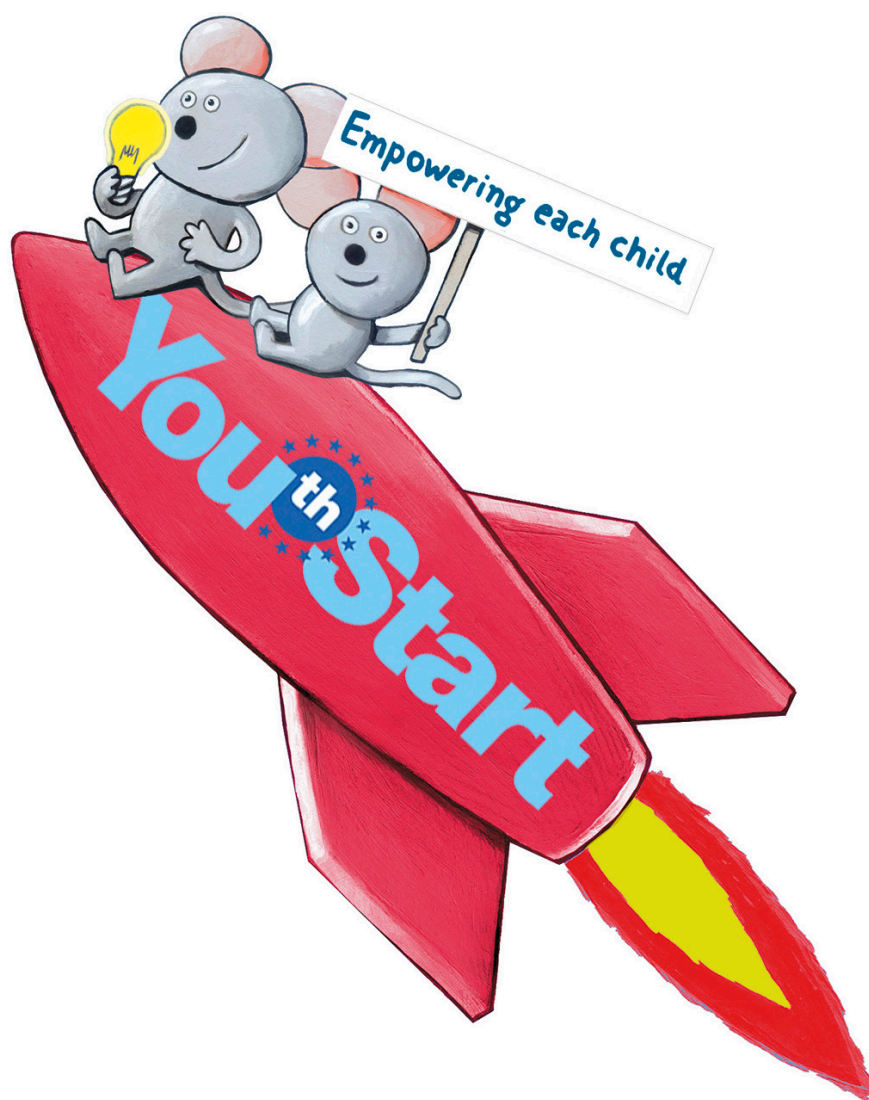




A1 Empathy Challenge

My Feelings, Your Feelings – Giraffe Language

Student Manual




Eva Jambor • Gabriele Grunt • Cornelia Schafrath

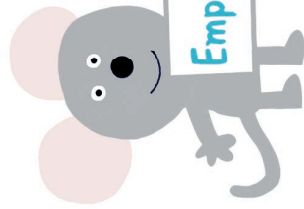
All Challenges of level A1 are also available in a printed version in German.
You can find them at www.jedeskindstärken.at (*Jedes Kind stärken*, volume 1 - 4).



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Empowering each child



with the Youth Start Entrepreneurial Challenges Programme

LET'S DEVELOP
AND IMPLEMENT YOUR IDEAS!



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

USE YOUR IDEAS
TO HELP OTHER PEOPLE!



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


☐ ☐


HERO CHALLENGE
You're my role model


☐


EMPATHY CHALLENGE
My feelings –
Your feelings


☐


STORYTELLING CHALLENGE
Creative storytelling


☐



BUDDY CHALLENGE
Empower others!


☐


MY COMMUNITY CHALLENGE
Solving problems together


☐


MY PERSONAL CHALLENGE
What's it worth?


☐


LEMONADE STAND CHALLENGE
Selling is fun


☐


PERSPECTIVES CHALLENGE
Tracking 20 Euros


☐


TRASH VALUE CHALLENGE
Recycling adds value


☐


OPEN DOOR CHALLENGE
Discovering clues


☐


DEBATE CHALLENGE
Let's talk to each other!


☐


REAL MARKET CHALLENGE
Becoming a "junior manager"


☐


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


☐


EXTREME CHALLENGE
Assessing oneself


☐


BE A YES CHALLENGE
This is good for me


☐


EXPERT CHALLENGE
Learning holistic learning


☐


VOLUNTEER CHALLENGE
I can volunteer


☐


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



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

Empowering each child ...

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

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

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



Empowering each child is part of the “Youth Start Entrepreneurial Challenges” Programme which aims to foster personal initiative and the entrepreneurial spirit of young people. It was developed in Austria for both primary and secondary school students, and it has been translated into six languages.

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

The “Youth Start Entrepreneurial Challenges” Programme supports children in developing their potential.

This was proven by a scientific field study which was carried out from 2015 to 2018 in Austria, Slovenia, Portugal and Luxembourg with about 30,000 children and teenagers.

The research results demonstrate that by working with the programme in primary school, the children's self-esteem is improved and teamwork, creativity and lateral thinking are fostered. The children learn empathic communication and how to be sensitive to their own and others' needs, and they improve their vocabulary.

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

Eva Jambor and Johannes Lindner, editors

www.ifte.at | www.youthstart.eu










A1 Empathy Challenge

My Feelings, Your Feelings – Giraffe Language

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

7 steps to the finish line:

- | | | |
|-------------------------------------------------------------------------------------|----------------------------------|---------|
|  | 1 Speaking like a giraffe | page 6 |
|  | 2 Expressing how we feel | page 11 |
|  | 3 Expressing what we need | page 18 |
|  | 4 Speaking like a jackal | page 27 |
|  | 5 Expressing what we see or hear | page 32 |
|  | 6 Listening like a giraffe | page 35 |
|  | 7 Thinking things over | page 39 |



I can empathise with myself and others.

1 A language that “comes from the heart”

If we want to treat others respectfully and attentively, we need a language that “comes from the heart”.

This is why Marshall Rosenberg, a famous American psychologist, created a language, which he called “giraffe language”.

Why?

Because giraffes have the largest _____ of all land animals.

2 Who lives in your heart?

- ☒ Write or draw into the heart all the people and things that have an important place in your heart. If the heart is not big enough, use a drawing sheet.



3 Heart meditation

- ☒ Sit comfortably and close your eyes.
Place one hand on your heart.
Now you can feel your heart beating – count the beats. Count to 30.
Think of something for which you are thankful and breathe calmly. Slowly open your eyes.
How is your body feeling now? Which emotions are you feeling?
Discuss this.

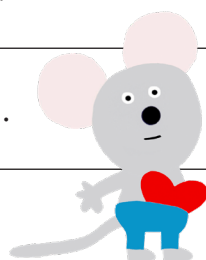


Sayings with "heart" 4

You will surely know a lot of sentences or expressions with the word "heart". Can you explain them? Put down the numbers of the sayings next to the matching explanations.



Sayings		Explanations	
1	The picture is dear to my heart.	You're very brave.	
2	You have a soft heart.	He truly means what he's saying.	
3	They love each other heart and soul.	She has no compassion.	
4	He has a heart of stone.	I can't do that.	
5	She is heartless.	He doesn't show any emotions.	
6	I haven't got the heart to do it.	I really want to keep this picture.	
7	He is speaking from the heart.	I'm starting to feel scared.	
8	You have the heart of a lion.	You have much compassion for others.	
9	I give you my heart.	They're inseparable.	
10	My heart is heavy.	I love you.	
11	My heart is sinking.	I'm very sad.	



5 How the giraffe speaks





The giraffe asks:

How do you feel?

What do you need?

The giraffe says:

  I see / hear ...

  I feel ...

  I need ...

  I request ...

Thank you!



Learning to speak like a giraffe 6

Tell your parents about the new language you are learning and ask them to read this and the next page. Also, practise giraffe language at home!



*Would you rather be right or have meaningful relationships?
You can't have both at the same time.*

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

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









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



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

Marshall Rosenberg has acted as a mediator in many conflicts around the world. He found out what factors support connection, communication and conflict resolution:

-  I describe what I see/hear without judging or interpreting it.
-  I express my own feelings and needs without blaming or criticising the other person.
-  I make requests (instead of threatening, manipulating or blackmailing the other person).
-  I express appreciation without praising or flattering the other person.
-  I try not to take accusations, criticism and demands personally but instead listen empathically and try to find out which unmet needs are behind the other person's words.
-  I keep in mind that everything we say and do is an attempt to meet universal, human needs.





In everyone's communication habits we find elements of both giraffe and jackal language.





Jackal language features:	Giraffe language features:
I'm right and you're wrong.	I also respect your views and preferences.
It's your fault.	I assume my share of responsibility.
This is wrong/right. This is good/bad.	I separate observation from judgement and interpretation.
I demand something.	I request something. I'm open to different options.
I praise your behaviour. I flatter you.	I express appreciation and gratitude.
I threaten you. I blackmail you with a reward.	I say how I feel and what I need.

4 keys of Nonviolent Communication:

I see/hear ... 	I describe what I see/hear without judging or interpreting it. I don't say anything about what or how you are, I just describe what I see or hear.
I feel ... 	I describe how I feel when I observe something. I speak about myself and not about the person I am observing.
I need ... 	I learn to identify and accept the need that is behind each of my feelings.
I request ... 	I say what I wish you to do in a certain situation and phrase it as a request.




With these 4 keys ...

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

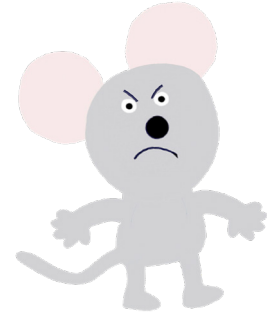
For video clips explaining the class project go to www.youthstartchallenges.eu/A1Empathy




Your body expresses how you feel 1

When we use giraffe language, we tell each other how we feel. But we can also express our feelings with our body. Let's try it: 


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

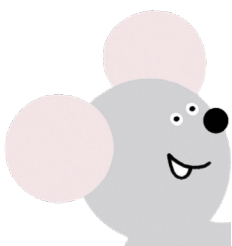


Position yourself like this: Let your shoulders hang down, with your arms dangling, and bend your head so it faces downward. Focus on your body – how does it feel, which emotions are you feeling? 

Now change your position: Stand up straight with a relaxed posture and hold your head up. Once again focus on your body – which feelings do you observe now? Talk with other about which posture makes you feel more comfortable.

Your face expresses how you feel 2

You can also express your feelings only with your face. Let's try it: 




- Make a surprised face.
- Make a scared face.
- Make a happy face.
- Make an angry face.
- Make a sad face.
- Make a face that shows that you find something disgusting.



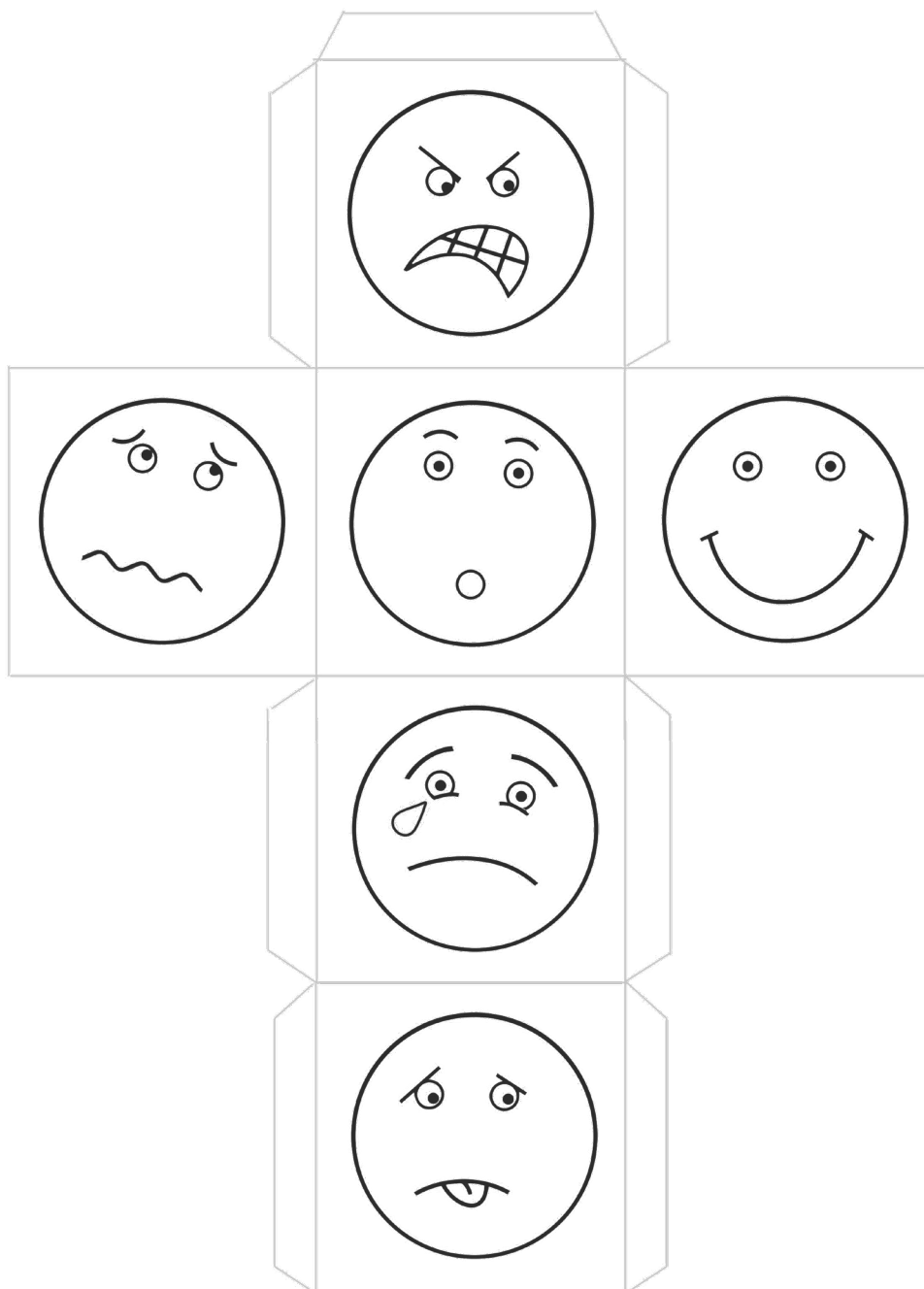
Observe: What happens within your body when you make those faces?


Play with the Mimics Die 3


Roll the Mimics Die, look at the mimic which shows up and think about: what feeling does this mimic express for you? Express this feeling with your face. Let your classmates guess the feeling behind it. Then, try to express the feeling with your whole body. Which of these two options makes it easier to guess the feeling? Roll the Mimics Die and use the Feelings Cards on page 15 to choose at least one figure that fits the facial expression which shows up. Move like the figure and mimic the facial expression. 

4 Make your own Mimics Die

 Copy or draw the template below.



 Guess which face could match which feeling: surprised, fearful, curious, happy, shocked, joyful, angry, sad, tired, stressed, disgusted ...

 Can you think of other words which you could use to describe the feelings behind the faces? Look for them in the list on page 14. In which situations do you feel like that? Discuss this.

**Your feelings shape your body 5**

Think of something that „makes you angry“. Close your eyes and feel what happens within your body when you think about it.



Now think of something that „makes you happy“. Again, close your eyes and feel the changes in your body. Talk with others about this.

“Hear” feelings and dance accordingly 6

Listen to “Peter and the Jackal” by Sergei Prokofiev with your classmates. Which feelings do you “hear”? Move to the sound and express the feeling you hear with your body.



Talk to others about what you felt. Did they experience the music differently?





Bring a piece of music to your classroom and share with your classmates what feelings you have when listening to this music. Talk with others how they feel while listening to this piece of music.

**How do you feel? 7**


Imagine how you would feel if someone said the following sentences to you.



Write at least three words that describe your feelings in the empty space. Use the words from the list “Words for your feelings” on page 14.

If someone said to you:	How would you feel?  
“You’re annoying. I don’t want you to play with us.”	
“I really like your drawings.”	
“I like playing with you.”	
“You have so many ideas! I’m never bored when I’m with you.”	
“Every time you come over there’s a fight. You really get on my nerves!”	

8 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

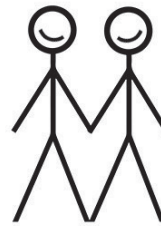
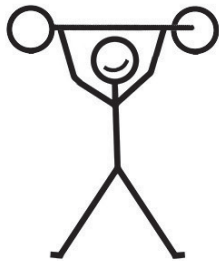
Circle all the words you don't know. Ask the teacher to explain them to you. Try to memorise five new words.

afraid 	alert 	alive	amazed	angry	anxious
bewildered	bored	calm	centred	cheerful	Confident
comfortable	concerned	confused	content	curious	delighted
depressed	disappointed	disgusted	distressed	eager	embarrassed
empty	enthusiastic	excited	exhausted	fearful	free
frustrated	fulfilled	Glad	Grateful	guilty	happy
helpless	hopeful	indifferent	insecure	intrigued	joyful
lonely	moved	nervous	open	optimistic	peaceful
pessimistic	proud	relaxed	rested	restless	Relieved
reluctant	sad	satisfied	secure	strong	surprised
tired	torn	touched	uneasy	unhappy	worried



Which feelings do you see? 9

Choose a matching word from the list on page before ("Words for your feelings") for each of these Feelings Cards:



10 Are you talking about yourself or are you blaming others?

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



Choose all the words from below to complete the phrase "You have ... me".

not seen, lonely, attacked, anxious, not understood, provoked, happy, disappointed, ignored, uneasy, cheerful, threatened, proud, betrayed, glad, forced, misunderstood, rejected, unhappy, excluded, energetic, disturbed, neglected, sad, carefree, helpless, not respected

You have _____

_____ me.



Choose five of these words and think about how you could be feeling when saying this to others. Write down your feelings. Use the list on page 12.



You have _____ me I am _____

You have _____ me I am _____

You have _____ me I am _____

You have _____ me I am _____

You have _____ me I am _____



How do you feel when someone says „You have ... me“ to you? Discuss this.

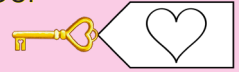



Practise expressing your feelings at home and with your friends as often as possible. Make sure you start your sentences with "I am ...".



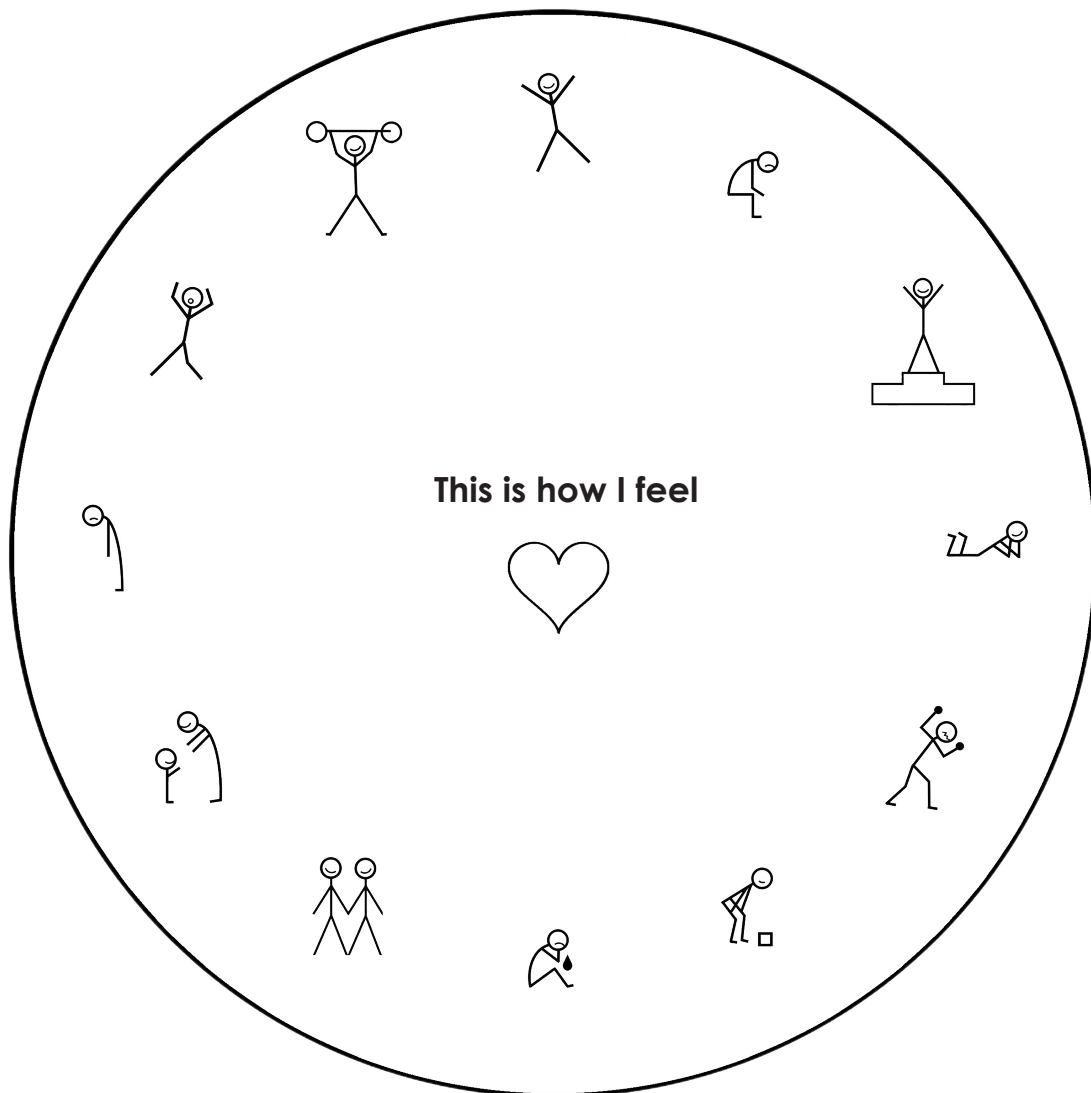
Feelings Clock 11

When we use giraffe language, we speak about our feelings.



Together with the other children, use the 12 Feelings Cards to make a Feelings Clock for your classroom. You can also draw your own Feelings Cards. 





If 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 children feel.



Each child can use a clothes peg to attach her/his name next to the image on the Feelings Clock that best expresses his/her current feeling. This will show that not every child feels the same way in any moment. Practising this you can learn to become aware of your own feelings and feelings of others!

1 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. The blue coloured square is an example how to do it.

 1	<p>I need someone to understand how I feel.</p>	<p>safety</p>
 2	<p>I want everyone to be well taken care of and to be safe.</p>	<p>autonomy</p>
 3	<p>I want to decide for myself what I do.</p>	<p>community</p>
 4	<p>I want to do something together with others.</p>	<p>empathy</p>








Needs Cards: Find words for what you need!

1

	<p>I want someone to be close to me and stand by me.</p>	<p>help</p>
	<p>I want to celebrate and share my joy with others.</p>	<p>peace</p>
	<p>I need it to be peaceful and quiet.</p>	<p>closeness</p>
	<p>I need help.</p>	<p>celebration</p>

1 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.

 9	<p>I want to see the effect of my actions.</p>	<p>physical well-being</p>
 10	<p>I want to be appreciated by others.</p>	<p>meaning</p>
 11	<p>I need something to eat or drink.</p>	<p>influence</p>
 12	<p>I want to understand why I'm supposed to do something.</p>	<p>appreciation</p>



Find out what is behind your feelings 2

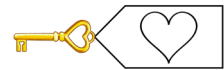
Behind every feeling we have, there is something hidden that we need – a **need**. When we feel comfortable it means that we have what we need at the moment. When we feel uncomfortable it means that we do not have what we need.



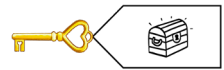
Answer in writing and discuss this:



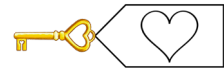
Think of an unpleasant situation in which you felt very uncomfortable. Describe how you felt back then. Use the Feelings Clock and the list on page 14.



What did you need but didn't have? Choose a matching word for your need from the Needs Cards on pages 18 to 20 and write it down.



Now think of a pleasant situation where you felt very comfortable. Describe with words for feelings how exactly you felt then. Use the Feelings Clock and the list on page 14.



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



Finding out what is behind our feelings is not always easy. Our needs are sometimes hidden deep inside us in a locked treasure chest, and we are the only ones who have the key.



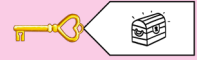
Ask yourself as often as you can how you are feeling right now and why you are feeling like this. This will help you find out what you need at the moment so you can tell others about it.



3 Needs Clock

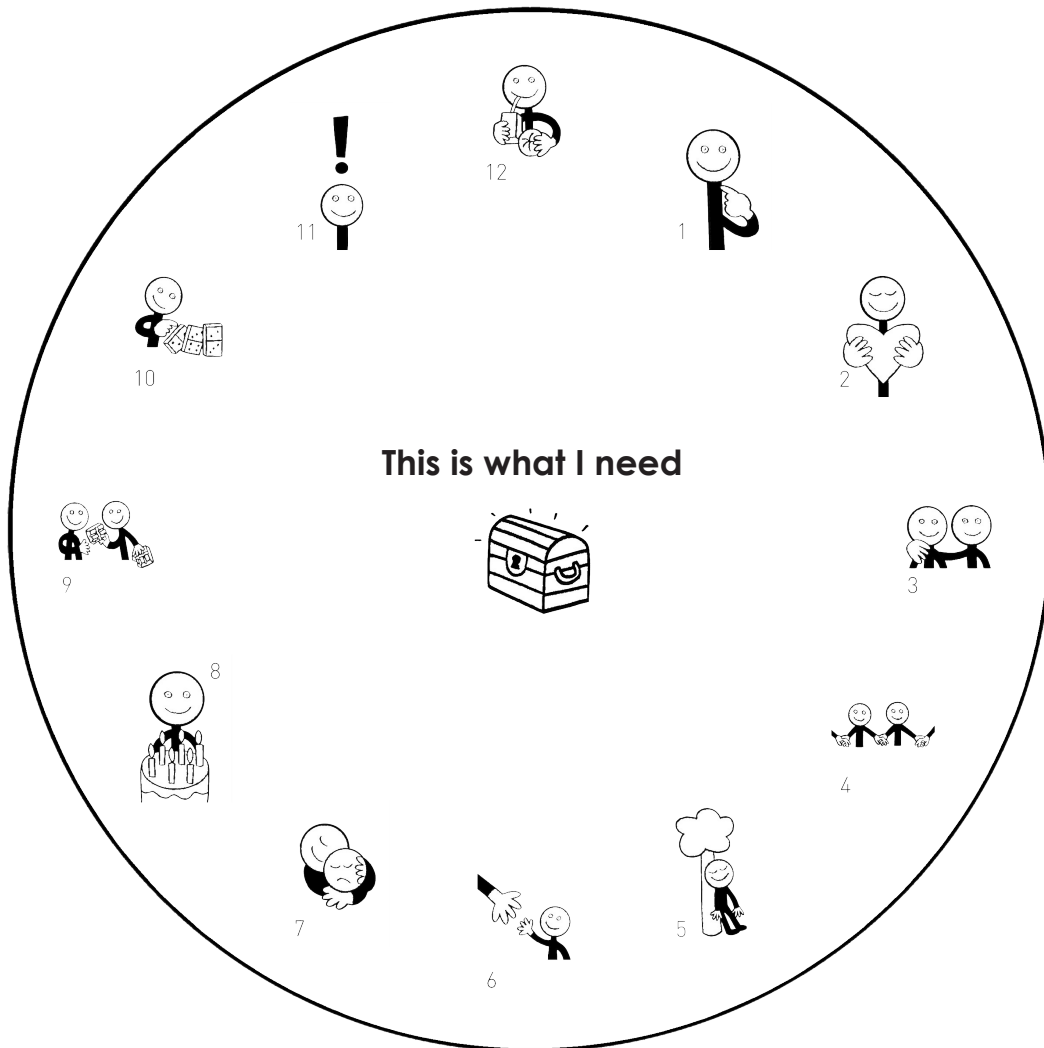


When we use giraffe language, we say what we need.

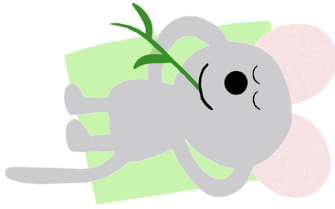


- ✓ Together with the other children, use the 12 Needs Cards to make a Needs Clock for your classroom.

Use the clock every time you find it hard to express what you need with words. 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.

**Paint a need that is met 4**

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 paint a picture of it.


**Guessing game: Needs 5**

Play a guessing game with others.

Try to guess the other children's needs in the following situations.

Find one matching card on the Needs Clock and choose one matching word from the Needs Cards on pages 18 to 20:



The child says:	Maybe the child needs: 
"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.

We can only assume and guess what somebody needs at a specific moment in time. If we want 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?**



6 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.



- ☒ Learn to find ways to meet your own needs.

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 to feel close to somebody.

What can I do to feel close to somebody?

For example, I can do somebody a favour, say something nice, talk to, or play with somebody ...

- ☒ Write down everything you came up with to meet those two needs.

1. I need _____

This is what I can do: _____

2. I need _____

This is what I can do: _____



Talk to your family and your classmates about it.

Think about the best ways to find out what you yourself can do to meet one of your needs.

Who or what could help you in doing so?



Make clear, specific and doable requests 7

Giraffes take good care of their own needs.
This is why they express clearly what they request from others.



When giraffes request something ...

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

Giraffes always know more than one way to take care of their needs. So they do not have to fear someone saying "No" to their request.

Match each sentence with a clear, specific and doable giraffe request.



Stop disturbing me all the time!	Please hold the vase with both hands.
Please be more careful.	Please put your exercise books on the table and put your clothes in the washing machine.
Please be careful and don't fall down.	Please use your own pencils and go to a different table to draw.
Please listen carefully.	Please ask me before you take my toys.
Please tidy up now.	Please hold on!
You shouldn't jump the queue.	Please look at me when I'm talking to you.
I don't want you to play with us.	Please play with me during the break.
I want us to be friends.	Please get in line behind me.

Write your own clear, specific and doable giraffe request for the sentence below.



I want us to be friends. _____

Talk to others about how well you manage to phrase giraffe requests.



8 What do you need?



When we use giraffe language, we learn to request from others for what we need. If you don't know what you need, you might get angry and start shouting or crying. It takes a lot of practise to find out what you need!




- ☒ Remember a time when you were very sad, lonely or discouraged. 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:

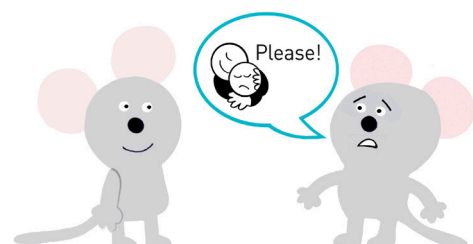
What would you have needed back then? Use the Needs Clock and the Needs Cards on pages 18 to 20 to find out.



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



-  Talk about what happened back then. Play the situation with a partner. Together, try to find a good ending!

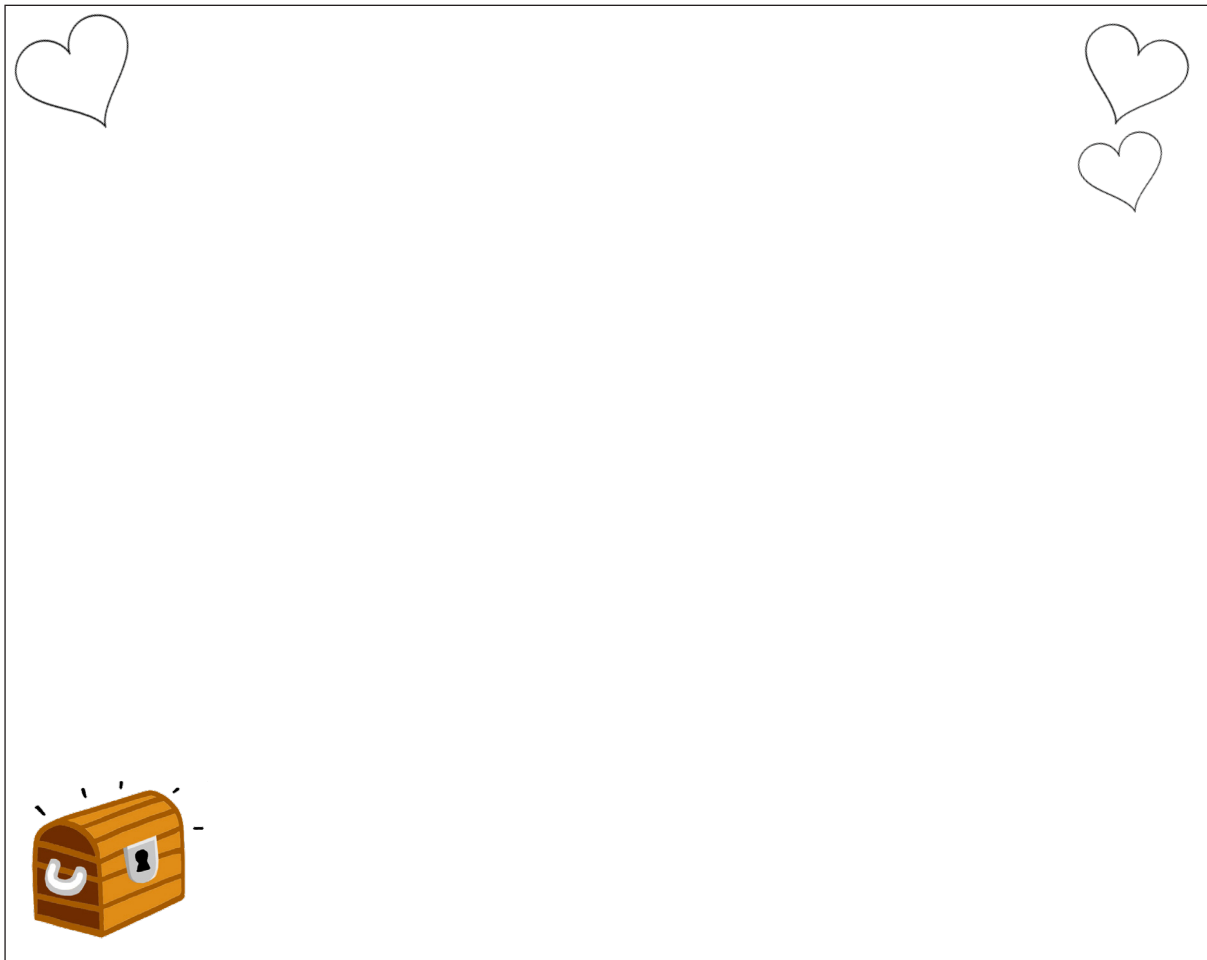




Meet your inner jackal 1

Your inner jackal is your friend, even though sometimes it does not seem like it. He carefully guards your inner treasure – your needs – and growls when one or more of them are not met and you have not noticed. Sometimes, when you do not listen to him, he can become very unfriendly because he often does not know of any other way to get your attention.

Draw your inner jackal in the box below and give it a beautiful place in your life:



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 _____

2 Learn to listen to your inner jackal

- ☒ Think in detail of three situations in which you were angry.
Try to figure out what you would have needed in that moment. Use the Needs Clock to help you. Talk about it and write what you often need when you get angry below.

1. When I get angry, I often need _____
2. When I get angry, I often need _____
3. When I get angry, I often need _____

- ☒ Try to think of ways to meet these needs.
Write down **what you could do**:

1. When I need _____ I could do this:

2. When I need _____ I could do this:

3. When I need _____ I could do this:



Discuss the ways you came up with and remember them well.

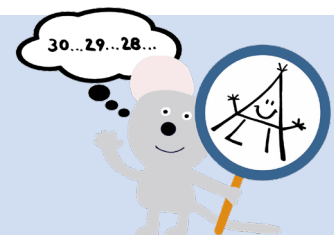
Remember: When you get angry, use ALI's help and do what he suggests:

Air.

Laughter.

Inner Peace.

Count backwards from 30 to 20. If this has not calmed you down, continue counting to 0. This pause will help you to work out exactly what you need and what you can do to meet this need.





How the inner jackal speaks 3

If you are unaware of what you need, your inner jackal starts to growl. He uses his own language. This is how the jackal speaks:

The jackal wants to **be right**: „That's...“
 The jackal **accuses you**: „Because of you...“
 The jackal **threatens you**: „If you ...“
 The jackal **blackmails you using a reward**: „If you ...“
 The jackal **insults you**: „You're ...“
 The jackal **flatters you**: „You're ...“
 The jackal **praises you**: „You're ...“



Read through the seven sentences below. Look for the matching Jackal language feature. Write down the numbers of the sentences in the matching square of the table below.



1. That's mean. You're not allowed to jump the queue.
2. You're greedy. You never let me taste your lunch.
3. If you don't give me any sweets, we won't be friends anymore.
4. You're so nice. I really like how you helped me today.
5. If you give me some sweets, you'll be my very best friend.
6. It was your fault that we were late this morning.
7. You're such a good friend. You always let me taste your lunch.



Jackal language features	Sentence number
someone wants to be right	1
accusation	
threat	
blackmailing using a reward	
insult	
flattery	
praise	

Talk about it: Can you easily recognise the Jackal language features?



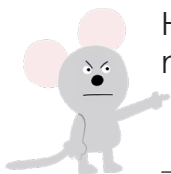
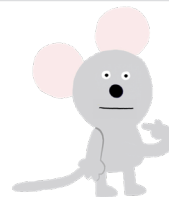
4 Do you recognise jackal sentences?



There are many situations when we speak like a jackal: when **we are angry**, when **we want something at any cost** and often when we react without thinking first...



Think about it, write it down or discuss it: Have you ever wanted to **be right**? What did you say then?



Have you ever **accused** someone? Write down the accusation you made:

Have you ever **threatened** someone? Write down the words you used:

Has anyone ever **promised you a reward**? Write down what she or he said:

Write down what you said when **you insult** someone?

Has anyone ever **praised** you? What did they say?

Write down what you said when **flattering** someone:



How do you feel when someone speaks to you in jackal language? How do you feel when you speak like a jackal? Talk about it.



How the jackal calms down: Let your jaw softly drop as if you had to yawn. Massage your jaw joint while making a relaxed yawning sound.

(For the short video "Energy yawn" and further Activate & Concentrate exercises go to "Mind & Body" at www.youthstart.eu)

Find giraffe sentences for jackal sentences **5**

For every jackal sentence, find a giraffe sentence that you could use instead. Connect the jackal sentence to the matching giraffe sentence.



jackal sentences



giraffe sentences

It was your fault that we were late this morning.	Thank you for helping me hang out the laundry today.
That's mean. You're not allowed to jump the queue.	I really want to be at school in time. Can you please hurry up a little tomorrow morning?
If you give me sweets, you'll be my very best friend.	I want to get on the bus peacefully.
You are so nice! You are such a good helper!	I really like the look of your lunch. May I taste some of it, please?
You're greedy. You never let me taste your lunch.	Thank you for giving me some of your lunch. I liked it very much.
You're such a good friend. You always let me taste your lunch.	I love sweets. Will you please give me some of yours?
Because of you being so loud, I don't know what this is about!	Thank you for explaining it to me. It was very helpful for me.
You're much smarter than Florian. You always explain everything to me.	I'm happy that you spoke up three times in today's lesson.
You're so stupid. You cannot explain the maths exercise correctly.	I'm interested in what we are learning right now. Could you please be quiet during the lesson?
If you do not give me sweets, we are no friends anymore.	I don't understand this maths exercise and need help. Could you please explain it to me?

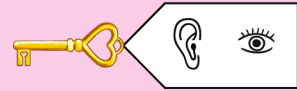
What do you notice? Talk about situations when you have heard or said similar sentences.








1 Talking to each other mindfully



When we use giraffe language, we tell others what we hear or see. We talk about what we can perceive with our senses. We do not judge or interpret it.









☒ What senses can you use to perceive something? Complete the sentences:

-  I describe what I _____
-  I describe what I _____
-  I describe what I _____
-  I describe what I _____
-  I describe what I _____

When you say, „Ugh, that tastes disgusting!“ you speak like a jackal. You judge the food.

When you use giraffe language, you speak about yourself. You say how YOU like the food, how you perceive it with your sense of taste. You could for instance say, “I don’t like that.” That’s giraffe language.

☒ Change these jackal sentences into giraffe sentences. Work with a partner:

-  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 _____







Is that the giraffe or the jackal speaking? 2

The jackal flatters, praises, insults, accuses and threatens. **It judges.**
The giraffe only says what it sees or hears. **It observes.**

If you think the giraffe is speaking, colour in the square in the giraffe column.
If you think the jackal is speaking, colour in the square in the jackal column.



			
1	When the teacher asked you, you said "6+2=9".		
2	You don't know how to calculate at all.		
3	I can see that you have nuts in your lunchbox today. I don't like nuts.		
4	You always have such disgusting things in your lunchbox.		
5	You're my very best friend.		
6	I had a lot of fun playing with you during the last three breaks.		
7	You're about as tall as my younger brother.		
8	You're really very short.		
9	You're always late.		
10	You came in at 8.30 today. I had been waiting for you since 8.00.		
11	I heard you tell the teacher that I pulled Ingrid's hair yesterday.		
12	You're mean. You snitched on me today.		
13	You're always so unfair to me.		
14	When I asked if I could play with you, you said no.		

Read the giraffe sentences carefully. Do you find it easy only to say what you see and hear without judging? Practise it as often as possible.



3 Expressing gratefulness and appreciation instead of praising

When jackals flatter somebody, they do it because they want something from that person. When jackals praise somebody, they do it because they want to convince that person to do something specific.

When giraffes tell someone what they like about them, they do not want anything back. They only want to share their joy with the other person.

Giraffes observe very carefully. They describe what somebody did or said and why it makes them happy.



- ☒ Find an appropriate translation for each jackal sentence:

Today you paid good attention.	I'm impressed that you managed to climb over the obstacle the first time around.
Well done.	Thank you for lending me your pencil.
You're a good friend.	I'm happy that you answered three questions in the final quiz.
You are such a good helper!	I had a lot of fun building Lego with you.
Thank you for always standing by me.	Thank you for saying earlier: "Please give her back her sharpener."

- ☒ Choose three people and think about three things you like about each of them. Describe what exactly it is you like about them. Tell those three people about these things and thank them.

I like when you say I like when you do Thank you!

- ☒ Tell these persons how you feel when they say or do what you are thankful for. Also, tell them which of your needs they meet by doing or saying it. The list of words for your needs and the Needs Cards can help you with that.

- ☒ Also, think about what you like about **yourself!**

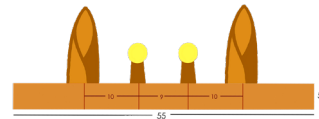
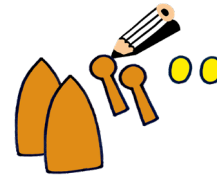
Write it down: _____

Talk about it.



How to make giraffe ears 1

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.



Now put on your giraffe ears!



How to make a giraffe 2

1. Draw a giraffe on a piece of cardboard and colour it in.
2. Cut out the giraffe.
3. Attach a thin wooden stick to the back of your giraffe. Use several pieces of tape to attach it properly.



For templates go to www.youthstart.eu (A1 Empathy Challenge).

This exercise helps you to really focus on learning how to listen like a giraffe:



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. (To check out the short video "Thinking cap" and further Activate & Concentrate exercises go to "Mind & Body" at www.youthstart.eu)

3 Learning to listen like a giraffe

Flora has accidentally stepped on Timo's toy and broken it.
Timo screams at Flora, "You're so mean! You always break everything!! Stupid cow!"
Then he runs from the room and slams the door.
Flora shouts after him, "That's not even true, you are so unfair! Go play alone! You're so annoying, you ... you idiot!"

-  Put on your self-made giraffe ears and try to listen to both children like a giraffe. What are the needs behind their jackal sentences?


  What do you think: How is Timo possibly feeling? What could he need?


  How could Flora perhaps be feeling? What could she need?

Use the Feelings Clock and the Needs Clock. There is no right or wrong answer. We can only assume and guess what others are feeling and what they need.

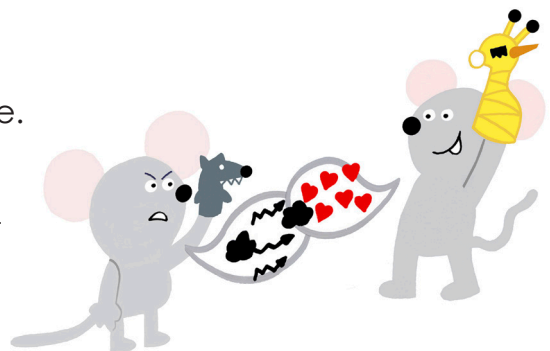


When we speak like a giraffe, we can also learn to listen like a giraffe. This way, we try to hear what feelings and needs are behind the jackal sentences.

-  Think about it: What could Flora and Timo have done differently? Play the situation with a partner. Working together, change the way Flora and Timo talk to one another. Switch roles and do it again.

-  Think about how you can react the next time. Make sure you listen like a giraffe.

If you get angry about jackal sentences, it might be hard for you to do that. Practise it nonetheless and talk with others about it. Help each other!



ALL can help you remember to think carefully and feel inside your body before you react. The giraffe's keys will help you to find appropriate words after you have paused to reflect.



**Hearing hidden feelings, needs and requests 4**

Use your giraffe ears and try to hear what others might be feeling when they use jackal language. Write down those feelings using the list “Words for your feelings” on page 14.

Also, try to hear what each person might need. Use the Needs Cards and write down what you think they need. Help each person to phrase a specific, do-able request.

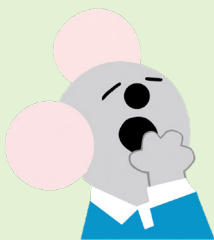


Sophie is playing with her brother. Her mother enters the room and says: “Sophie, clean your room, now!” “You’re always telling me what to do!”, Sophie shouts.

Using her giraffe ears, her mother hears what Sophie might be feeling:

What does Sophie probably need? What is missing?

What could Sophie request from her mother? _____



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 does Valentin probably feel?

What could Valentin need? _____

What could Valentin request for? _____



5 Hearing hidden feelings, needs and requests



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

How does the teacher possibly feel?

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 does Nora perhaps feel?

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.

 Play one of the two situations with a partner twice. Reverse roles and do it again. This will help you learn to find out how others feel and what they need.



What are you grateful for? Say it in the giraffe circle 1

Giraffes like to thank others. They do it because they know that gratefulness and appreciation make living and working together much more enjoyable.

Learn how the giraffe expresses gratefulness and appreciation:



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



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



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



Try it: Form a giraffe circle with your classmates and sit down. Together, think about what you are grateful for. Take your time and throw an **appreciation party**.



Use the Needs Cards, the Needs Clock and the Feelings Clock.

Say what you are grateful for and what you liked about the day – it does not have to be something big!



Remember to describe exactly what it is you like and what you are grateful for.



Tell the others how you felt.



Celebrate each need that was met!

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



Keep in mind to say exactly what happened in this case.

Describe your observations, do not judge.

Put on your giraffe ears and take your time to translate the inner jackal sentences and to guess the feelings and needs behind them.



It will become easier to do for you each time you practise.

Are there any classmates you would like to thank for something? Do you want to thank your teacher for something?



Give it a try and thank them like a giraffe would do.

2 Write down what you are grateful for

- ☒ Think about what you are grateful for in your life. Also look at what you wrote down in your happiness diary.
Write down below what you are grateful for:



- ☒ Is there anybody you would like to thank? Maybe even for something small? Think of different people. On a card, write what each of them says or does that you want to thank them for. Give each person their card.
Who are you going to write a card for?

- ☒ Write a **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 for Christmas.

You can also write yourself a letter and send it by mail.



You surely have some good ideas yourself! Write them down:

- ☒ • When do you plan on **having an appreciation party**?
- How can you help each other to make time to say **THANK YOU** now and then? Discuss your ideas with your teacher.

- ☒ Together, create a poster for your class and write down what it is you want to celebrate: Examples: *This is what I liked about the project days, the last excursion, our last celebration.* Try to come up with ideas together.



With your family, think about how you can have **appreciation parties** at home as well. Do you also want to create a poster for your home? What are you going to write on it?



Questionnaire for “Empathy Challenge” Detectives 3

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

1. When is it easy for you to use giraffe language?

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 her/him?
What did you say?

5. How are you going to practise giraffe language outside of school?



Discuss your answers at home or at school.

4 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 need a lot more practice at that.







I am good at that.



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



I am very good 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 tell others what I need when I don't have an unpleasant feeling.				
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 want to be right.				
I notice when I'm looking for someone to blame.				
I can listen like a giraffe and translate jackal sentences.				
I can tell someone what I like about them without flattering them.				
I can thank someone and describe exactly what I'm grateful for.				



Reach your personal goal in a few steps ... 5

Choose something from the left-hand column of the table 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 paint 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 www.jedeskindstärken.at (Jedes Kind stärken, volume 1 - 4).

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

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

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

Video clip explaining the challenge:

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





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The Youth Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to office@ifte.at.



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