game with me during the break.
- Please sit next to me.
- Please tell me about your grandfather.

Please don't disturb me all the time!

- Please ask someone else.
- Please sit at another table.
- Please move your chair one meter away from me.
- Please put your pencils on the far right of the table.

Please pay more attention.

- Please hold on with both hands.
- Please stay an arm's length away.
- Please look at me while I'm talking to you.
- Please walk very slowly.

Proposed solution for the request 'Please do not run around the classroom':

- Please sit down at your desk.
- Please walk slowly.
- Please stand still.
- Please go to the cloakroom now and put on your shoes.

E 4.2. Ways to meet a need

Material: Needs list for each child [Copy template K16 'Needs Card List'](#)

Preparation: The center of each sun represents a need, the rays represent the different doable ways of fulfilling this need. The more ways we know how we can fulfil our different needs, the more resilient we are in life.

Realisation: Draw a sun on the board, write 'community' in the center, and brainstorm ideas with the children about what they could do to fulfill their need for community. How many rays of sunlight can you write on together with the children?

Then invite the children to each choose two needs, which they write in their Student's Manual in the two centers of the sun. Now the children think for themselves and look for ways they could fulfill these needs.





To simplify things, you can also specify two needs, e.g. community and empathy, and write the sentences from the [K15 'Need Cards' copy template](#) on the board as support: e.g. 'What can you do if community is important to you right now?'

Goal: Promote resilience, creative thinking, and constructive problem-solving. To integrate the attitude that there are always multiple paths to the 'goal' (= need fulfillment).

Examples of strategies for all needs in the Empathy Challenge:

1. Autonomy (freedom, independence, choice):

- I could decide what pullover I want to wear today.
- I could tell my dad what I would like to eat for lunch tomorrow.
- I could decide where I want to do my homework.
- I could walk to school alone.
- From a variety of exercises, I could choose the one that seems most useful and is the most fun.

2. Empathy (compassion, understanding, mourning):

- I could call my grandfather and tell him how I'm feeling.
- I could ask my mum to sit with me and listen to me without saying a word.
- I could retreat to my room, to my bed and feel my sadness for a while.
- I could ask my teacher to tell me that it is ok that I find some exercises at school boring / too difficult.
- I could tell myself that it is ok to be sad/angry/fearful.

3. Safety (order and structure, stability):

- I could walk home from school together with my friends.
- I could organise the shelf with my toys according to my ideas.
- I could buy a big calendar and hang it on the wall.
- I could request my parents to read a bedtime story to me every evening (even if others think I'm too old for that).
- I could cross the road at the traffic lights.

4. Community (belonging, cooperation, companionship):

- I could invite friends over.
- I could go to football training/circus gymnastics/dance class once a week.
- I could help my dad tidy up the kitchen.
- I could solve the maths problem together with another child.
- I could get three topics to choose from for my story.

5. Rest (peace, harmony, space):

- I could lie down in a meadow and listen to music.
- I could go for a walk in the woods.
- I could lie down in a hammock for half an hour after school.



- I could have my own desk all to myself and my own things.
- I could play together again with others after an argument.

6. Help (care, to matter, consideration):

- I could ask my friend to help me with my homework.
- I could ask my mother to prepare my school snack in the morning.
- I could ask my brother to help me carry my heavy school bag.
- I could stay at home and someone could make tea for me when I have a bad headache.
- I could whisper in class while other children are still doing their exercises.

7. Closeness (love, to be welcome, connection):

- I could have a chat with my friend.
- I could visit my grandparents.
- I could play card games at home with my family.
- I could tell someone, that I like her/him.
- Someone could smile at me when I come into the room.

8. Celebration (play, beauty & pleasure, adventure):

- I could set the breakfast table for my family.
- I could have a party with friends.
- I could eat strawberries.
- I could sit together with the others after a project and write down together which needs have been met.
- I could watch a sunset.

9. Appreciation (recognition, contribution, partnership)

- I could prepare a presentation (a topic that is interesting to me) and present it to the class.
- I could have a conversation with teachers and my parents in which it is mentioned in detail what I have worked on in this semester.
- I could write down in my diary what I am thankful for.
- I could ask someone what he or she likes about me.
- I could say no to a task and make another suggestion.

10. Empowerment (participation, creativity, completion)

- I could sign up for a martial arts class.
- I could design a poster for an upcoming event (e.g. soccer game, party, etc.).
- I could invent and write down an exciting story.
- I could add the final piece of the jigsaw puzzle.
- I could make a suggestion for an activity in class.

11. Meaning (clarity, learning, understanding):

- I could ask again at school if an assignment is not clear to me.
- If I hear 'You have to...' from someone, I could ask why the person wants me to do this.



- ➔ I could borrow/buy a book on a topic that has interested me for a long time.
- ➔ I could choose which topic to explore further.
- ➔ I could explain what I have understood and get feedback on whether this was meant.

12. Health (nutrition, movement, recreation)

- ➔ I could eat some fruits.
- ➔ I could run as fast as I can.
- ➔ I could sleep for one hour.
- ➔ I could drink some herbal tea.
- ➔ I could lie on the grass and look up at the sky.

E 4.3. Meet your needs



Material: Copy template K15 'Needs Cards'

Preparation: Invite the children to take out their Needs Cards. Meet with the children sitting in a circle before the exercise and go through one or two examples of the children in the sequence of the 3 boxes. It is helpful if the children use their Needs Cards as a guide.

Realisation: Each child now writes their own example in the boxes—again using the Needs Cards.

Goal: To recognise and experience self-efficacy (as opposed to powerlessness, helplessness), to gain clarity about your own needs; come into contact with yourself and your own inner experience, expand your scope of action.



Expressing what we see or hear

E 5.1. Giraffe Key: Observation



Material: Copy template K6 'Observation Key', one copy for each child

Preparation: Now we get to know the 'Observation Key'.
Other people can leave the doors of their heart open much more easily if we tell them what we observe (what we see and hear) instead of what we think about it.

Realisation: Read the text in the pink box together.

Goal: Getting to know the 'Observation Key'.

E 5.2. Practise observing

Material: Copy template K18 'Observation picture: 3 children'

Preparation: Copy template K18 (enlarged) and hang this picture on the board.





Realisation: Now ask the children what exactly they can see in this picture. If they want, they can give a description. Now the children write their observations in the lines above and then write their own story about them.

Have three children read out their interpretation of the picture and talk about how everyone has different thoughts, stories, and explanations in their heads about what they see or hear.

Goal: To get to know the difference between observation and evaluation and apply it to an everyday situation.

Proposed solution for exercise 5.2.:

Example of observations:

Three children are sitting on chairs. Two of them are further to the left and in the front. The chairs of two children are close together. The child on the right has yellow hair and is looking at the child on the left.

The child sitting further back is wearing a green jumper. It is looking in the other direction (away from the other two children).

Example of interpretive thoughts that are not observations in the sense of the Giraffe Key:

Two friends are talking about another child; they exclude them and don't want to cooperate with them. The other child is therefore lonely and feels bad.

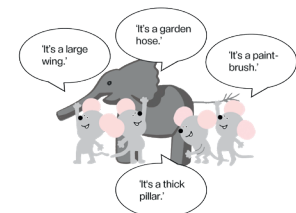
Examples of evaluative words that do not fit into an observation:

exclude, mean, unfair, nice, outsider, ...

E 5.3. Observing or being right

Realisation: Read the story 'The four scholars and the elephant' with the children.
Then ask the questions listed under the story and talk about them with the children.

Goal: To reflect on the fact that there is usually not 'one truth' (i.e. no 'right' and 'wrong'), but different points of view - depending, for example, on one's own experiences, which one has had in life.



Suggested solution for exercise 5.3.: Worm, bird, cat:

A worm would perhaps describe a bird as a huge, dangerous monster, while a cat would see it as a small, tasty prey animal ...



E 5.4. Listen to silence

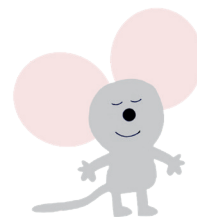
Material: singing bowl, cymbals or bells

Realisation: Take a singing bowl, cymbals or a bell. Explain to the children that you are about to do a silence exercise together and invite them to sit in a comfortable position (e.g. lean back), to close their eyes and not to speak for the next 2 minutes. Tell them that you will end the silence phase with a cymbal sound (or with the singing bowl, ...).

Now slowly read the exercise instructions and the 3 questions to the children.

Afterwards the children are invited to tell you which sounds they noticed during the quiet time.

Goal: To learn to focus on pure observations - in this exercise on what they hear - without judgement.



E 5.5. Open doors with the Observation Key

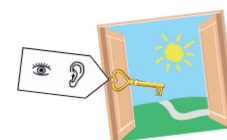
Preparation: Remind the children that it helps to listen with openness to others (leave the door open) when they tell them exactly what they saw or heard, rather than making accusations.

Realisation: Work through the first example as a class: Have one child read out the first sentence. Ask the other children what the person who said this sentence might have seen.

The children complete the other two sentences themselves, then discuss the children's various solutions together. Make sure that the answers found describe what they can perceive with their eyes and ears—no additional assumptions, generalizations, interpretations, or evaluations.

Goal: To learn to speak of observations instead of evaluations, interpretations, generalizations, ...

To learn to distinguish facts from one's own thoughts and stories.



Suggested solutions for exercise 5.5.:

1st sentence: I see that your pencil, eraser and an apple are lying on your desk.

2nd sentence: I see that you are yawning and leaning your head on your hand.

3rd sentence: I have seen you eating a chocolate bar.

E 5.6. Expressing gratitude and appreciation instead of praising

Preparation: The intrinsic motivation of children decreases with every external judgement. It is therefore important to formulate appreciation and praise as an 'I' message: e.g. 'I like your essay very much because you describe what is most important to you in one sentence' instead of 'Your work is very good.'





Children get more orientation for their learning and actions when we describe exactly what we are referring to with our appreciation: e.g. 'Today you helped Mira with her maths problems.' Instead of: 'Today you were nice and helpful.'

- Realisation:** Refer to the Observation Key and ask the children which of the following statements are observations. Which of these can you actually hear or see (observation)? Which of these is something we only imagine in our heads?
- Go through two of the examples together with the children by reading out 2 of the sentences and by asking the children what they think.
- The children then colour in the boxes themselves and write down observations about themselves and others.
- Goal:** To learn to express gratitude and appreciation in a way that makes it easier to be received. To understand how praise can contribute to confusion and demotivation, to cultivate the habit of appreciation of other people's actions and of yourself.

Solution to exercise 5.6. Part 1:

These boxes are coloured in because they are observations:

- ➔ Thank you for singing a song with me.
- ➔ Thank you for giving me back my sharpener.
- ➔ Thank you for building a cardboard house with me.

You cannot observe what is written in these fields. They are assessments and are therefore not coloured in.

- ➔ Thank you, you are a good friend.
- ➔ You did a good job.
- ➔ Thank you for being so helpful.



Learning from jackals

E 6.1. Meet your inner jackal

Material: You can use a jackal hand puppet or finger puppet here.

Preparation: Now the jackal comes actively into play as a teacher. We use it here with reference to Nonviolent Communication, where the jackal is seen as a valuable and important part of inner communication.

In order to learn to deal with one's own anger, it is important to accept the angry, aggressive inner part and learn to understand it better.

We therefore start here with an exercise that welcomes the jackal in an appreciative way.





Realisation: Read the text in the blue box with the children and talk about it briefly. Each child now draws their own inner jackal in the large picture frame for this exercise.

Goal: To develop empathy for myself, strengthen self-confidence and self-acceptance, understand and learn to appreciate my own anger and rage.

E 6.2. Explore your anger

Preparation: In order to be able to deal with your own anger, it is important to know in which situations it is repeatedly stimulated. This exercise is an important step towards recognising and accepting yourself and your own feelings and subsequently being able to take good care of yourself.



Realisation: Each child writes or draws in the blue box what they are most angry about.

Goal: Self-awareness, self-empathy, becoming aware of my own anger and rage.

E 6.3. Listen to your inner jackal

Material: Copy template K15 'Needs Cards'

Preparation: This exercise guides another important step toward understanding how to deal with anger constructively: the reason for my anger lies with myself. My anger wants to draw my attention to something important in me, just like all other feelings. Instead of blaming others for our own anger here and in the following exercises we practice pausing and identifying the reason for our anger.



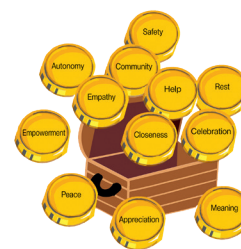
Realisation: Ask the children to take out their Needs Cards. Read the text in the pink box together with the children. Explain that each child will now go on a 'treasure hunt' within themselves: Each child takes the Needs Cards, looks for their need(s), and writes them in the box.

Goal: To develop self-confidence and empathy for myself, to understand and appreciate the reasons for my own anger and rage, and to practice dealing with anger and rage constructively.

E 6.4. Meet your needs

Material: Poster with the Giraffe Keys, already hanging in the classroom (see Exercise 1.2.)

Preparation: This exercise is about finding constructive ways to take good care of oneself. When angry, one often blames, judges, places expectations on others, etc. Here, a different habit is practiced that is more constructive, often more satisfying, and empowering: I have my own ways to take care of my own needs.



- Realisation:** Read the exercise description together with the children.
- Explain to the children that they can now write their previously identified needs (see Exercise 6.3.), which were hidden behind the anger, in this space, in order to find ways to address them: 'When I need..., this is what I can do.'
- Each child now writes or draws their own ideas in the box: What can I do myself to meet my previously identified needs?
- Goal:** Self-confidence, empathy for myself, to deal with my own anger or aggression constructively, expanding my range of actions.

Proposed solutions for exercise 6.4.:

Examples of different ways to meet individual needs:

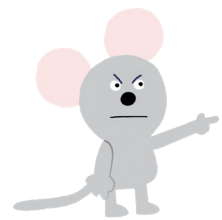
See proposed solutions for exercise 4.2.

E 6.5. Learning to understand jackals

- Preparation:** This exercise is about exploring certain behaviours that are unpleasant for others. Make sure that this behavior is not immediately judged. If we lovingly raise awareness of this behavior as a part of everyday life, constructive alternatives can be found.
- Realisation:** Read the text in the pink box with the children.
- The children read the examples in the boxes and colour in what they themselves already know and have experienced.
- Goal:** To recognize and raise awareness of manipulative communication styles. To work on a classroom climate in which even unpleasant things can be addressed respectfully, critically questioning one's own behavior (ability to self-reflect), and to foster self-confidence.

E 6.6. Explore the growl of the jackals

- Material:** Feelings Cards or a Feelings List
- Preparation:** Also in this exercise the idea is to explore everyday forms of communication with a sense of curiosity. Again, please make sure that these are not judged (good/bad, polite/rude, etc.). Instead, support the children in exploring their own feelings and accepting that they can be experienced differently for each child and each person!
- Remind the children that there are no good or bad feelings (see 3.1. Feelings Dashboard), but that all feelings are valuable.
- Realisation:** Read out one sentence at a time or have each child read a sentence. After each sentence, the other children take time to sense how it feels to hear that sentence. If they want to, they share it. You can use the Feelings Cards or the Feelings List for this exercise to continue working on vocabulary. Another option is to have the children show with their hands how pleasant or unpleasant they find it to hear that sentence.





Goal: To develop awareness of manipulative forms of communication, self-awareness.

E 6.7. Make friends with your jackal growl

Preparation: Also for this exercise, it is important to encourage a curious rather than a judgemental attitude so that it is possible to talk openly about your own experiences. It can be helpful if you give examples of jackal sentences that you sometimes use in everyday life.

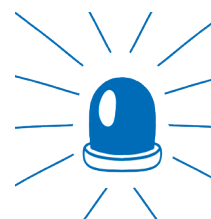


Realisation: Each child writes their own 'anger sentences' on the lines. You can then compare notes about them together if necessary.

Goal: Fostering self-confidence, self-responsibility. Learning to recognise one's own anger and one's own forms of anger expression and then to accept and consciously change them. Building a class climate, in which unpleasant things can be talked about in an appreciative rather than a judgemental way.

E 6.8. Take time for your inner jackal

Realisation: Read the text in the pink box together with the children. Ask the children what helps them when they are really angry? Tell them that people are different and therefore different things help everyone to calm down.



Go through the examples of calming methods listed on the blue light beams with the children. Ask the class if there are any other ideas. Now each child writes their own calming methods on the blank rays.

Goal: Encouraging self-regulation, self-confidence, action competence, constructive dealing with my own anger.



Listening like a giraffe

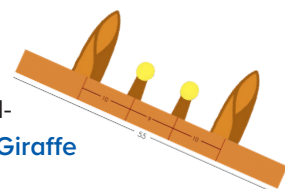
E 7.1. How to make Giraffe Ears

Material: 1 piece of brown (55 x 20 cm) and 1 piece of yellow craft card-board (5 x 10 cm), scissors, copies of [template K22 'Making Giraffe Ears'](#) for each child

Preparation: Lay out the materials and make copies of template K22 for each child.

Realisation: Each child makes their own 'Giraffe Ears'.

Goal: Experience empathic listening in a playful way, integrate what has been learned so far into everyday life.





E 7.2. Waking up your ears

Realisation: Read through the exercise instructions together with the children. Add that this simple exercise improves hearing and concentration. Now perform this ear acupressure massage a few times together with the children.

Goal: Concentration, alertness, hearing ability, focussing on the ears.



E 7.3. Listening with Giraffe Ears

Material: Feelings and Needs Cards, Giraffe Ears (see exercise 7.1.)

Preparation: Now we will put together everything we have practised so far in the Empathy Challenge. We recommend that you read the introductory text and the proposed solutions for this exercise carefully to prepare yourself. To practise the new communication habits in more depth, use the Feelings and Needs Cards for this exercise.

Realisation: Invite the children to take their Feelings and Needs Cards and put on their self-made Giraffe Ears. Read the introductory text to the exercise together.

Go through the first example (green box) together with the children: Read the text together and ask the children the three questions - the children guess with the help of their Feelings and Needs Cards and then write the result on the lines.

Help the children to formulate the requests in a concrete and doable way and make sure that they also fulfil the need named by the children in each case.

For example, if Nora in the example wants understanding, the request could be to tell her that it is ok to take more time for this maths task.

If Nora needs support a different request would make sense.

Goal: Learning/practicing empathy, applying the Giraffe Keys in combination, navigating conflicts mindfully and expanding the range of actions.



Proposed solutions for exercise 7.3.:

How does Valentin probably feel?

→ e.g. tired, worried, insecure, angry, etc.

What could Valentin need?

→ e.g. peace, space, consideration, appreciation, etc.

What could Valentin request for?

→ e.g. Please move your chair a little to the side.

→ e.g. Please tell me when I can sit down at my desk.

→ e.g. Please tell me why you are sitting at my desk right now.



How does the teacher possibly feel?	What does the teacher perhaps need? What could be missing?
e.g. frustrated, tired, impatient, helpless, desperate, worried, etc.	e.g. cooperation, consideration, peace, meaning etc.
The teacher could request for: <ul style="list-style-type: none"> ➔ Peace: e.g. Please talk to each other in a whisper. ➔ Cooperation: e.g. Please talk one after the other, first Armin, then Zeynep, then Alina. ➔ Meaning: e.g. Please stay where you are so that I can help Mohammad. 	
How does Nora perhaps feel?	What could Nora possibly need?
e.g. desperate, frustrated, alone, insecure, etc.	e.g. understanding, help, community, etc.
What request could be hidden behind her jackal sentence? <p>Understanding: ➔ e.g. Please tell me that it's okay that I sometimes don't know my way around. ➔ e.g. Please be with me and listen to me without words about how scary it is for me, that I don't know my way around.</p> <p>Help: ➔ e.g. Sebastian, do you have time to explain it to me later? ➔ e.g. She can ask another child to explain this task to her.</p> <p>Community: ➔ e.g. Nora can ask the class which other children have not yet understood the task.</p>	

E 7.4. Detective's task for Giraffes



Material:	Feelings and Needs Cards, Giraffe Ears (see exercise 7.1.)
Preparation:	The children take their Feelings and Needs Cards and put their self-made Giraffe Ears on.
Realisation:	Read the first 4 lines after the heading together with the children. The children now act as 'Giraffe detectives', independently searching for the answers with the help of their Feelings and Needs Cards. They then write them in the 4 boxes.
Goal:	Practising empathy. To learn to 'translate' experiences into feelings and needs. Practising to apply the 4 keys of NVC in combination (learning to identify the 4 keys—observation, feeling, need, request/way—in a situation).



Proposed solutions for exercise 7.4.:

What exactly was the detective camera able to record? What did who say or do?

- Flora stepped on the toy. The toy now has a dent. Timo runs out of the room, etc.
- **Not:** What Flora or Timo think, feel, want to achieve, what characteristics they have etc. That would be assumptions, attributions or judgements, not observations!

How might they both be feeling now?

- Flora: afraid, desperate, unhappy, ...
- Timo: scared, angry, sad, helpless, unhappy ...

What could they both need? What needs might not be met right now?

- Flora: safety, help, compassion
- Timo: compassion, help, safety

What could they do themselves now? What could they ask others to do?

- Timo could say: 'I know you didn't do that on purpose.'
- Flora could say: 'I'm sorry that the toy is broken now.'
- Timo and Flora could ask their mum if the toy can be repaired or if there are any replacement parts.
- Timo could sit down and feel his sadness that the toy is broken.
- Timo could ask Flora or his father to hug him while he cries.
- Flora could put the things that are still on the floor on a shelf so that they are safe.



Thinking things over and celebrating

E 8.1. Write down what you are grateful for

Preparation: Each child can do this exercise individually or you can discuss it in class first.

Realisation: Ask the children what they are grateful for in their lives. Start by telling yourself what you are grateful for (e.g. your family, job, health).
Then read the text in the pink box together with the children.
Each child now writes or draws in the blue box what they are grateful for.

Goal: To develop an awareness of gratitude and appreciation, promote joy and contentment in life and foster resilience.





E 8.2. Write thank you letters

Material: At least 3 small coloured cards for each child

Preparation: Hand out the cards to the children.

Realisation: Read the text of the exercise instructions together with the children.
Each child thinks of at least one person they would like to thank. The child writes the person's name in one of the coloured boxes. Then they write a thank-you sentence on the card.

Children who wish can also write a longer letter of gratitude to one person - and express the gratitude for several things that this person has done in written form.

Goal: To develop an awareness of gratitude and appreciation, promote joy and contentment in life, foster resilience, and raise awareness of the quality of relationships.

Proposed solution for exercise 8.2.:

'Thank you for accompanying me on my way home yesterday.'



E 8.3. Saying thank you

Realisation: Read the text of the exercise instructions together with the children.

Explain to the children that they can write the first example on the lines below. Each time they have thanked another person, they colour in a heart in the jar.

Goal: To develop an awareness of gratitude and appreciation, promote joy in life and resilience, be able to combine the Giraffe Keys and apply the acquired social skills in their everyday lives.



E 8.4. Saying thank you to yourself

Material: Envelopes, writing paper and stamps for each child

Preparation: In order to be able to appreciate others, a fundamental prerequisite is being able to appreciate and accept yourself.

Realisation: Meet with the children sitting in a circle and talk to them about the topic:
Have you ever thanked yourself? What do you do for yourself every day to take good care of yourself? What needs do you meet for yourself and how? Let the children tell their stories.

Invite the children to write a letter of gratitude to themselves, in which they write everything they would like to thank themselves for and what they like about themselves. Label the envelopes together with the children.

When all the children have finished their letters, you can post them together in a letter-box (or the children can do this together with their parents).





Goal: To develop self-esteem and self-confidence, be able to value and celebrate themselves, integrate gratitude and appreciation into everyday life, promote resilience, joy in life, and contentment.

E 8.5. Learning even more

Preparation: When practising Nonviolent Communication with your own everyday examples, ambiguities or misunderstandings sometimes arise.

If you use the Empathy Challenge as a support for conflict resolution or dealing with bullying cases, we recommend attending courses with Certified NVC Trainers from the International Center for Nonviolent Communication (CNVC) or inviting a trainer to support you at your school. Links to courses and further reading can be found on the next page.



Goal: Practising and learning together (children and adults), overview of further materials, support and guidance for educators and parents.

E 8.6.–8.8. Questionnaires

Preparation: Explain to the children that they will now assess for themselves what they have already learned, what strengths they have already developed and what they would still like to practise - but without comparing themselves with other children - everyone has different strengths and areas of learning!

Also discuss the meaning of the smileys.

Encourage the children to use all their senses to imagine what it will be like when they can already do what they want to do. The best way to do this is for the children to close their eyes.

➔ **Example:** Imagine what it will be like when you use the Giraffe Keys and listen to others with your Giraffe Ears. How will you feel when you get on well with others? Will you sense a feeling somewhere in your body? Where exactly? Will you see, smell or taste something special? You are welcome to write down how you will feel and draw a picture.

Goal: Motivation to look for your own learning goals and to practise perseverance together, personal responsibility, self-confidence, self-awareness.

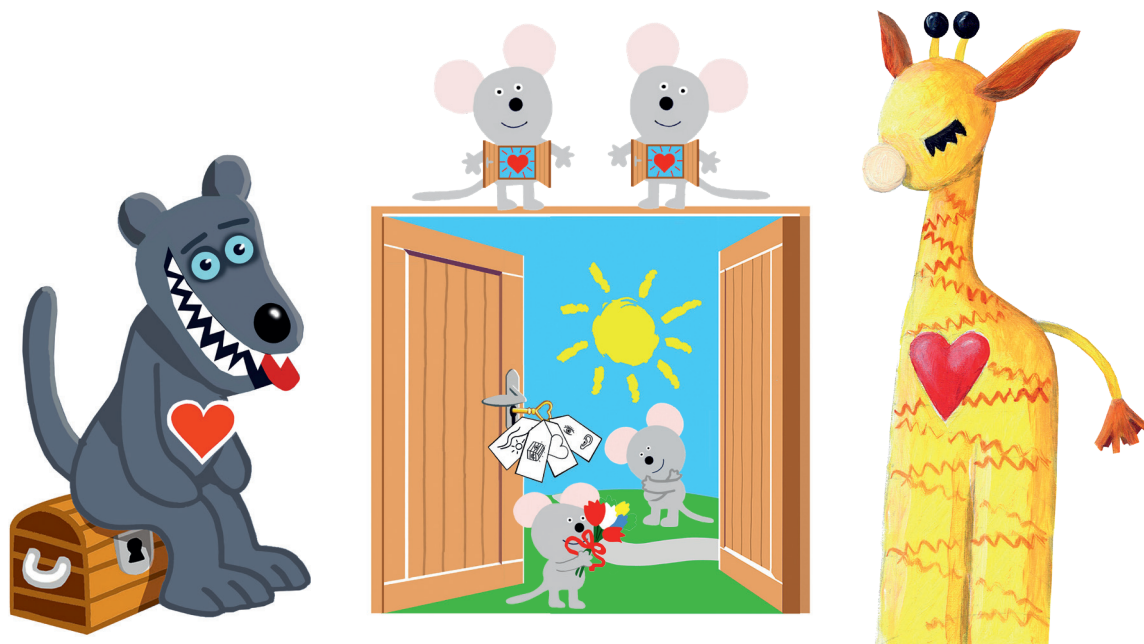


Materials and courses on Nonviolent Communication (NVC) by M.B. Rosenberg:

- www.nvcineducation.org (NVC courses, map of projects on NVC in education worldwide)
- www.meetlife.at (Giraffe-Treasure-Chest by C. Schafrath)
- www.echt.info (Visfera NVC materials: posters, workbooks, etc.)

Recommended books on Nonviolent Communication (NVC):

- Marshall B. Rosenberg: *Life-Enriching Education: Nonviolent Communication Helps Schools Improve Performance, Reduce Conflict, and Enhance Relationships*. PuddleDancer Press, 1st edition, 2003
- Marshall B. Rosenberg: *Teaching Children Compassionately: How Students and Teachers Can Succeed with Mutual Understanding (Nonviolent Communication Guides)*. PuddleDancer Press, 2004
- Marshall B. Rosenberg: *Raising Children Compassionately: Parenting the Nonviolent Communication Way (Nonviolent Communication Guides)*. PuddleDancer Press, 2002
- Marshall B. Rosenberg: *Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships (Nonviolent Communication Guides)*. PuddleDancer Press, 3rd Edition, 2015
- Marianne Göthlin, En Dolci: *Practice, practice, practice. Nonviolent Communication Practice Booklet*. Visfera, 2024 (www.skolande.se)
- Frank Gaschler, Gundi Gaschler: *I want to understand what you really need: Nonviolent Communication with children*. 2017



K1: Information sheet for parents and family



Tell your parents or guardians about the Giraffe Keys. Ask them to read this and the next page, and do the exercises together with them at home.



Dear parents and guardians,







With the Empathy Challenge, your children will learn an empathic and appreciative attitude toward themselves and others.

The American psychologist Marshall B. Rosenberg (1934–2015) developed keys for respectful and compassionate communication. These have become known under the Name 'Nonviolent Communication (NVC)'.

On the following pages, we introduce parts of NVC and experiment with the 'Giraffe Keys' in the classroom and at home. Rosenberg used the giraffe and the jackal as symbols to practice skills for connecting communication. Your children will learn from them how language can connect or separate.



In very simple exercises your children will practise step by step:

-  Expressing my own feelings and needs without blaming or criticising others
-  Speaking up for myself without threatening or demanding
-  Not taking accusations or criticism personally but instead listening empathically and trying to find out what other people need
-  Dealing with my anger
-  Dealing with conflicts peacefully
-  Expressing appreciation and gratitude without manipulating



You can support your child by listening, when they tell you about certain exercises. If you like, you can also read the Empathy Challenge yourself or do one or more of the exercises together with your child.

Further information on Nonviolent Communication and instructions for the exercises in the Empathy Challenge can also be found in the Teacher Guide of the A1 Empathy Challenge (available for free download at www.youthstart.eu).

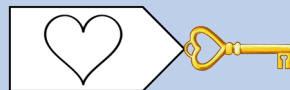
K2: Four Giraffe Keys (Poster to hang up in the classroom)



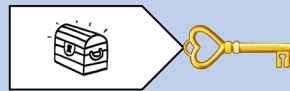
Empathising with myself



I hear / I see ...



I feel ...



I need ...

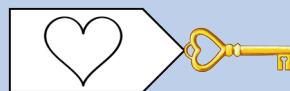


My request / my next step:

Empathising with you



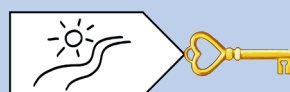
I hear / I see ...



How are you feeling?

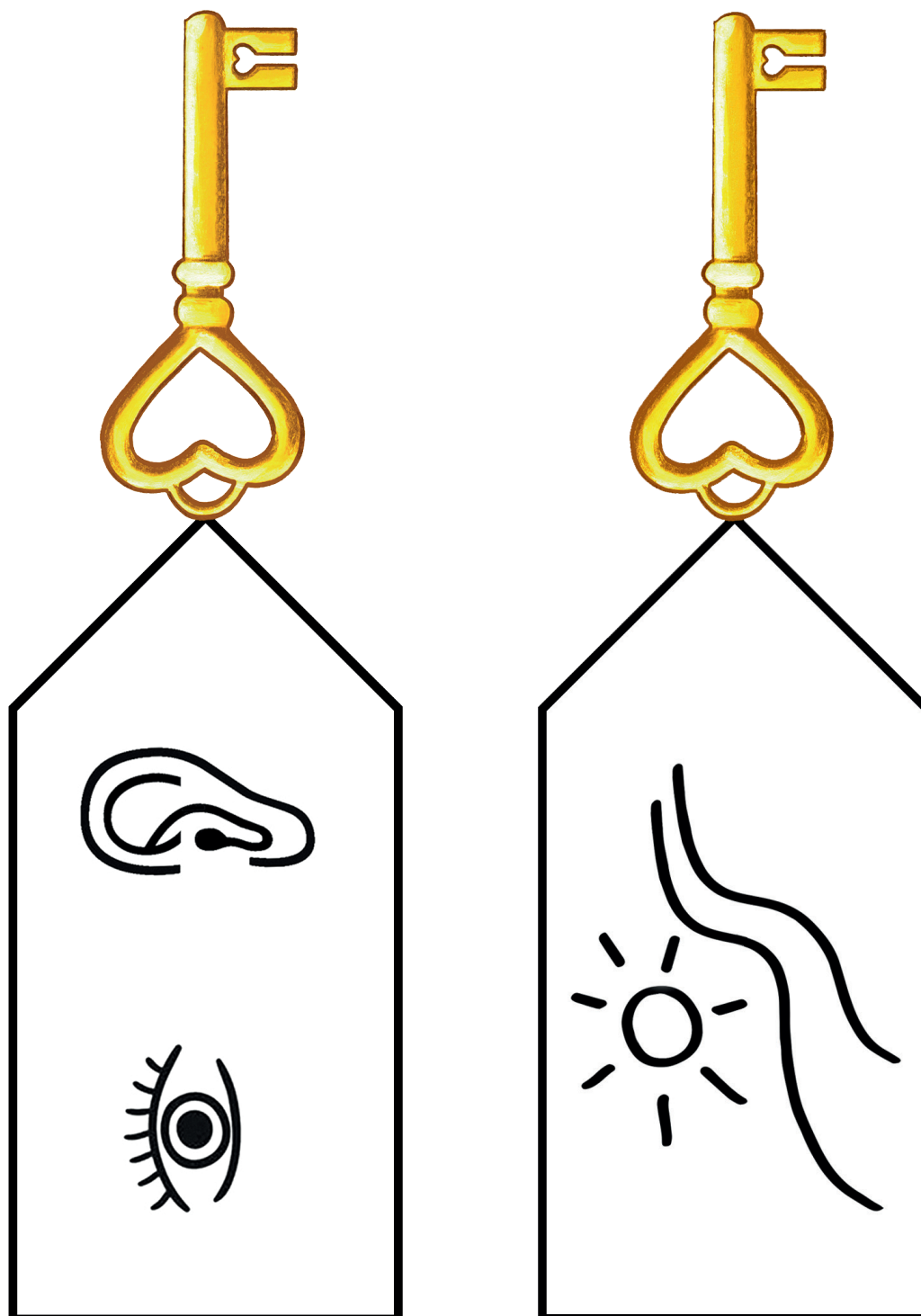


What do you need?

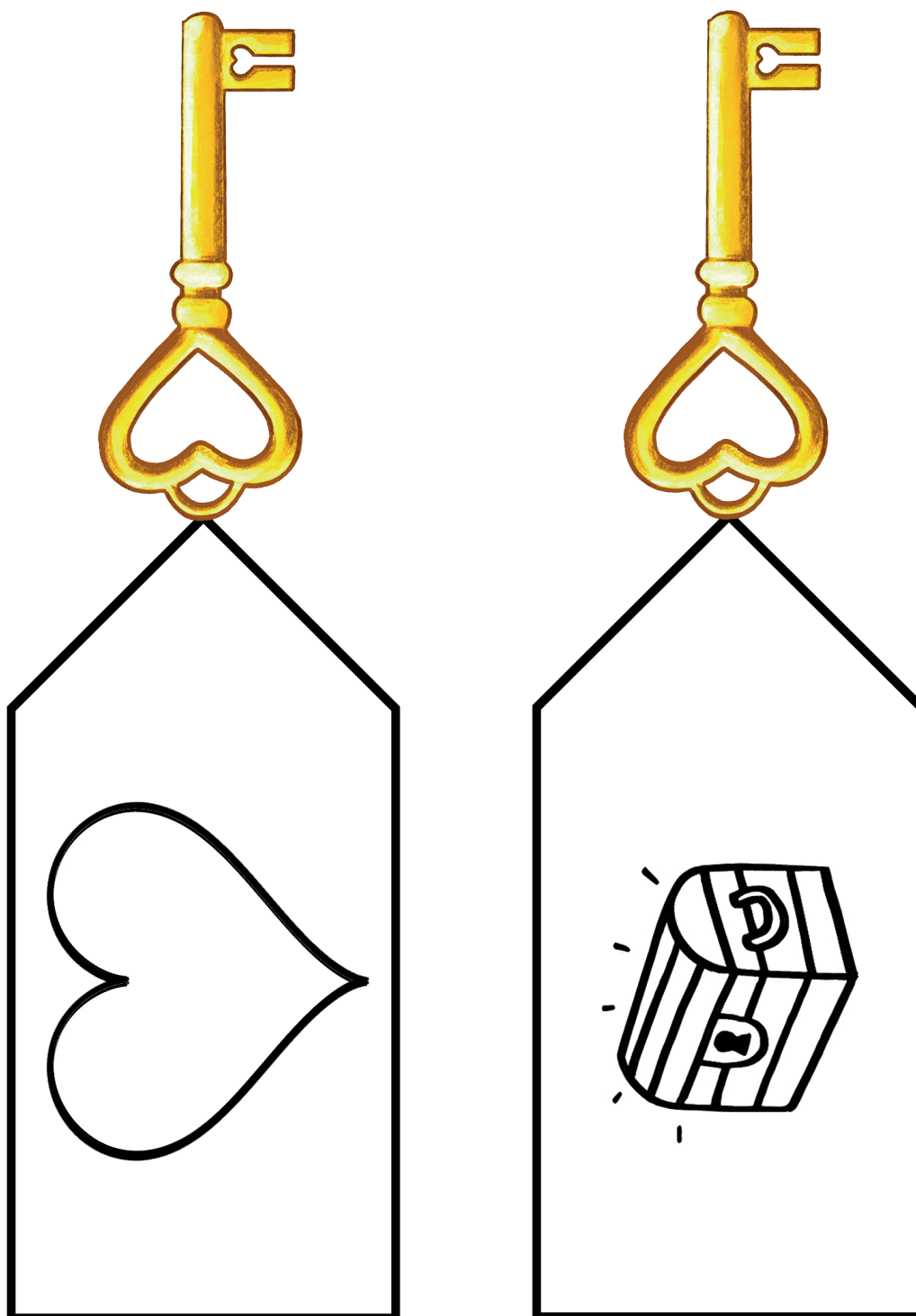


What is your request / your next step?

K3: Giraffe Keys Observation and Request



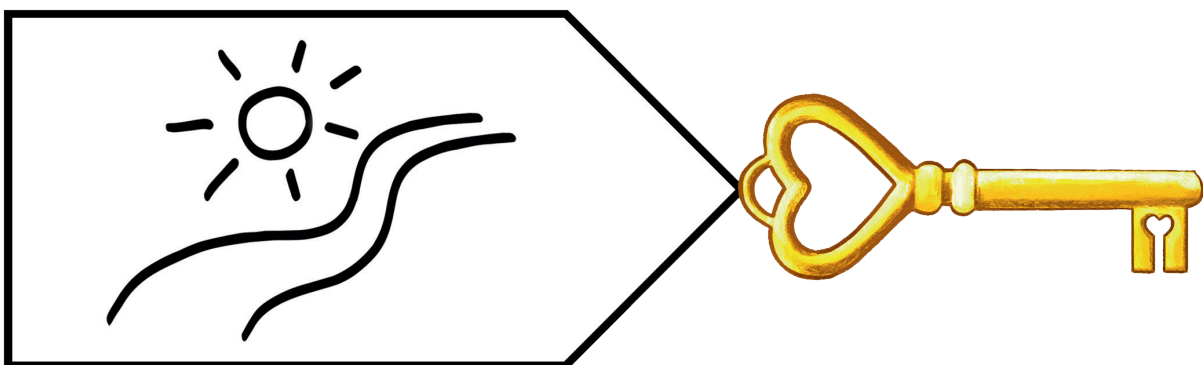
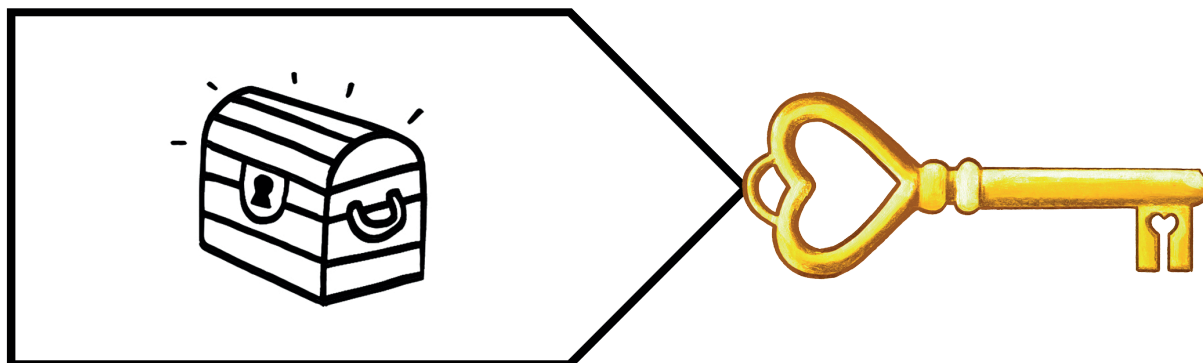
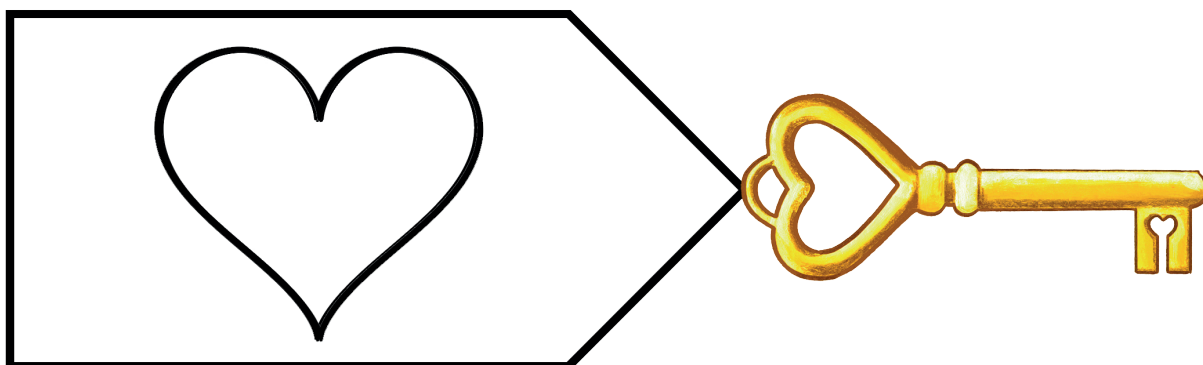
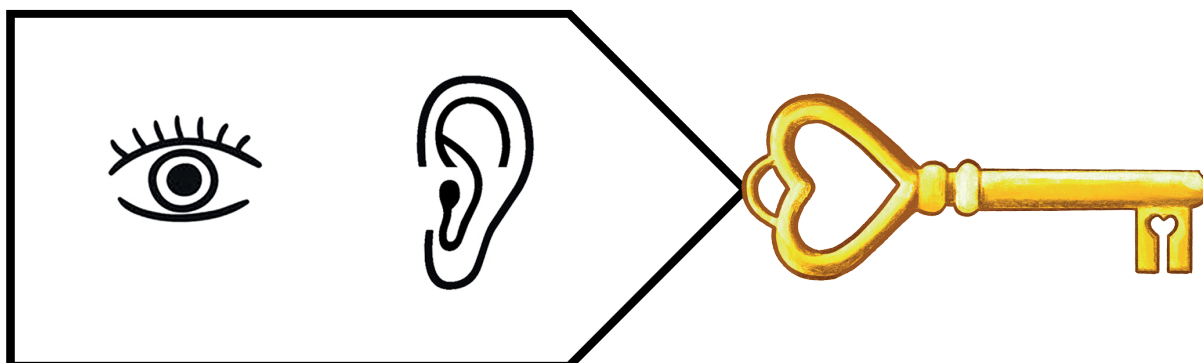
K4: Giraffe Keys Feeling and Need



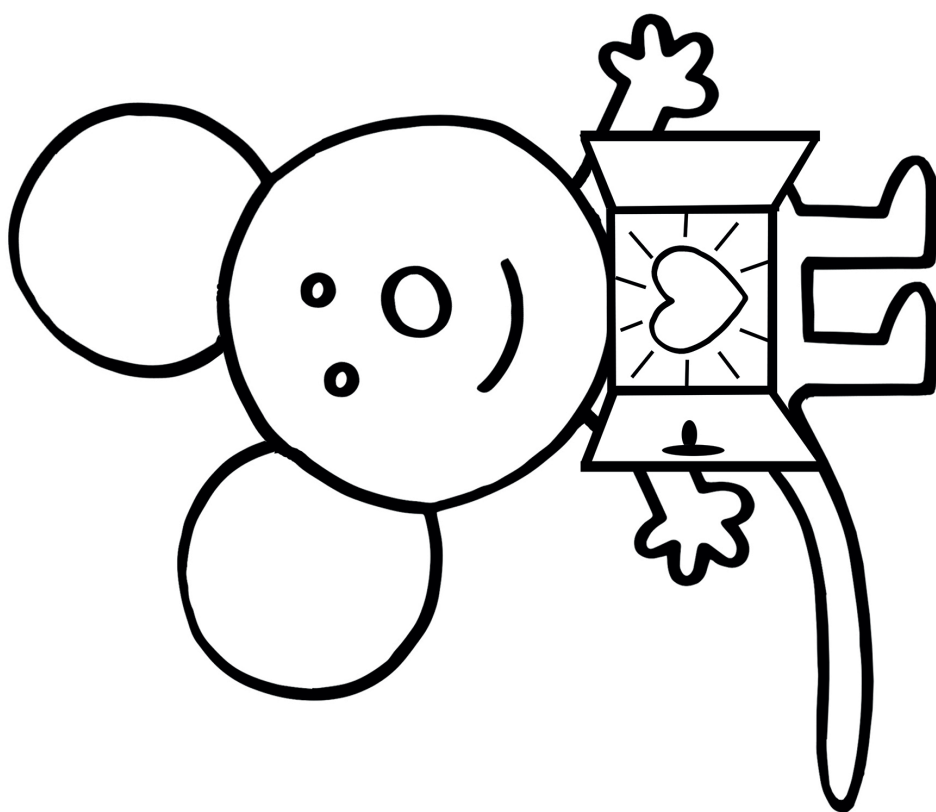
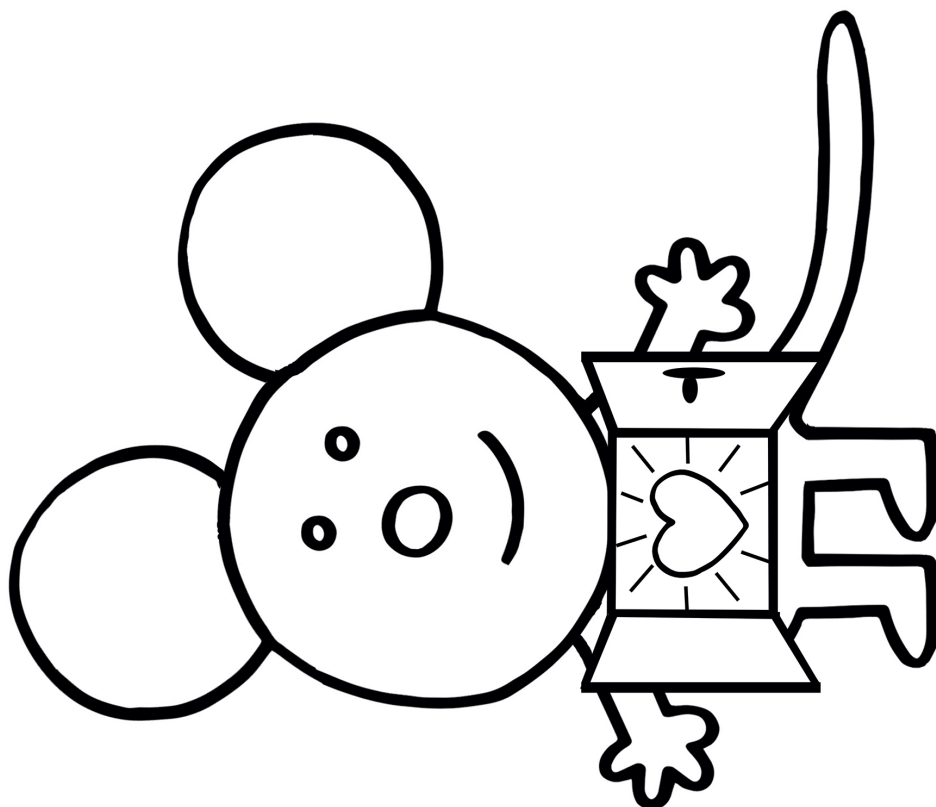
K5: Bunch of Giraffe Keys



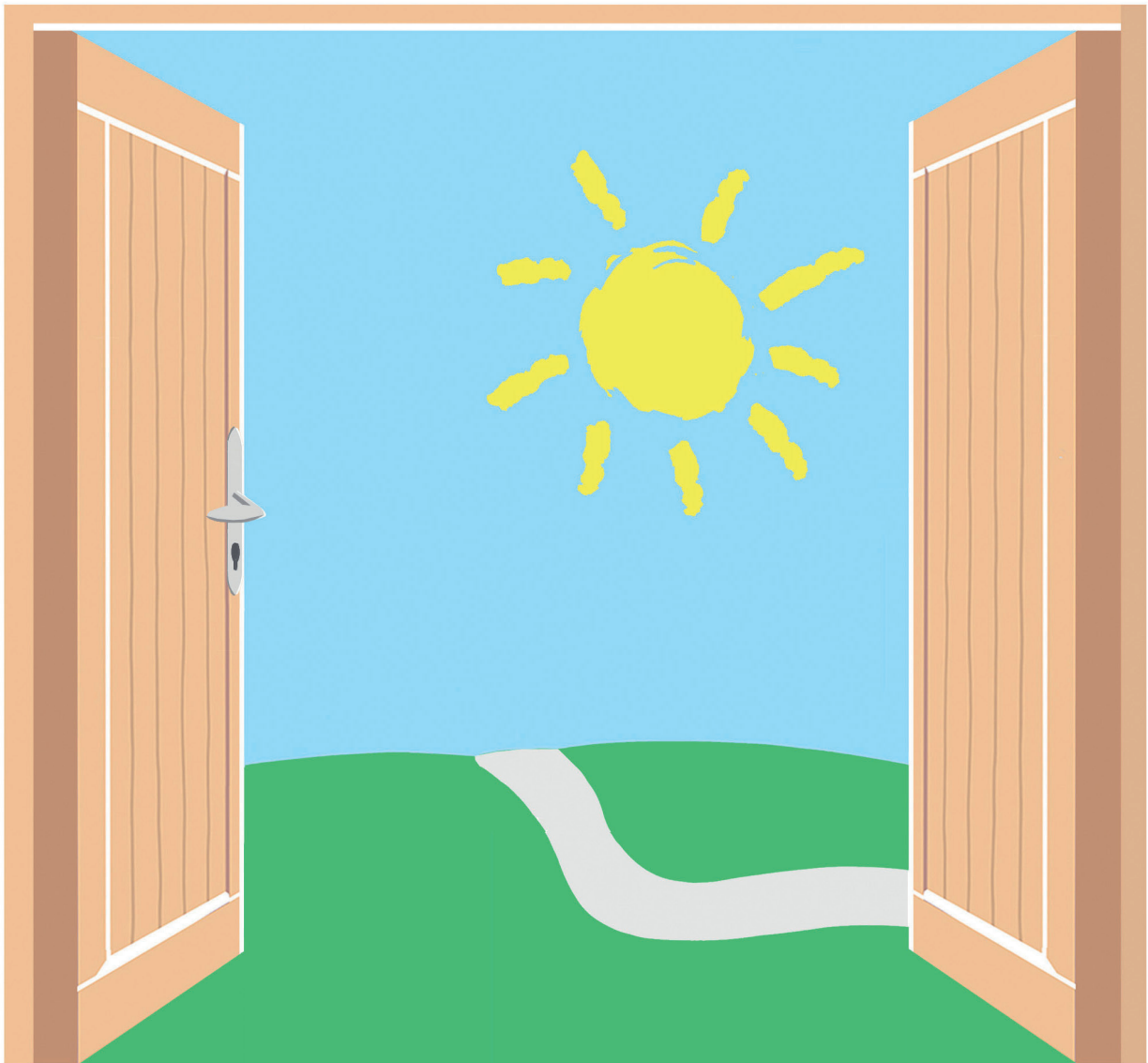
K6: Four Giraffe Keys



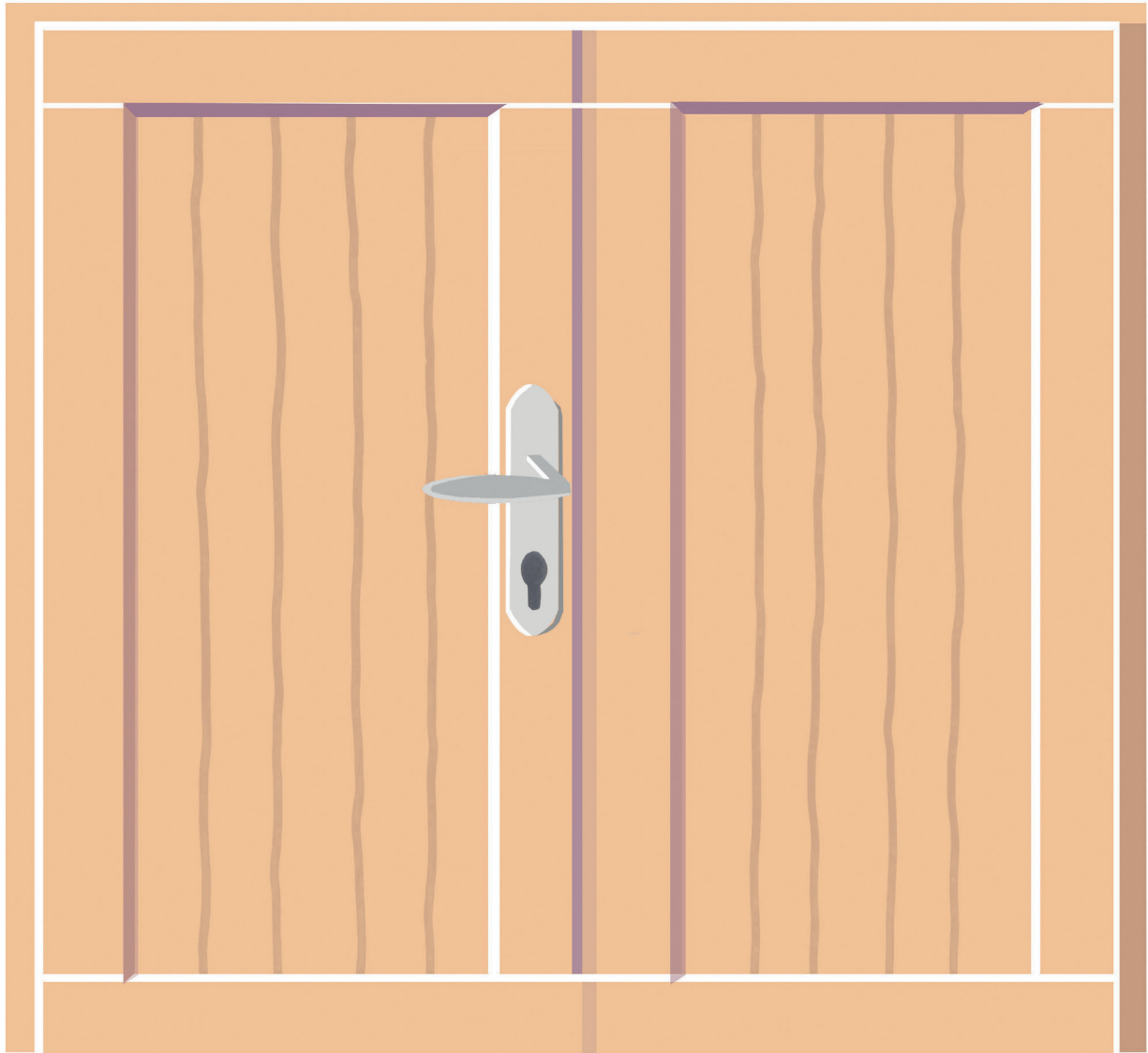
K7: Mice with an open Heart Door



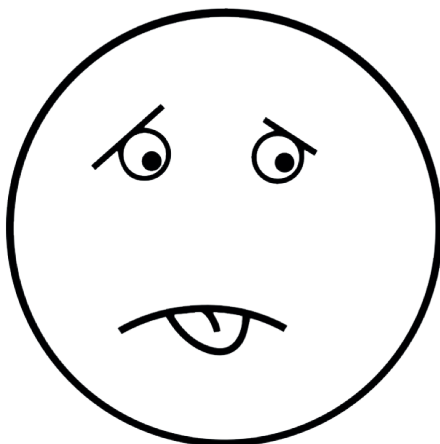
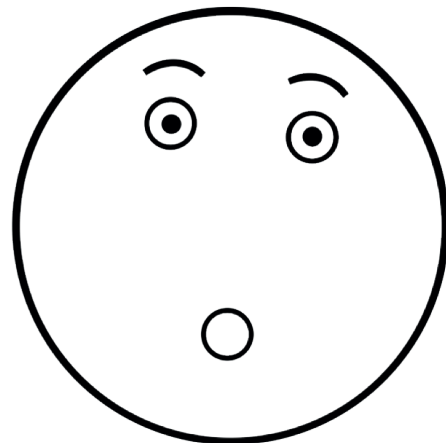
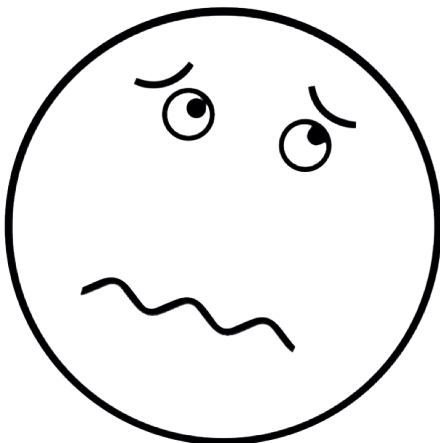
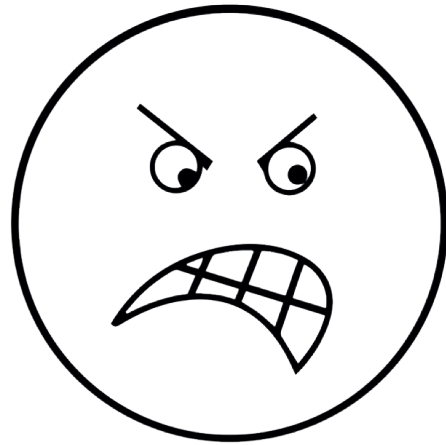
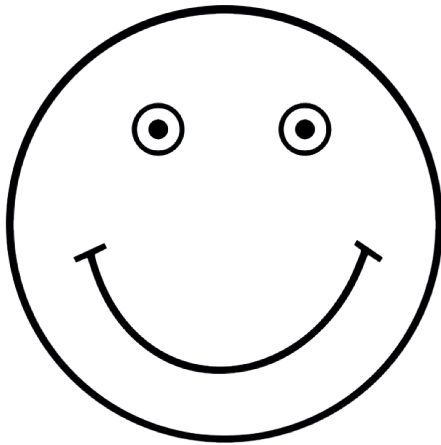
K8: Open Door



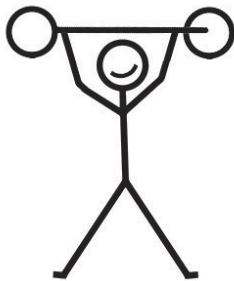
K9: Closed Door



K10: Emotion Faces



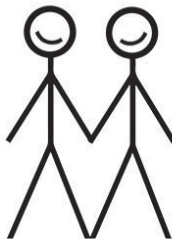
K11: Feelings Symbol Cards



A1 Empathy Challenge
Feelings Symbol Cards



A1 Empathy Challenge
Feelings Symbol Cards



A1 Empathy Challenge
Feelings Symbol Cards



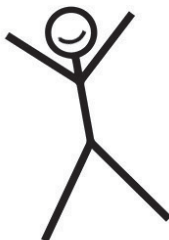
A1 Empathy Challenge
Feelings Symbol Cards



A1 Empathy Challenge
Feelings Symbol Cards



A1 Empathy Challenge
Feelings Symbol Cards



A1 Empathy Challenge
Feelings Symbol Cards



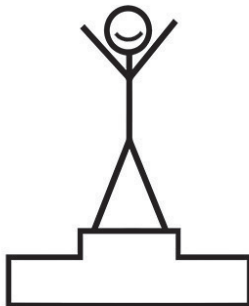
A1 Empathy Challenge
Feelings Symbol Cards



A1 Empathy Challenge
Feelings Symbol Cards



A1 Empathy Challenge
Feelings Symbol Cards



A1 Empathy Challenge
Feelings Symbol Cards



A1 Empathy Challenge
Feelings Symbol Cards

K12: Feelings Word List

afraid	alive	amazed	angry	anxious
bored	calm	cheerful	confident	comfortable
concerned	confused	curious	delighted	depressed
disappointed	disgusted	disheartened	desperate	embarrassed
enthusiastic	excited	exhausted	fascinated	fearful
free	frustrated	glad	grateful	guilty
happy	helpless	hopeful	impatient	insecure
inspired	joyful	lonely	moved	nervous
open	overwhelmed	panicky	peaceful	proud
refreshed	relaxed	restless	relieved	sad
satisfied	scared	strong	surprised	tired
thrilled	torn	uneasy	upset	worried

K13: Feelings Cards to cut out

afraid



A1 Empathy Challenge

alive



A1 Empathy Challenge

amazed



A1 Empathy Challenge

angry



A1 Empathy Challenge

anxious



A1 Empathy Challenge

bored



A1 Empathy Challenge

calm



A1 Empathy Challenge

cheerful



A1 Empathy Challenge

confident



A1 Empathy Challenge

comfortable



A1 Empathy Challenge

concerned



A1 Empathy Challenge

confused



A1 Empathy Challenge

curious



A1 Empathy Challenge

delighted



A1 Empathy Challenge

depressed



A1 Empathy Challenge

disappointed



A1 Empathy Challenge

disgusted



A1 Empathy Challenge

disheartened



A1 Empathy Challenge

desperate



A1 Empathy Challenge

embarrassed



A1 Empathy Challenge

enthusiastic



A1 Empathy Challenge

excited



A1 Empathy Challenge

exhausted



A1 Empathy Challenge

fascinated



A1 Empathy Challenge

fearful



A1 Empathy Challenge

free



A1 Empathy Challenge

frustrated



A1 Empathy Challenge

glad



A1 Empathy Challenge

grateful



A1 Empathy Challenge

guilty



A1 Empathy Challenge

happy



A1 Empathy Challenge

helpless



A1 Empathy Challenge

hopeful



A1 Empathy Challenge

impatient



A1 Empathy Challenge

insecure



A1 Empathy Challenge

inspired



A1 Empathy Challenge

joyful



A1 Empathy Challenge

lonely



A1 Empathy Challenge

moved



A1 Empathy Challenge

nervous



A1 Empathy Challenge

open



A1 Empathy Challenge

overwhelmed



A1 Empathy Challenge

panicky



A1 Empathy Challenge

peaceful



A1 Empathy Challenge

proud



A1 Empathy Challenge

refreshed



A1 Empathy Challenge

relaxed



A1 Empathy Challenge

restless



A1 Empathy Challenge

relieved



A1 Empathy Challenge

sad



A1 Empathy Challenge

satisfied



A1 Empathy Challenge

scared



A1 Empathy Challenge

strong



A1 Empathy Challenge

surprised



A1 Empathy Challenge

tired



A1 Empathy Challenge

thrilled



A1 Empathy Challenge

torn



A1 Empathy Challenge

uneasy



A1 Empathy Challenge

upset



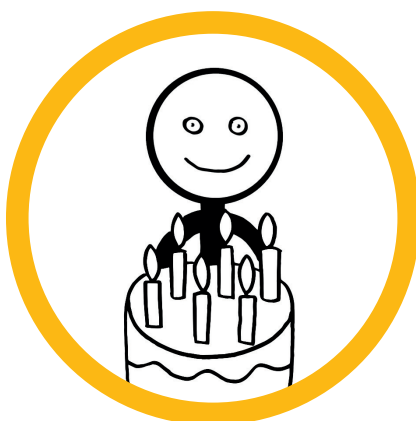
A1 Empathy Challenge

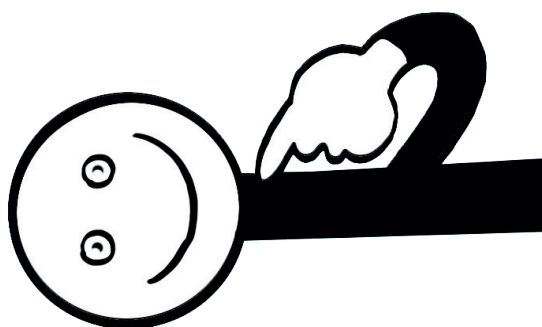
worried



A1 Empathy Challenge

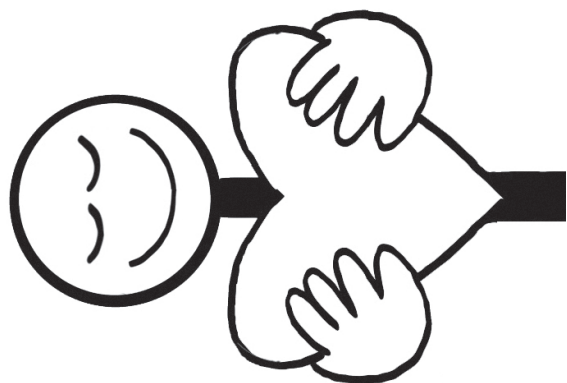
K14: Needs Coins





AUTONOMY

I want to decide
for myself what
I do.



COMPASSION

I need someone to
understand how I
feel.

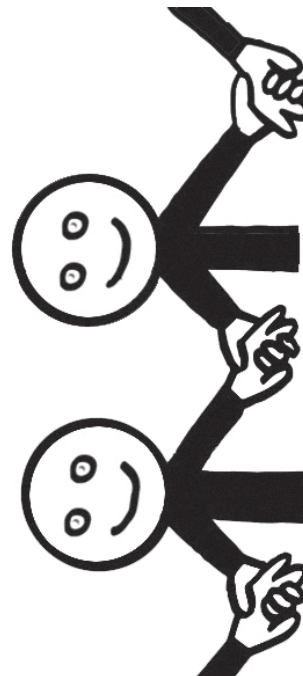
SAFETY

I would like everyone to be
taken care of and to be safe.



COMMUNITY

I would like to do something
together with others.



Compassion

empathy, understanding, mourning

- Do you want / need ...
- ... others to understand what you meant?
- ... someone to be there with you and listen to you?
- ... some space and time to feel your sadness?



Autonomy

freedom, independence, choice

- Do you want / need ...
- ... that you can decide/choose for yourself?
- ... that you are asked what you want?
- ... to do things independently?



Community

belonging, cooperation, companionship

- Do you want / need ...
- ... to belong?
- ... that your suggestions are considered?
- ... to do something together with others?



Safety

order and structure, stability

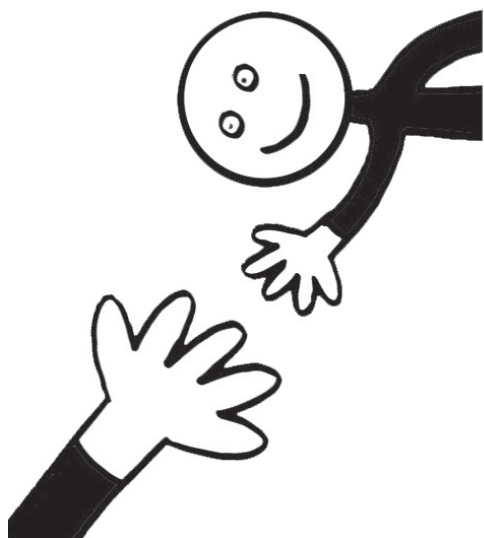
- Do you want / need ...
- ... to know how to protect yourself?
- ... to have someone take care of you?
- ... to have a good overview?



K15: Needs Cards (front 2)

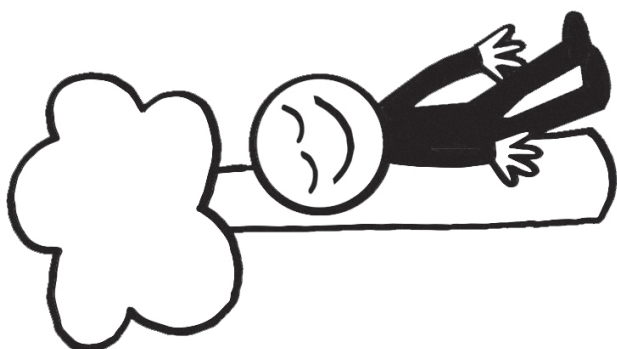
HELP

I need help.



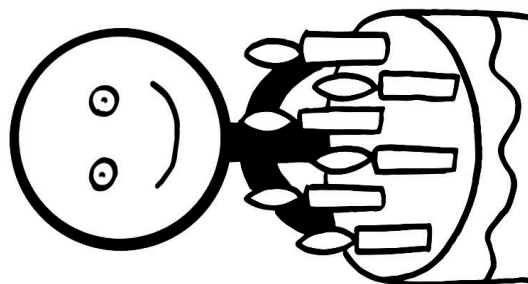
REST

I need it to be peaceful and quiet.



CELEBRATION

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



CLOSENESS

I long for someone to be close to me and stand by me.



K15: Needs Cards (back 2)

Help

care, to matter, consideration

Do you want / need ...

... someone to help you?

... others to be considerate of you?

... someone to be there for you?



Celebration

play, beauty & pleasure, adventure

Do you want / need ...

... to be grateful together?

... to simply have fun?

... to savour something that tastes really good?

... to do something that makes someone else happy?



Rest

peace, harmony, space

Do you want / need ...

... peace and quiet to concentrate?

... space for yourself and your things?

... a place where it's peaceful?



Closeness

love, to be welcome, connection

Do you want / need ...

... that others are happy that you are there?

... to be welcome?

... to feel that someone likes you?

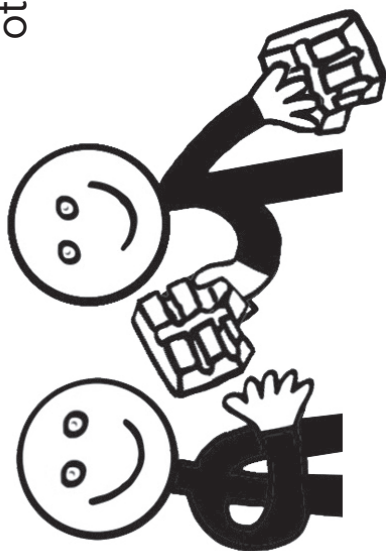
... that people have confidence in you?



K15: Needs Cards (front 3)

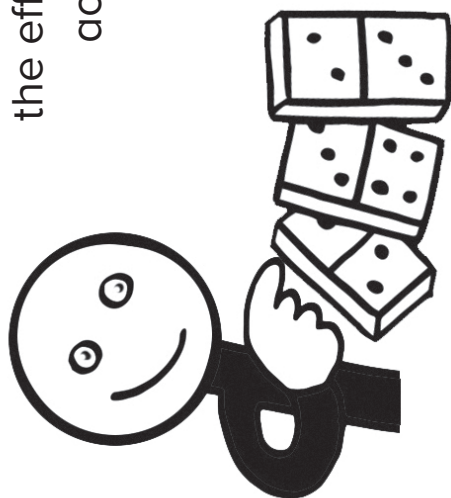
APPRECIATION

I wish to be appreciated by others.



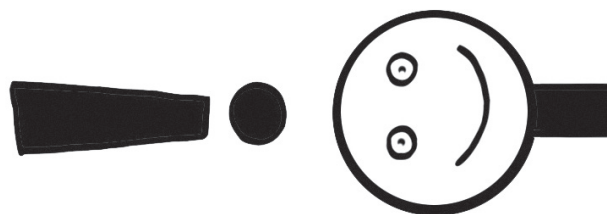
EMPOWERMENT

I would like to see the effect of my actions.



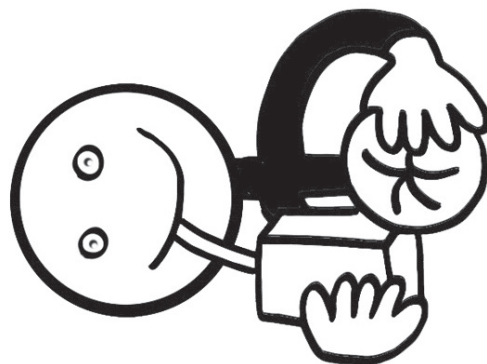
MEANING

I would like to understand why I'm supposed to do something.



HEALTH

I want to take care of my body.



Empowerment

participation, creativity, completion

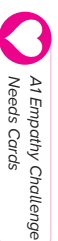
Do you want / need ...

... to see that you can make a difference?

... (co-)create something?

... invent/create something (new) yourself?

... complete something?



Appreciation

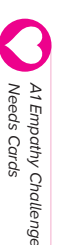
recognition, contribution, partnership

Do you want / need ...

... to be seen and appreciated for who you are?

... that your opinion is heard?

... that what you need is taken into account?



Health

nutrition, movement, recreation

Do you want / need ...

... to exercise?

... take care of your health?

... to eat or drink something?

... some sleep?



Meaning

clarity, learning, understanding

Do you want / need ...













... to understand what it's all about?

... do something that makes sense for you?

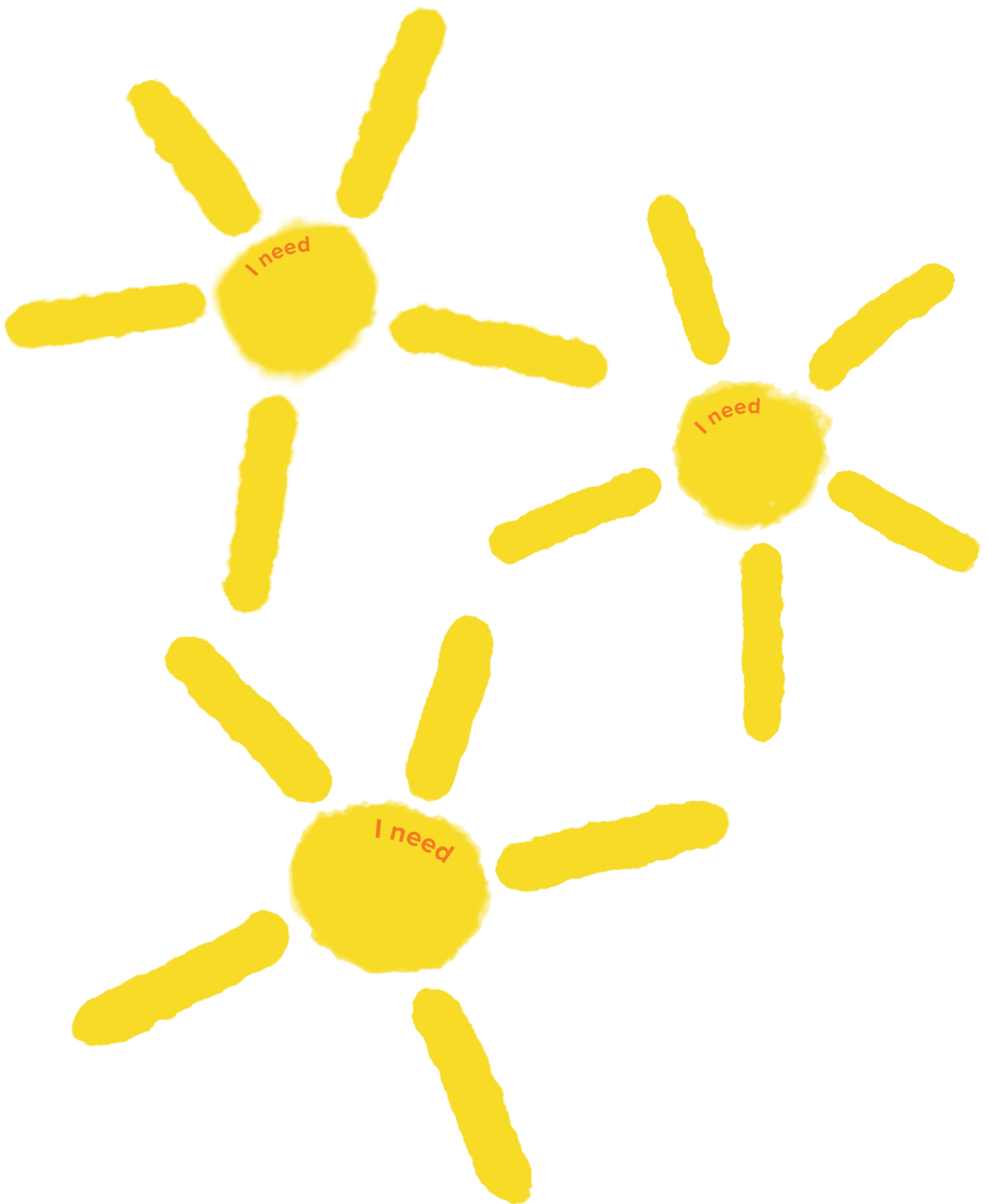
... try something new?



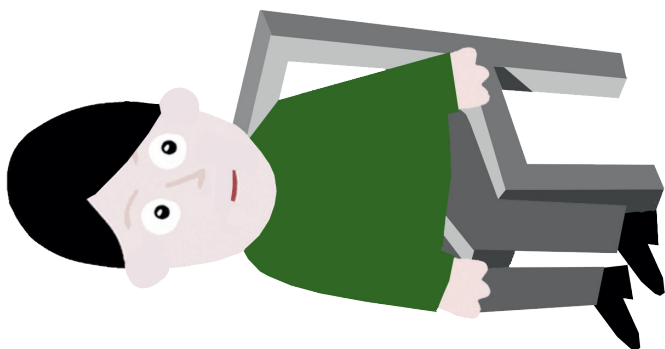
K16: Needs Cards - list

<p>AUTONOMY</p> <p>I want to decide for myself what I do.</p> 	<p>COMPASSION</p> <p>I need someone to understand how I feel.</p> 	<p>SAFETY</p> <p>I would like everyone to be taken care of and to be safe.</p> 
<p>COMMUNITY</p> <p>I would like to do something together with others.</p> 	<p>REST</p> <p>I need it to be peaceful and quiet.</p> 	<p>HELP</p> <p>I need help.</p> 
<p>CLOSENESS</p> <p>I long for someone to be close to me and stand by me.</p> 	<p>CELEBRATION</p> <p>I would like to celebrate and share my joy with others.</p> 	<p>APPRECIATION</p> <p>I wish to be appreciated by others.</p> 
<p>EMPOWERMENT</p> <p>I would like to see the effect of my actions.</p> 	<p>MEANING</p> <p>I would like to understand why I'm supposed to do something.</p> 	<p>HEALTH</p> <p>I want to take care of my body.</p> 

K 17: Needs Suns



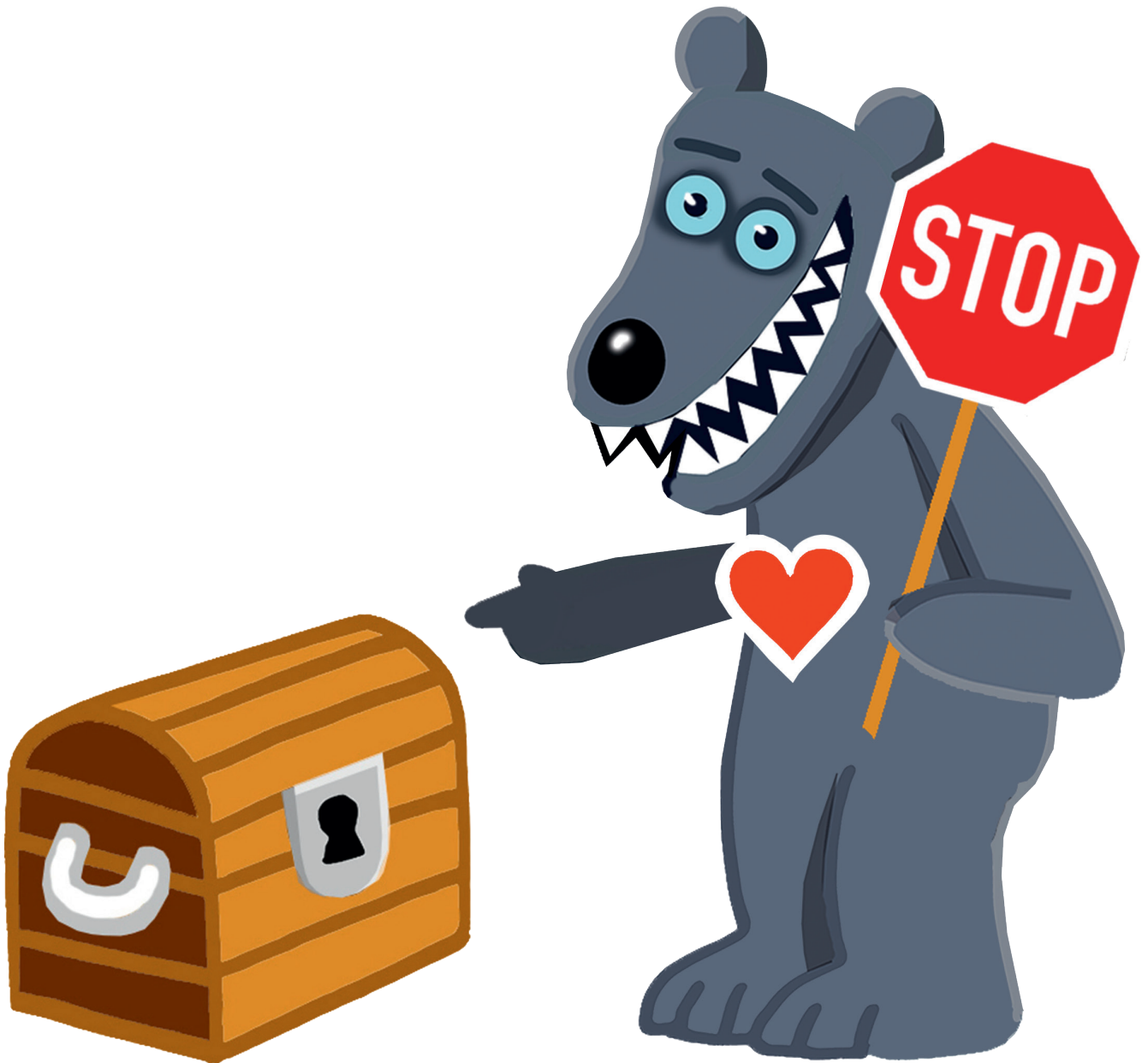
K 18: Observation picture: 3 children



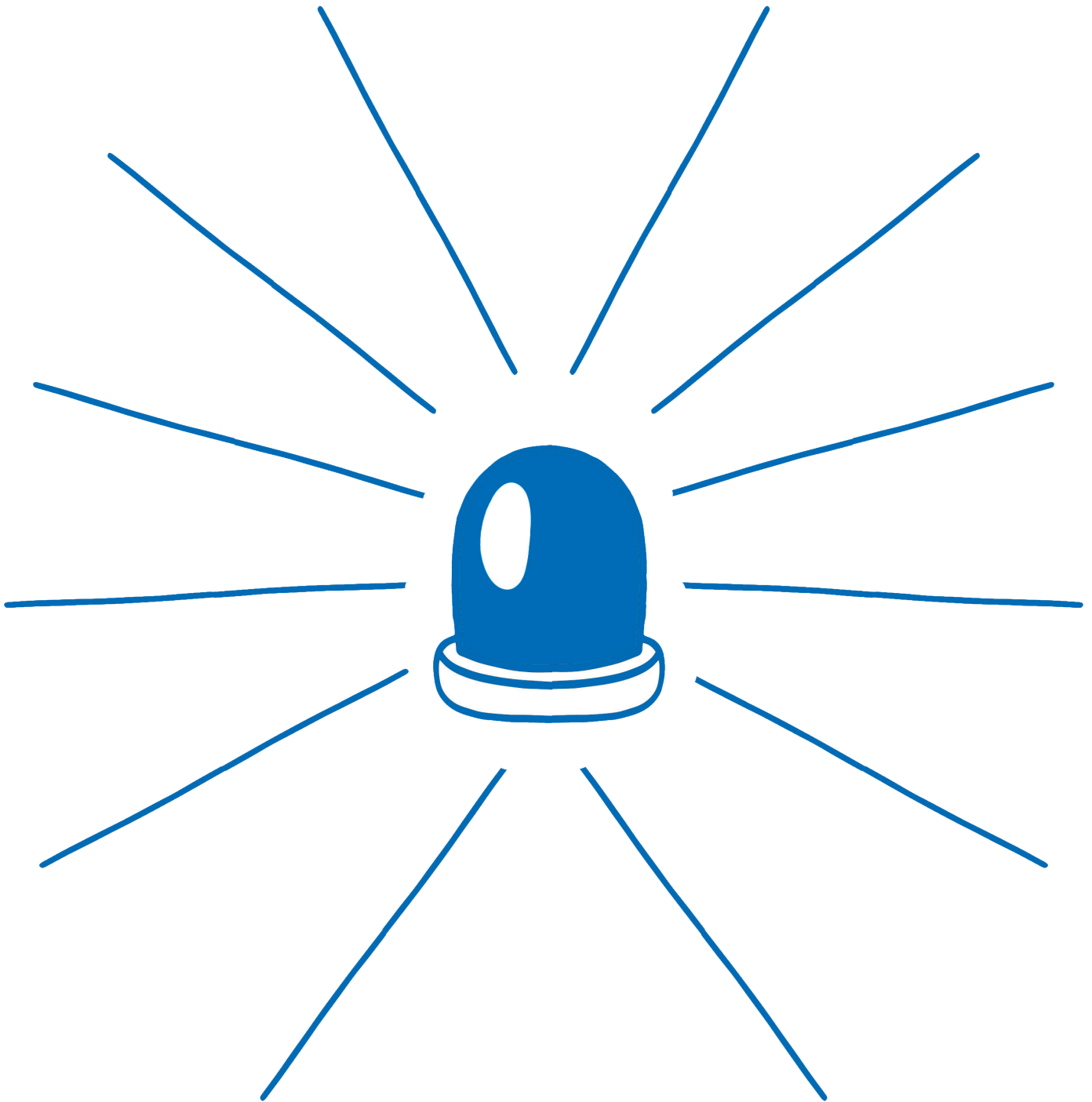
K 19: Jackal on treasure chest



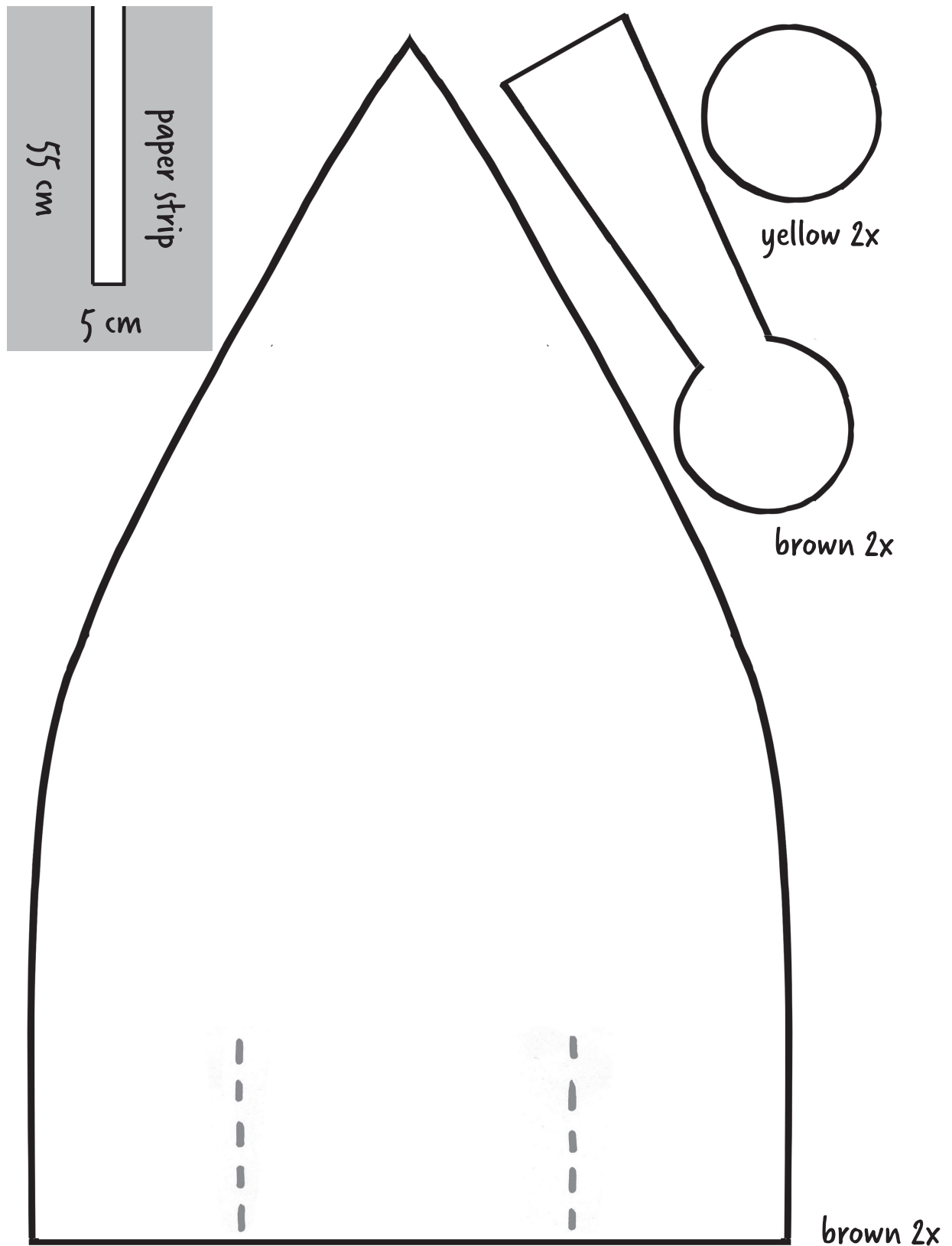
K 20: Jackal with stop sign



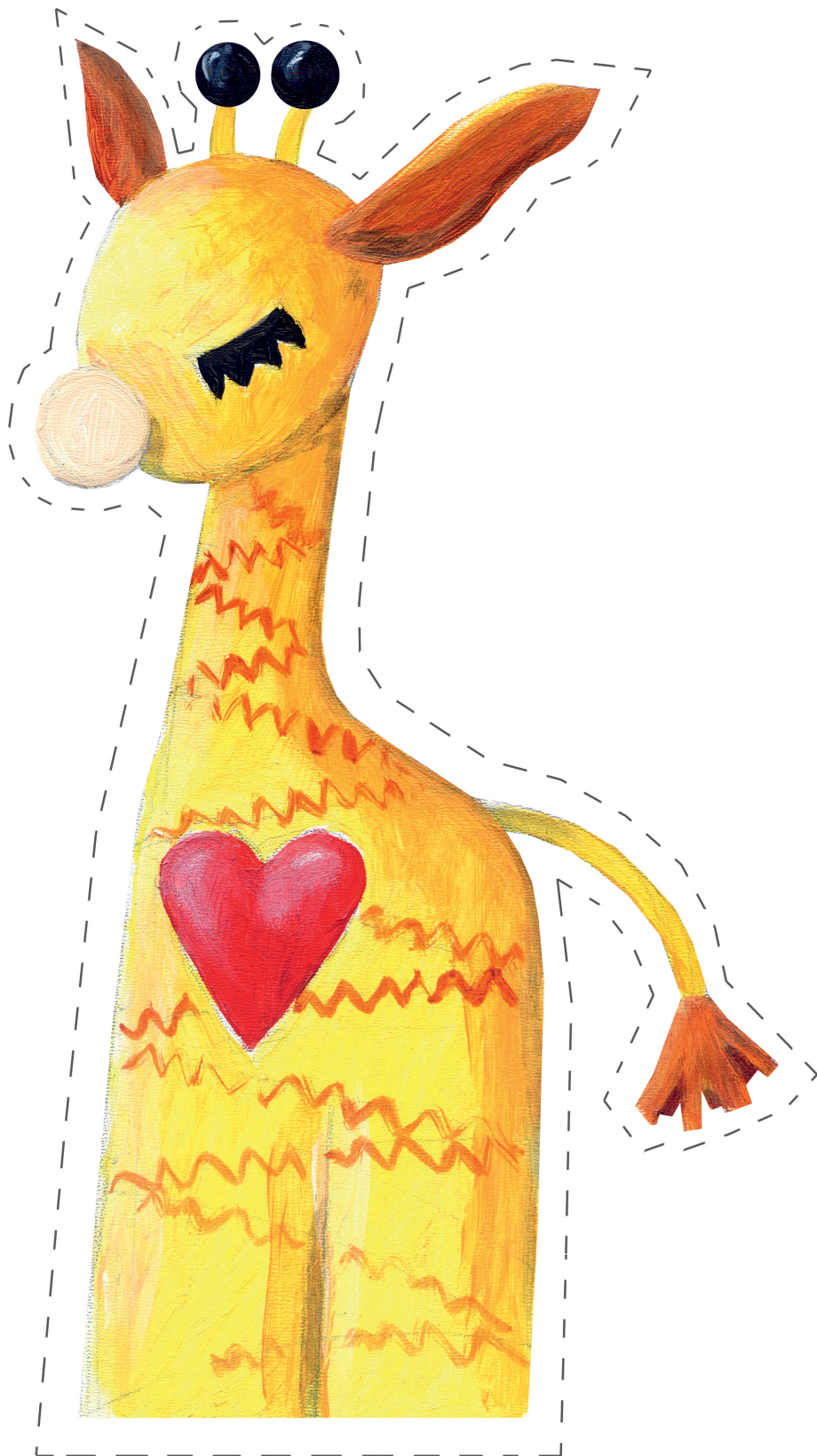
K 21: Warning light



K 22: Giraffe Ears cut-outs



K23: Giraffe to cut out



- All Challenges of level A1 are also available in a printed version in German. You can find them at <https://youthstart.myshopify.com/collections/jedes-kind-stärken> (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’.
- Video clips explaining the challenge:
www.youtube.com/watch?v=dB-nOsOCUgo
www.youtube.com/watch?v=hZHn4kzKsdM



Materials and courses on Nonviolent Communication (NVC) by M.B. Rosenberg:

- www.nvcineducation.org (NVC courses, map of projects on NVC in education worldwide)
- www.meetlife.at (Giraffe-Treasure-Chest by C. Schafrath)
- www.echt.info (Visfera NVC materials: posters, workbooks, etc.)

Recommended books on Nonviolent Communication (NVC):

- Marshall B. Rosenberg: *Life-Enriching Education: Nonviolent Communication Helps Schools Improve Performance, Reduce Conflict, and Enhance Relationships*. PuddleDancer Press, 1st edition, 2003
- Marshall B. Rosenberg: *Teaching Children Compassionately: How Students and Teachers Can Succeed with Mutual Understanding (Nonviolent Communication Guides)*. PuddleDancer Press, 2004
- Marshall B. Rosenberg: *Raising Children Compassionately: Parenting the Nonviolent Communication Way (Nonviolent Communication Guides)*. PuddleDancer Press, 2002
- Marshall B. Rosenberg: *Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships (Nonviolent Communication Guides)*. PuddleDancer Press, 3rd Edition, 2015
- Marianne Göthlin, En Dolci: *Practice, practice, practice. Nonviolent Communication Practice Booklet*. Visfera, 2024 (www.skolande.se)
- Frank Gaschler, Gundi Gaschler: *I want to understand what you really need: Nonviolent Communication with children*. 2017

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Materials and courses on Nonviolent Communication by M.B. Rosenberg (NVC):

- www.nvcineducation.org (Courses on NVC in education worldwide)
- www.meetlife.at (Giraffe-Treasure-Chest by C. Schafrath)
- www.echt.info (Visfera NVC materials)

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