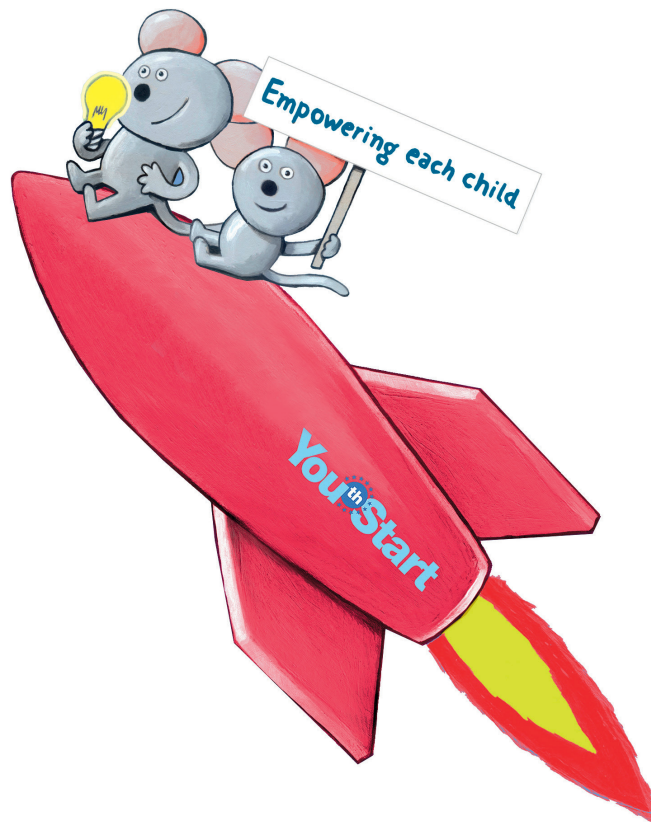




A1 Empathy Challenge

My Feelings, Your Feelings: Giraffe Keys

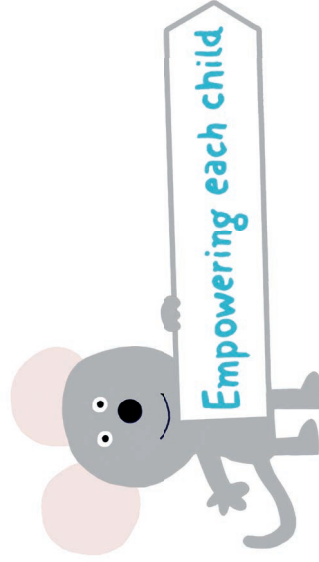
Student's Manual



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-starken> (Jedes Kind stärken, volume 1–4).





with the Youth Start Entrepreneurial Challenges Programme

**LET'S DEVELOP
AND IMPLEMENT YOUR IDEAS!**

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

**USE YOUR IDEAS
TO HELP OTHER PEOPLE!**



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


☐ ☐




HERO CHALLENGE
 You're my role model


☐


EMPATHY CHALLENGE
 My feelings –
 Your feelings


☐


STORYTELLING CHALLENGE
 Creative storytelling


☐




BUDDY CHALLENGE
 Empower others!


☐




MY COMMUNITY CHALLENGE
 Solving problems together


☐




MY PERSONAL CHALLENGE
 What's it worth?


☐




LEMONADE STAND CHALLENGE
 Selling is fun


☐




PERSPECTIVES CHALLENGE
 Tracking 20 Euros


☐


TRASH VALUE CHALLENGE
 Recycling adds value


☐


OPEN DOOR CHALLENGE
 Discovering clues


☐




DEBATE CHALLENGE
 Let's talk to each other!


☐




REAL MARKET CHALLENGE
 Becoming a "junior manager"


☐




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


☐




EXTREME CHALLENGE
 Assessing oneself


☐


BEA YES CHALLENGE
 This is good for me


☐


EXPERT CHALLENGE
 Learning holistic learning


☐


VOLUNTEER CHALLENGE
 I can volunteer


☐


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



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

Empowering each child ...

... refers to the title, the goal and the content of a 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 are given '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

Empathy is another word for compassion or the ability to empathise with someone. A **challenge** is an interesting task from which you can learn something. In the **A1 Empathy Challenge** you will learn how to empathise with yourself and others.

Video clip explaining the challenge:
youtu.be/hZHn4kzKsdM



8 steps to the finish line:

- | | | |
|---|--------------------------------------|---------|
|  | Learning from Giraffes | Page 5 |
|  | Expressing how we feel | Page 10 |
|  | Expressing what we need | Page 17 |
|  | Expressing clear requests | Page 25 |
|  | Expressing what we see or hear | Page 28 |
|  | Learning from jackals | Page 32 |
|  | Listening like a giraffe | Page 37 |
|  | Thinking things over and celebrating | Page 41 |





1.1. Information 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.

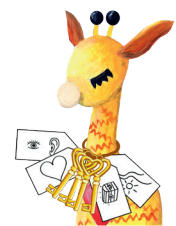
The American psychologist Marshall B. Rosenberg (1934–2015) developed keys for respectful and compassionate communication. These have become known under the name 'Nonviolent Communication (NVC)'.

On the following pages, we will 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 their own feelings and needs without blaming or criticising others
-  Speaking up for themselves 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 their 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's Guide of the A1 Empathy Challenge (available for free download at www.youthstart.eu).



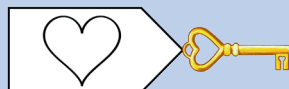
1.2. Four Giraffe Keys



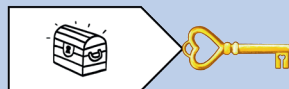
Empathising with myself



I hear / I see ...



I feel ...



I need ...

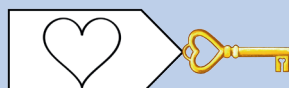


My request / my next step:

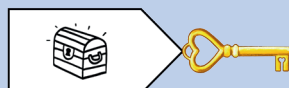
Empathising with you



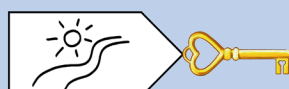
I hear / I see ...



How are you feeling?



What do you need?



What is your request / your next step?

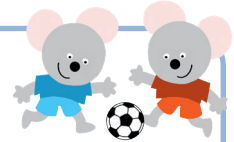


1.3. Connecting peacefully

There are probably people at school and at home you enjoy spending time with.

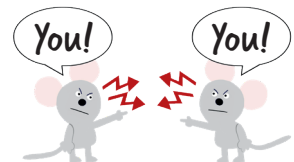


Write down whom you like and what you enjoy doing together.



1.4. Having conflicts

Sometimes you might have an argument even with these people.
Children or adults may start shouting or insulting each other.
Or someone may not want to listen to the others.



When was the last time you experienced something like this? Write or draw examples of such situations.



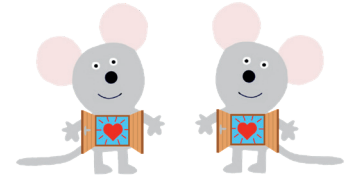
Talk with others about this, at school and at home.



1.5. Opening or closing doors with words

When we argue, it often seems as if doors are closing between us. We can no longer understand each other easily. Sometimes we even shout in an attempt to be heard. Or we use words that others don't like.

Sometimes, even in arguments, we manage to listen to and understand each other. It seems as if the doors between us remain open.



What helps you to open the doors to others again in an argument?

And when are you more likely to close your door?

Connect the boxes with the open or closed door.

offering support

insulting

threatening

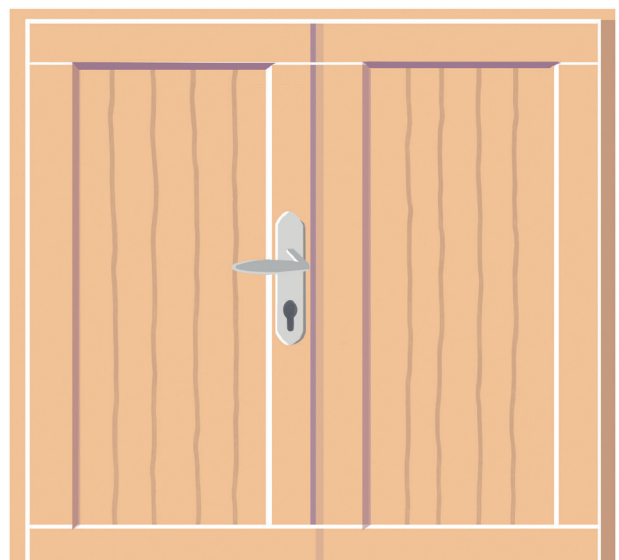
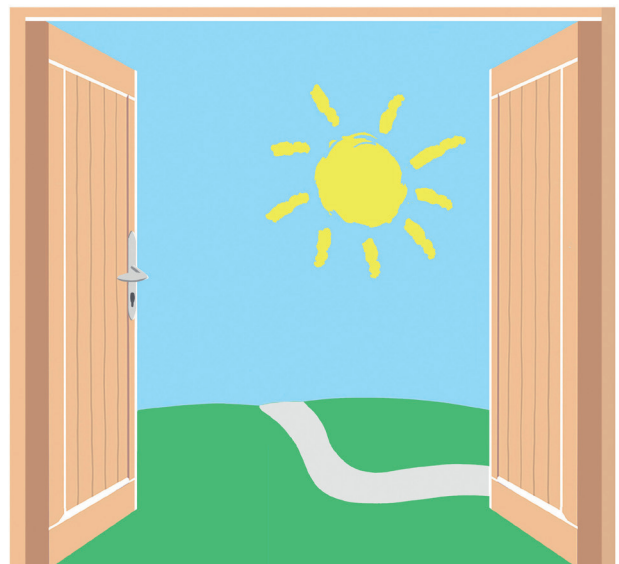
listening with interest

expressing one's
feelings

screaming aggressively

commanding

accepting other points
of view





1.6. Getting to know giraffes

No one in the world can see as far across land and animals as giraffes. Giraffes grow up to 6 metres tall and their necks are up to 2.5 metres long—longer than any other animal. The legs alone are taller than many humans: 1.80 metres.

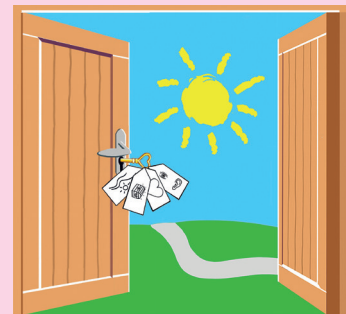


Write down how tall you are here:

I am _____ cm tall. Today's date: _____

1.7. Learning from giraffes

Marshall B. Rosenberg was a famous American psychologist who researched how we can interact with each other in a mindful and considerate way. He developed keys that help us to open doors or keep them open. We will use these 'giraffe keys' in the Empathy Challenge. You can try them out step by step at school and at home.



Why did Marshall B. Rosenberg use giraffes as a symbol for an empathic attitude?



Colour in yellow what you can learn from giraffes.



Giraffes have big hearts; therefore, they are a symbol for empathetic connection.



Giraffes only care about their own things and kick other animals away.



Giraffes are good at taking care of themselves without taking anything away from anyone else. They eat leaves that no other animal can reach.



Giraffes have a good overview, which is helpful in a challenging situation.



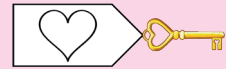
Giraffes see, smell and hear very poorly. Therefore, they have difficulty taking care of themselves.



2.1. Giraffe Key: Feelings

I feel ...

How are you feeling?



To open doors between us, it is sometimes important to say how we feel. Or we can guess how the other person is feeling at the moment.

The key with the heart key tag is a symbol for this.



2.2. Your body expresses how you feel

When we talk to each other in the empathic attitude of giraffes, we tell each other how we feel. We can also express our feelings with our body.



Let's try it:

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



Talk to others about which of these feelings you find more pleasant. Which feelings are more unpleasant for you?

Please note: Other people may experience feelings differently than you. Listen carefully to the others, there is no single right answer here.



2.3. Words for your feelings



If a word describes a feeling that is pleasant for you, draw a smiling face below it. If you consider the feeling unpleasant, draw a sad face. If you feel that it is both pleasant and unpleasant, you can draw a smiling and a sad face inside the square.





this feels pleasant



this feels unpleasant



Circle all the words you don't know. Ask the teacher to explain them to you. Try to memorise five new words.

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



2.4. Your face expresses how you feel

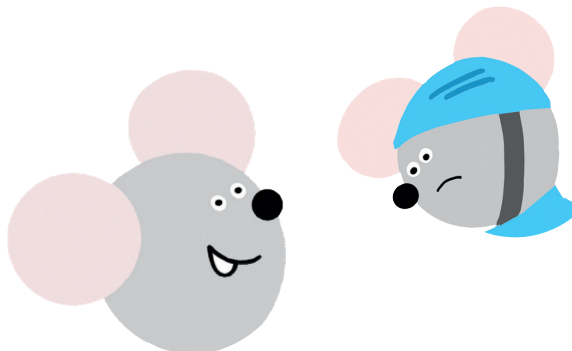


You can also express your feelings only with your face.

Stand in front of a mirror and try it out:

What does your face look like when you ...

- ... are surprised
- ... are scared
- ... are happy
- ... are sad
- ... are relieved





Observe: What does your body do, when your face looks like this?



Do this exercise together with others.

How many different facial expressions can you find for the same feeling? For example, try out both very noticeable and subtle ways of being angry. Can you always immediately recognise how someone else is feeling straight away?

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

	How do you feel?  
The alarm clock rings in the morning.	
A big dog runs towards you.	
You've forgotten your pens at home.	
Today is your birthday.	
You're offered spaghetti for lunch.	



Write down how you feel in these moments in the table.

Ask your teacher to print out the Feelings Cards for you. You can use them for this and other exercises.



Talk with others about it. Do they feel the same in the same situation? Or do they feel differently?



2.6. Explore your feelings



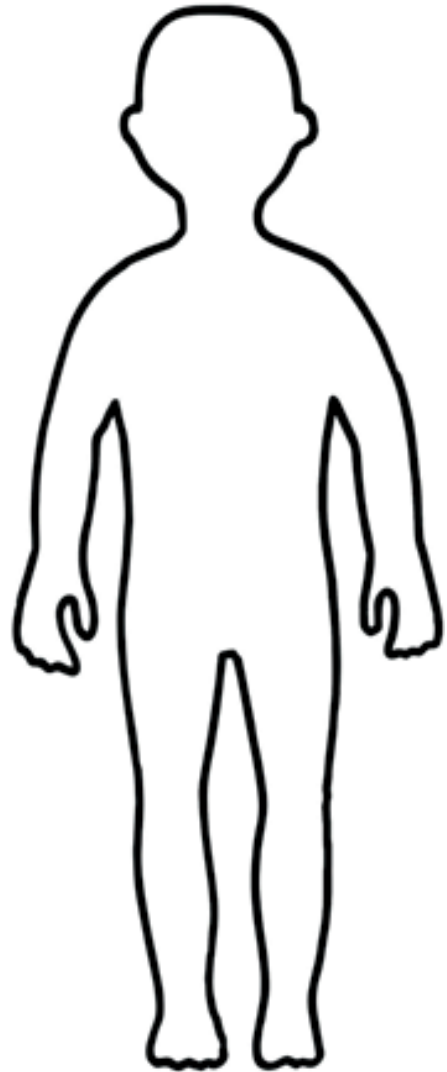
Draw in the boxes what, who or which situation stimulates this particular feeling in you.

I am afraid when ...

I am happy when ...

I am angry when ...

I am sad when ...



Now take time for each feeling and think about the situation you have drawn:

- Where in your body do you feel this feeling most strongly?
- What colour do you connect with this feeling?

Use this colour to paint the area of your body outline where you feel this feeling particularly strongly. Do this with all four feelings.



Talk about it with others and try to describe in words how these parts of your body feel now.



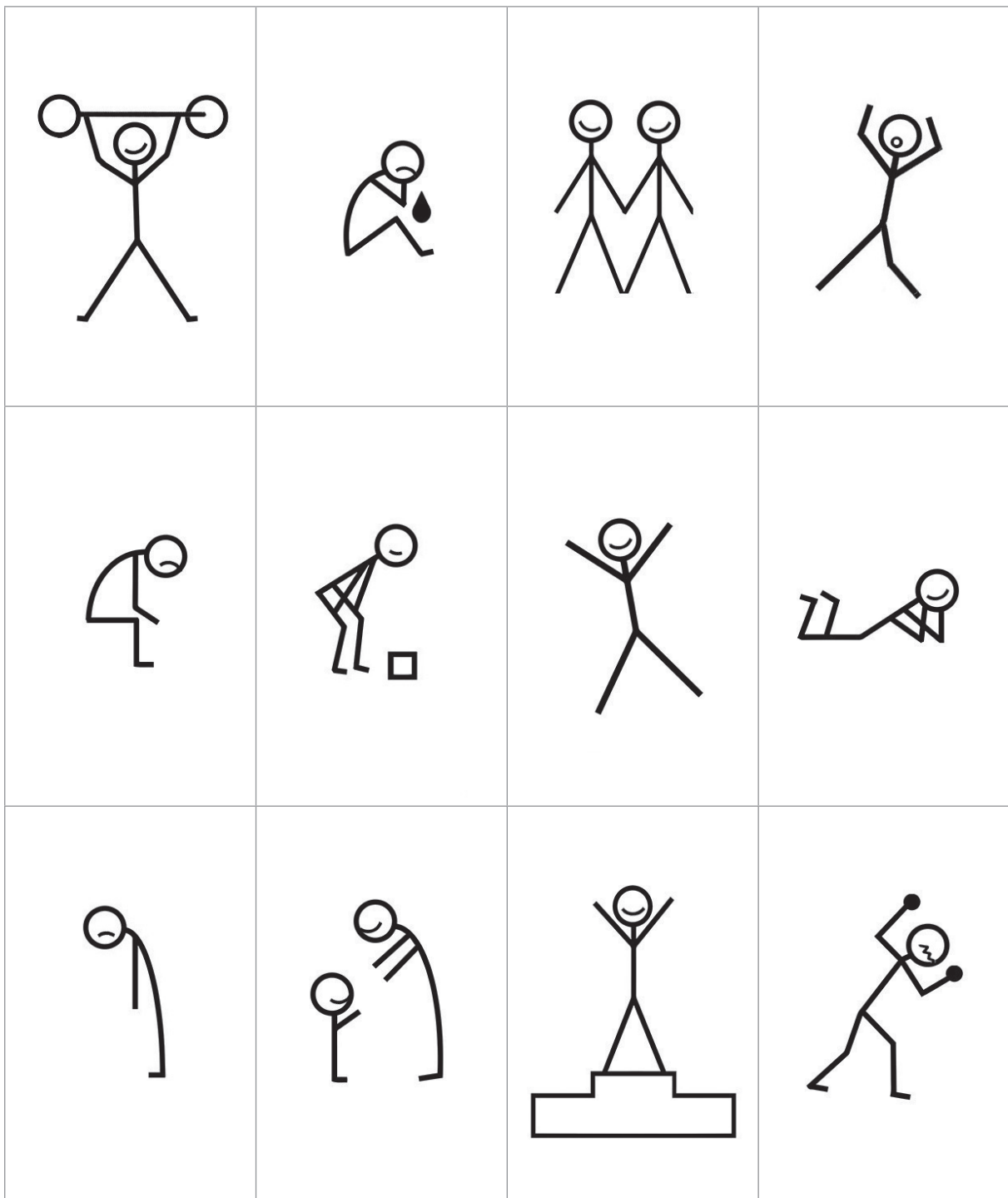
2.7. Which feelings do you see?



Choose a matching word from the list in exercise 2.3. ('Words for your feelings') for each of these Feeling Symbol Cards.



Talk about it with others. Did they use other feelings words or the same ones?
Please note: There is no single right solution, everyone experiences feelings differently!



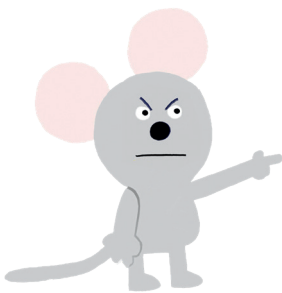


2.8. Are you talking about yourself or are you blaming others?

Sometimes it is hard for us to talk about ourselves and our feelings. Then we look for someone to blame for our feelings. We might say: '**You are making me** angry' instead of '**I am** angry'.



Find all the words in the box with which you could complete the sentence 'You've ... me'. Underline them with a coloured pencil.

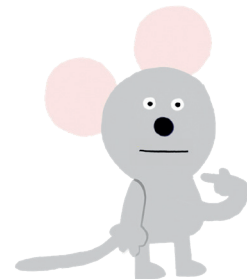


ignored lonely attacked fearful misunderstood
provoked annoyed grateful curios disappointed
threatened joyful safe betrayed happy bullied
sad tired suppressed angry calm excluded
desperate



Choose three of these underlined blame words and write them on the lines: 'You have...me.'

Think about what you feel when saying this to others. Take the **list from exercise 2.3.** and look for feelings words that match your feelings. Write them next to the blame word: 'I am ...'



You have _____ me. I am _____

You have _____ me. I am _____

You have _____ me. I am _____



How do you feel, when someone says a 'You have ... me' sentence to you? Talk with others about it.



Practise expressing your feelings at home and with your friends as often as possible. Make sure you start your sentences with 'I am ...'.



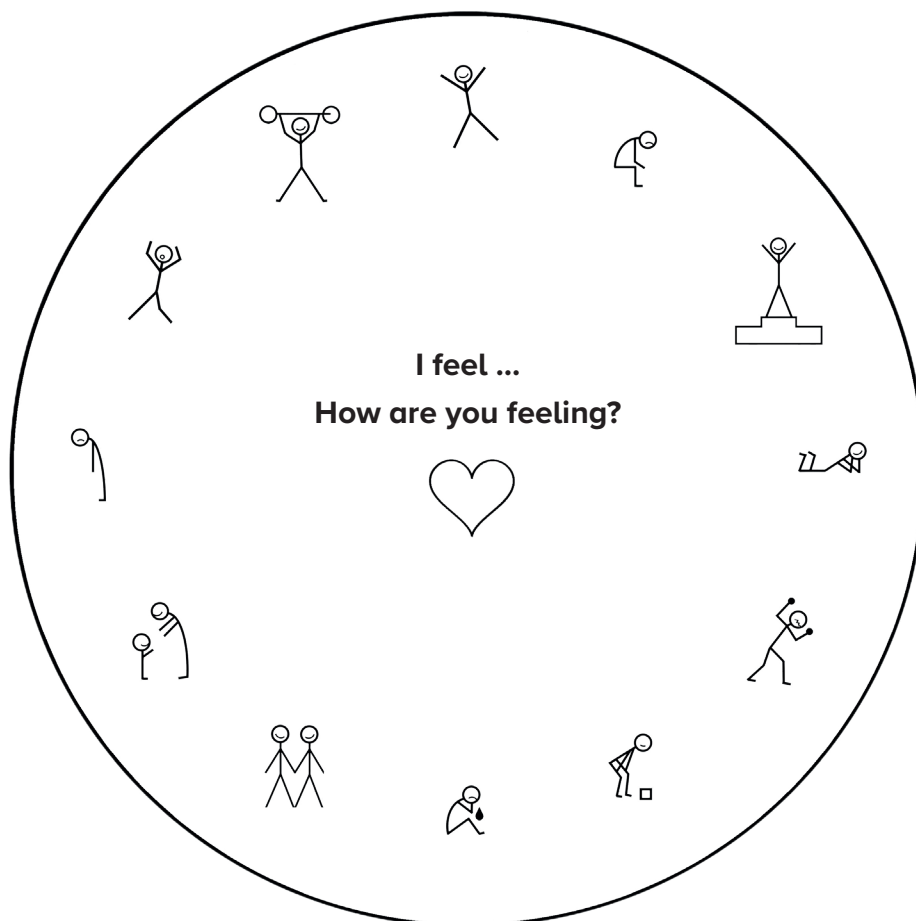
2.9. Feelings Clock

If we want to use giraffe keys to open doors to others, it helps if we tell them about our feelings. Or we can ask how others feel.



Together with the other children, use the 12 Feeling Symbol Cards to make a Feelings Clock for your classroom.

Whenever you find it difficult to express your feelings with words, use the Feelings Clock and choose the symbol that best describes how you feel at the moment. You can also use the clock to find out how other people feel.



Each child can write their name on a clothes peg and use it to mark their feeling on the feelings clock. This will make it visible that not every child feels the same at every moment.

3.1. Our Feelings Dashboard

Every car has a dashboard with various warning lights. If one lights up, it means: Attention! **Find out quickly why this light is on.** *Is there enough fuel left? Is the engine overheating?*

It can be dangerous to overlook an indicator light in a car. And it doesn't help to insult the car. The important thing is to understand the message and take care of it.



Our feelings also have a message for us:

A pleasant feeling tells us that we have what we need.

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

Practise noticing your feelings and paying close attention to them, like an indicator light on the dashboard: What do I need right now?

3.2. Giraffe Key: Needs

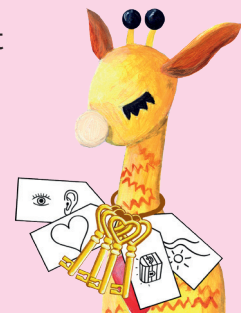
I need ... What do you need?



Behind every feeling we have, there is something hidden that we need.

It can open doors if we say what we need. We can also guess what others need.

The key with the treasure chest key tag is a symbol for this.



Ask your teacher to print out the Needs Cards for you. You can use them for the next exercises.



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



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



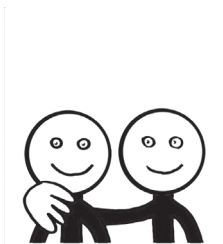
I need someone to
understand how I feel.

safety



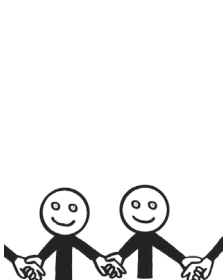
I would like everyone to
be taken care of and to
be safe.

autonomy



I want to decide for
myself what I do.

community



I would like to do
something together with
others.

empathy

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



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



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

help



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

peace



I need it to be peaceful and quiet.

closeness



I need help.

celebration



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

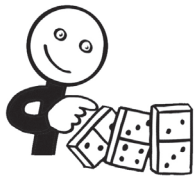


Which sentence, which word and which picture go together? Mark the picture, the sentence and the word in the same colour.



I would like to see the effect of my actions.

health



I wish to be appreciated by others.

meaning



I want to take care of my body.

empowerment



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

appreciation



3.4. Discover what is hidden behind your feelings

It is not always easy to discover the message behind our feelings. Our needs are sometimes hidden deep inside us like a well-locked treasure chest. Only we ourselves have the key to it.



Write down your answers and talk with someone about them. Use the Feelings and Needs Cards or the lists from Exercise 2.3 and Exercise 3.3 for this exercise.

Think of a situation in which you felt uncomfortable. Describe with feelings words how exactly you felt back then.



What did you need but didn't have? Choose a matching word for your need.



Now think of a situation where you felt very comfortable. Describe with words for feelings how exactly you felt then.



Can you remember the reason for this pleasant feeling? Use the Needs Cards or Needs List to find a matching word for your need.





3.5. Needs Clock

There are no 'good' and 'bad' feelings. Every feeling is important. It can help you to find out what you need. And then you can take good care of it and meet your need more easily.

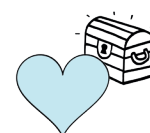


Together with the other children, use the 12 Needs Cards to make a Needs Clock for your classroom.

Use the clock every time you find it hard to find out what you need. You can use a clothes peg to attach your name to one of the Needs Cards on the Needs Clock so that others can see what you need.



When the other children attach their names to the clock as well, it becomes visible what each child currently needs. Learn to become aware of your needs together! When there is a conflict, it is especially important to find out what each of you needs at the moment.

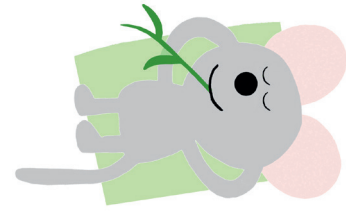




3.6. Draw a need that is met



Choose a need from the Needs Clock. Close your eyes and imagine a situation where this need is met. What do you see? What do you hear? What do you smell and taste? What do you feel? Imagine all the details and draw a picture of it.



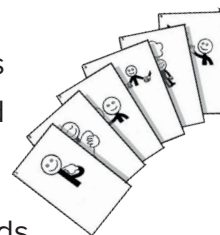
Talk with others about your picture. Listen to others telling you about their picture and their met needs.




3.7. Guessing game: Needs



Play a guessing game with others in class or at home. Try to guess what the children need in the following situations. Use the printed Needs Cards from the Teacher's Guide.



Please note: Always guess what the child **saying** the sentence needs.

The child says:	The child might need: 
'If you don't let me join in, you aren't my friend anymore.'	
'You aren't good at anything, you baby. I am much better at it.'	
'I want to read my book now!'	
'I'm always the idiot. Nobody understands me.'	
'I want a piece of cake!'	
'I don't want to do this exercise. It doesn't make any sense at all.'	
'Mum, please read me a story.'	
'It's always you who decides. That's not fair!'	

There are no right or wrong answers. You can only guess what others need, but you cannot know it.

Different children might have different needs in the same situation.

If we would like to know what someone needs, we can ask them, for instance: **Do you need a calm and peaceful place? Do you need help?** Or we can ask: **What do you need right now?**





4.1. Giraffe Key: Request

My request/ my next step:

What is your request / your next step?



Giraffes take good care of their needs. With the Request Key you can open doors because you clearly express what you request from others:

- describe exactly what you ask for
- pay attention that your request is doable for the other person
- say what you want (and not what you do not want).



Which requests let you know exactly what to do next?

Colour in the boxes with these requests.

Stop disturbing me all the time!

Please hold the vase with both hands.

I would like you to be my friend.

Please be more careful.

Please get in line behind me.

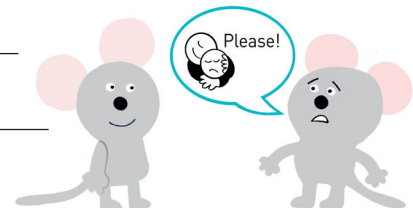
Please put your exercise books on the table.



Now write a clear, specific and doable Giraffe Request for the sentence below. What exactly can the other person do now? What exactly will that look like?

Unclear, not doable request: 'Please do not run around the classroom!'

Giraffe Request: _____



The Teacher's Guide includes some suggestions for Giraffe Requests for this exercise. Ask your parents or teacher to look them up and read them to you.



4.2. Ways to meet a need

We often believe that **someone else should or should not do something specific**.

If you can understand **what you need**, you can do something yourself to meet your current need.



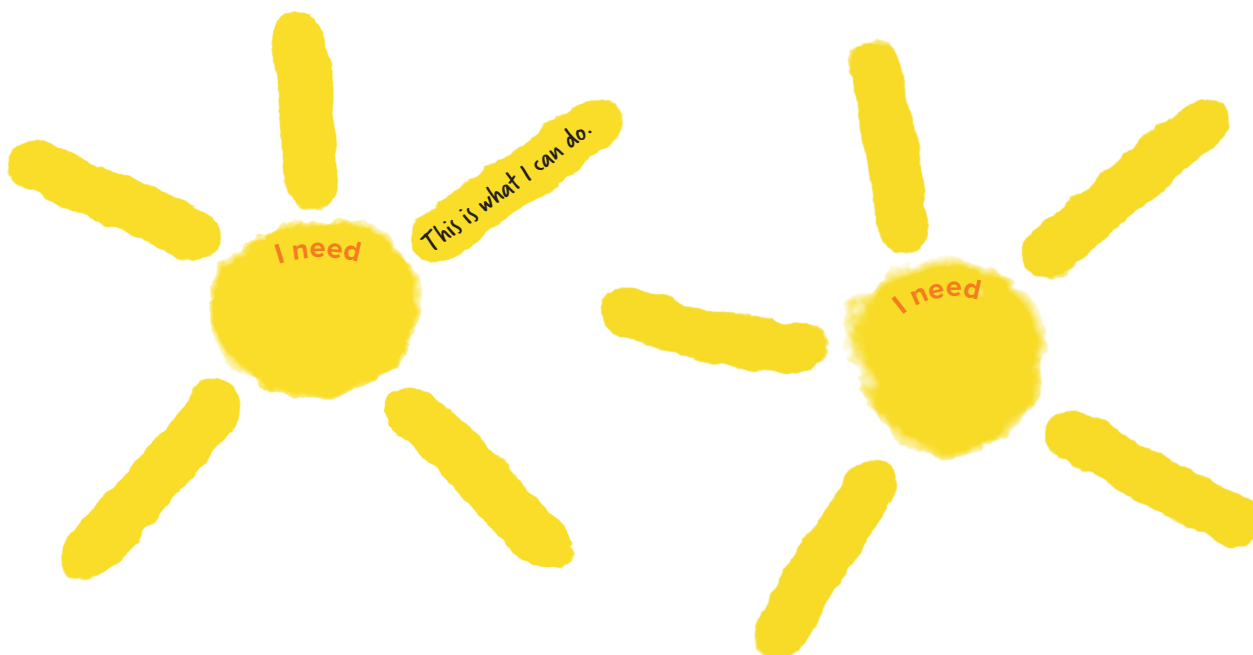
Choose two needs from the Needs Clock and think about ways to meet them. Find at least three ways for each of the two needs.

Example: I need community—I want to be with others.

What can I do to achieve this?

I can study together with someone, suggest a ball game, invite someone to my home, talk to someone, etc.

Write one need in each sun. Write ways to meet these needs in the sunbeams. What can you yourself do to meet your need?



Talk to your family and your classmates about it.
Who or what could help you meet your needs?



4.3. Meet your needs



Giraffes always know several ways to meet a need. They therefore do not need to be afraid of a 'no' to a request.



Remember a time when you were very sad, lonely or hopeless. What exactly happened back then? What did you say or do? What did someone else say or do? Write it down or talk about it to another person:



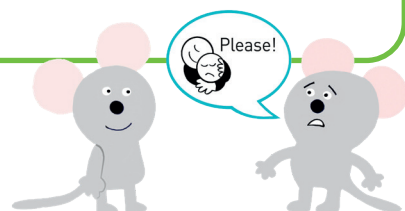
What would you have needed back then? Use the Needs Cards or the list from Exercise 3.3. to support you in finding out your needs.



Whom could you have asked for something? Write down a clear, specific and doable request.



Replay the situation with another child.
Find an ending together that you are satisfied with.





5.1. Giraffe Key: Observation

I hear / I see ...



Giraffes watch and listen very carefully. We learn from them to say what we can perceive with our senses. This makes it easier to keep the doors to others open. It is not so easy not to add judgements or your own thoughts.

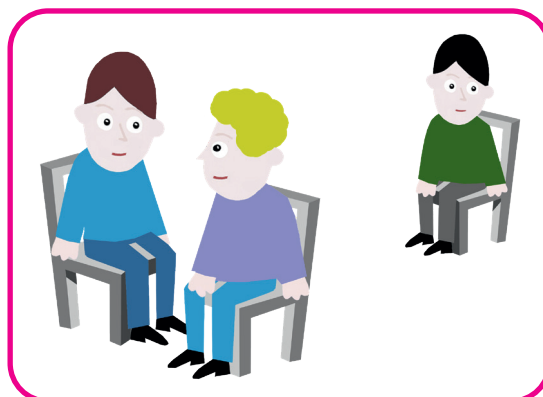
The key tag with the eye and ear is a symbol for this.



5.2. Practise observing



Look at this picture very closely like a giraffe. Now try to describe what your eyes see in the picture. Only write down what you see.



Now ask your head: What thoughts do you have about it? What story do you tell yourself when you see this picture? What could be going on here?



Compare your answers with the answers of at least three people.

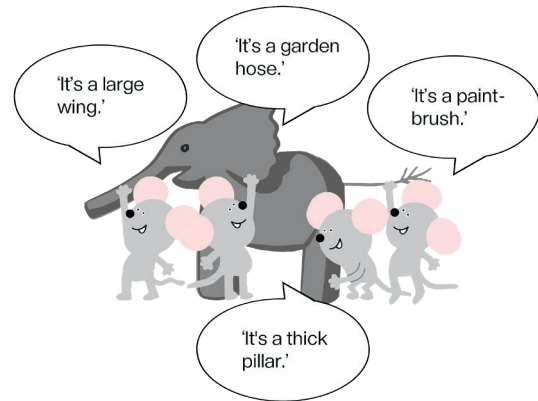


5.3. Observing or being right

Read the following story or ask someone to read it to you:

The four scholars and the elephant

Four scholars once lived in a kingdom. Their queen sent them on a journey to India to find out what an elephant was. When they arrived in India, an assistant led them to an elephant. In the dark stable, the scholars could not see the elephant clearly. Therefore, they tried to get an idea of the elephant by touch.



On their return, they reported the queen about the elephant.

The first scholar had felt the animal's ear and began: 'The elephant is like a large wing'. The second scholar immediately disagreed. She had touched the trunk: 'No, the elephant is a garden hose.' 'That's not true, it feels like a paint-brush,' replied the scholar who had touched the elephant's tail. 'It's like a thick pillar,' reported the fourth scholar who had touched the leg.

The four scholars could not agree on what an elephant really was. Because of their contradictory statements, the scholars feared the queen's wrath. But the queen smiled wisely: 'I thank you, because now I know what an elephant is: An elephant is an animal with ears like wings, a trunk like a garden hose, a tail like a paintbrush, and legs like strong pillars.'

The scholars bowed their heads in shame. They realized that each of them had only touched a part of the elephant and had been too quick to settle for that.

Author unknown

Think about it:

How is it possible that all four scholars were 'right' even though they all had a completely different answer? Have you ever thought that you are 'right' and someone else is wrong?

Imagine this: How would a worm describe a bird? How would a cat describe a bird?



Talk about it with others. Listen carefully to them when they tell you their point of view.

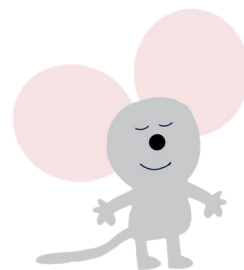


5.4. Listen to silence



Close your eyes and for a few minutes only focus on your ears and what they hear:

- What sounds are you perceiving right now?
- What sounds are outside of you?
- What sounds can you hear inside your own body?



Talk about it with others. Try to describe the sounds that appear without adding a story, e.g. a low whistle, a loud bang.

How easy or difficult is it for you to find words for these sounds?

5.5. Open doors with the Observation Key

When we judge or generalise, others often close the door. Then they stop listening to us. Practise opening doors to others. Take the Observation Key and describe what's happening right now.



You never put away your stuff.



I can see that _____ is lying on your table.



You're so tired!



I can see that you _____



You eat nothing but sweets all the time.



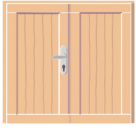
I have seen that you have eaten _____



Talk about it with others. How difficult or easy is it for you to describe exactly what you have observed?



5.6. Expressing gratitude and appreciation instead of praising



Sometimes people praise or flatter in order to get something from another person. They then want to persuade someone.



In the empathic attitude of the giraffe, we say what we like about others without wanting to get anything in return. We share our joy or gratitude with this person.

You can use the Observation Key to describe exactly what someone has said or done.



What can you see with your eyes or hear with your ears? Colour in these boxes.

Thank you, you're a good friend.

Thank you for singing a song with me.

Thank you for giving me back my sharpener.

You did a good job.

Thank you for being so helpful.

Thank you for building a cardboard house with me.



Choose three people and find three things that you like about them. Describe exactly what you like.

For example: I like it when you say ... I like it when you do ... Thank you!



Also think about what you like about yourself!

Write down your observations here: _____



6.1. Meet your inner jackal

Our needs are as valuable as a treasure. To make sure that this Treasure of Needs is well guarded, we all have an **inner jackal**. This jackal can growl loudly if we overlook a need and it isn't met. Then it can sometimes become quite unfriendly to draw attention to itself.



Draw your inner jackal here and give it a beautiful place in your life.



6.2. Explore your anger



Help your inner jackal to find out what makes it especially angry. Write down what you are angry about again and again:

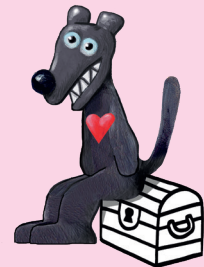
I feel angry when somebody ...



6.3. Listen to your inner jackal

Your inner jackal is your good friend. It tells you very clearly when you need something important. If you don't know what you need, you may become angry, shout or cry.

Then the jackal reminds you to look for your needs. Practise taking your time and listening to him carefully!



Use the Needs Cards or the list from Exercise 3.3. Read through what you wrote in Exercise 6.2. 'Explore your anger'.

What do you need in these situations? Write it down or tell someone.

When I get angry, I often need ...





6.4. Meet your needs

In the last exercise your inner jackal has helped you discover your Treasure of Needs and you've opened the treasure chest with the Needs Key. Now take the Request Key and find ways to meet your needs. **What can you do yourself to meet this need?**



When I need ..., this is what I can do:



Talk with others about the different ways you have found to meet your needs.

6.5. Learning to understand jackals

Sometimes people don't respond in an appreciative way when you need something particularly urgently. This is especially painful when you feel insecure or vulnerable. Then your inner jackal may growl at other people. This way it tries to scare off other people and distract them from you.



Are you familiar with these ways of growling at others? Color in what occurs in your everyday life.

threat

accusation

flattery

insult

praise

being right

blackmailing

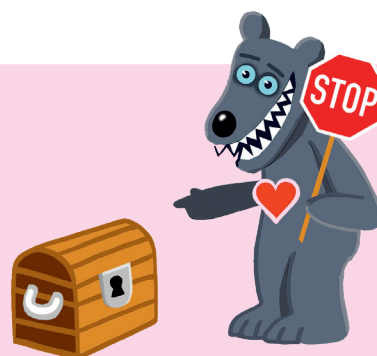


Ask someone if you don't know one of the words.

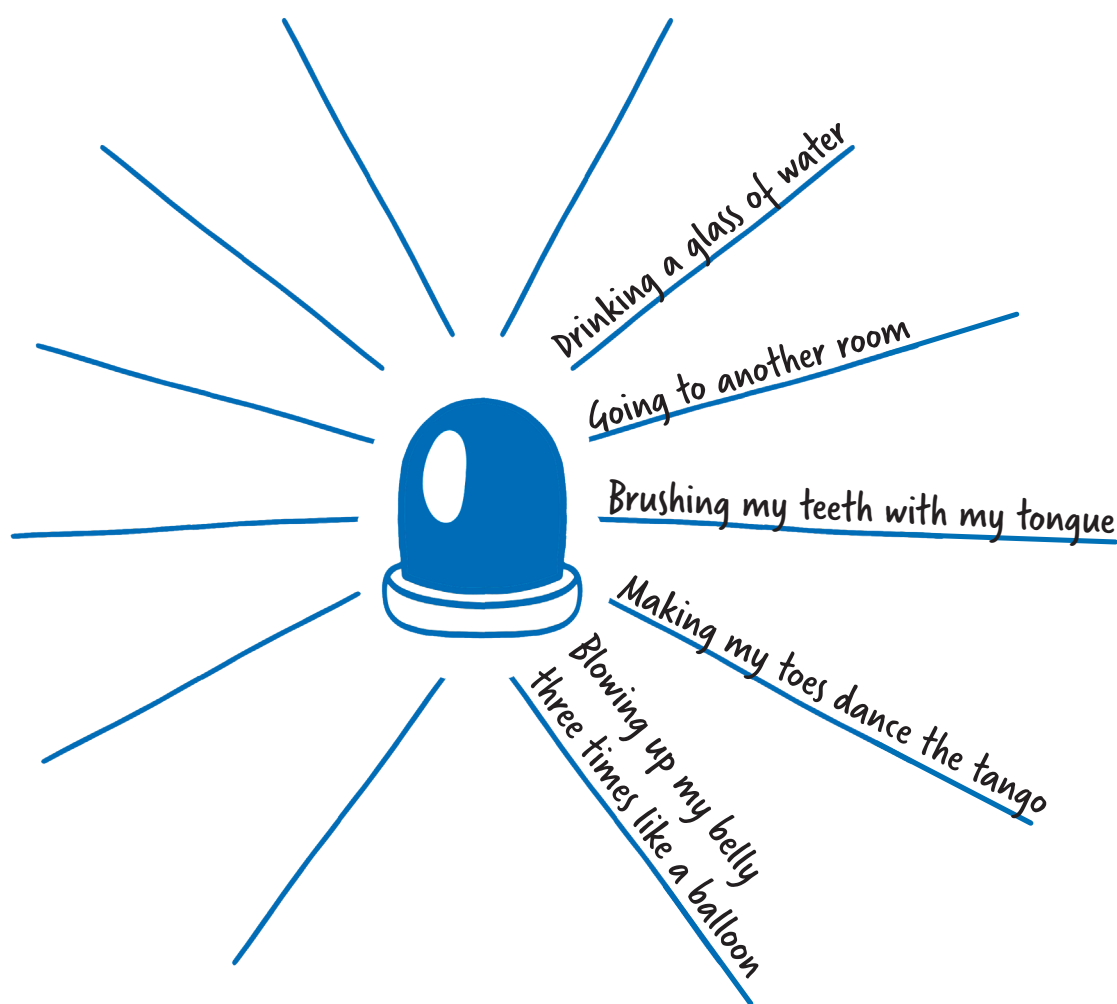


6.8. Take time for your inner jackal

Your anger and your jackal growls are warning lights that want to tell you: 'STOP! TAKE YOUR TIME! Before you do or say anything, pay attention to your Treasure of Needs and find out what you actually need!'



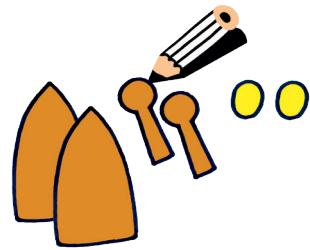
What helps you to clear your head when you're really angry? Write down what helps you on the rays.



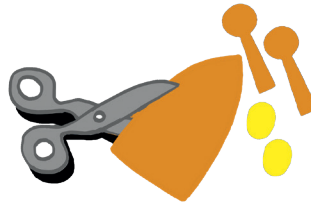
Different people find different things helpful in calming down. Talk with others about it and try out different ideas for yourself.

7.1. How to make Giraffe Ears*

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



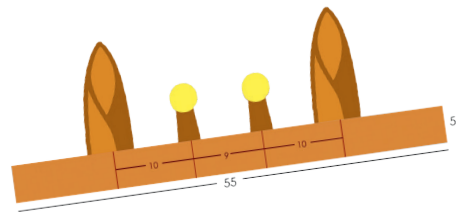
2. Cut out the shapes.



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



4. Glue everything onto a strip of paper and glue the ends of the strip together.



5. Now you can put on your Giraffe Ears!



7.2. Waking up your ears

To be able to listen with Giraffe Ears, your ears need to be fully awake. This exercise helps you to wake up your ears and concentrate:



Gently pull away the outer rim of your ears with your thumb and forefinger as if trying to straighten them out. Start at the tip of your ears and move down to the earlobes. Repeat this exercise ten times.

* The copy templates for the Giraffe Ears are available in the Teacher's Guide



7.3. Listening with Giraffe Ears



In the empathic attitude of the giraffe, we can also listen to others particularly well. We learn to hear what feelings and needs are hidden behind a jackal's growl.



Put on your self-made Giraffe Ears and go on a treasure hunt.
Read through an example and try to empathise with the person.



How might the person feel?



What might the person need?

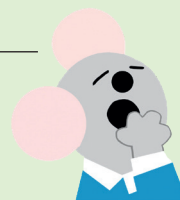
Find possible answers using the Needs and Feelings Cards or the lists from Exercise 2.3. and Exercise 3.3. Write them in the boxes.

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

How is Valentin probably feeling? _____

What could Valentin need? _____

What could Valentin request for?



Remember: The inner jackal guards the Treasure of Needs. The louder a jackal growls, the bigger and more valuable the treasure. Can you stay curious and listen carefully?





7.3. Listening with Giraffe Ears



The teacher would like to start a new exercise. All the students are talking loudly to each other. 'All of you! Be quiet, now!', she shouts.

How is the teacher possibly feeling? _____

What does the teacher perhaps need? What could be missing? _____

The teacher could request for: _____



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

How is Nora probably feeling? _____

What could Nora possibly need? _____

What request could be hidden behind her jackal sentence? _____



Talk about what you have written. Compare your answers with others.



7.4. Detective's task for Giraffes

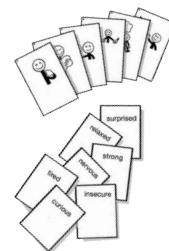
With giraffe ears, we can discover hidden things, just like a detective. However, we don't look for who is guilty or who is right. With giraffe ears and an open heart, we listen and explore what others might be feeling and needing.



Put on the giraffe ears. Equip yourself with Needs Cards and Feelings Cards and read the following story.

Write your answers to the research questions below in the empty boxes.

Important: Of course, there is no right or wrong in this task either!



Flora has accidentally stepped on Timo's toy and broken it.

Timo screams at Flora, 'You're so mean! You always break everything!! You are so stupid!'

Then he runs from the room and slams the door.

Flora shouts after him, 'That's not even true, you are so unfair! Go play alone! You're so annoying, you ... you idiot!'



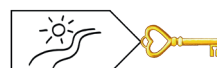
What exactly did the detective camera record?
What did each person say or do?



How might the two of them be feeling now?



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



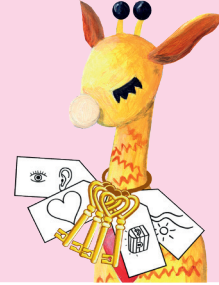
What could they do themselves now?
What could they ask others to do?



8.1. Write down what you are grateful for

When we express what we like about others, in the attitude of giraffes, we don't want anything in return. We only want to share our joy with the other person.

Gratitude and appreciation make living and working together easier and more enjoyable.



Think about what you are grateful for in your life and write or draw it here. Also look at what you wrote down in your happiness diary.



Talk with others about it, at home and in class.

8.2. Write thank you letters



Is there someone you'd like to thank? Perhaps for something small? Think of different people.

Write on a card for each person exactly what they say or do that makes you grateful. Give the card to that person. Who will you write a card to?

Write into the boxes who you've already given a card to.





Write a longer **thank-you letter** to at least one person. In the letter, describe what exactly this person says or does that you are thankful for.

You can write a letter

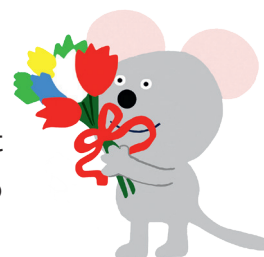
- to a birthday child,
- to a teacher on the last day of school, or
- to a member of your family.



8.3. Saying thank you



For one day, practise telling others as often as possible what you're grateful to them for. Use the whole bunch of Giraffe Keys to help you.



Example: Yesterday, you ran around the sports field with me three times. I urgently needed exercise and was glad that we did it together.



You did or said:



That met this need:



Then I felt:



Each time you thank another person, colour in one of the hearts in the jar.



8.4. Saying thank you to yourself

Every day you fulfil many of your own needs. You can also thank yourself for this and tell yourself what you like about yourself.

A cartoon illustration of a grey mouse standing next to a height measurement scale. The mouse is facing the scale, which has several horizontal lines. The mouse's head is near the top of the scale, indicating its height. The mouse has large pink ears and a small black nose.

8.5. Learning even more

The Empathy Challenge Teacher's Guide includes:

- Instructions and answers to many exercises for reference if you need more clarity
- Links to further materials and literature

Ask your teacher or parents for copy templates for Needs Cards, Feelings Cards, Giraffe Keys, Giraffe Ears and more.





8.6. Questionnaire for 'Empathy Challenge' Detectives



You have worked on the *Empathy Challenge*. You have become aware of your feelings and can find out which needs are hidden behind them. You have learned to empathise with yourself and others and to speak mindfully and respectfully.

1. When is it easy for you to speak and listen in the attitude of the giraffe?

2. When was the last time your inner jackal spoke up?

3. How did you react?

4. Who was the last person you told what you appreciate about them? What did you say?

5. How are you going to practise with the Giraffe Keys outside of school?



Discuss your answers at home or at school.



8.7. How well can you do that already?

Think about how well you can do the things in the list below and colour the field under the symbol that fits the best.

Here is what the four symbols mean:



I am very good at that.



I can do that a little bit.
If I practice, I will get better.



I am good at that.



I need a lot more practice at that.

Colour the field that fits the best.



I can use the Feelings Clock to show how I feel.				
I can express how I feel.				
I can find out what I need when I have an unpleasant feeling.				
I can use the Needs Clock to show what I need.				
I can empathise with others and imagine what they need when they have unpleasant feelings.				
I can speak about what I see or hear without judging it.				
I notice when I growl like a jackal.				
I can think of several ways to meet a need.				
I can listen with Giraffe Ears and recognise the treasure behind the jackal's growl.				
I can tell someone what I like about them without flattering them.				
I can thank someone and describe exactly what I'm grateful for.				



8.8. Reach your personal goal in a few steps ...

Choose something from the table on the previous page that you need to practise more and want to learn. Pursue your goal step by step.



Write down exactly what you want to achieve.



Imagine with all your senses what it will be like when you reach your goal. Write down or draw a picture of your future: How are you going to feel? What will you see, hear, smell, taste and touch?



Tell someone of your plan. Write down who you want to tell about it:



Practise your new strength at least three times a day.



At the end of each day, remember how you practised your new strength and be happy about it.

If you find it difficult to stick to your plans:

Imagine how it will be when you reach your goal and look forward to it!



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

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

- 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



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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)
- Further literature and links can be found in the Empathy Challenge Teacher's Guide.

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