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Emotional Workshop: Emotional management of communication- non-violent communication



Objective:

- Pupils understand the basic principles of NVC and recognize their importance for respectful cooperation.
- Students learn to express their own feelings and needs in conflict situations and to understand the perspectives of others.
- Through practical exercises, students apply the four steps of NVC themselves to resolve conflicts.

Key components:

- Observing without judging or evaluating.
- Recognizing feelings and expressing them authentically.
- Recognizing and formulating needs.
- Formulating clear and non-demanding requests.
- Practicing empathy to connect with others.
- Improving self-empathy.

Duration:

45 minutes



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45 minutes

Workshop:

Non-violent communication in the schoolyard



Workshop Overview

In this lesson, we want to learn how to talk to each other better and understand each other. We will look at how to express feelings and wishes in such a way that there are no arguments. Because this is very difficult for many people, we will first look at a few helpful tips and steps.

- **Introduction (10 minutes):**
 - Introductory question: "When was the last time you had an argument? What was the reason for it?"
 - Introduction to the topic of NVC
- **Explanatory video and activity (10 minutes):**
 - Child-friendly video explaining the four steps of NVC by way of example
 - Followed by time for comprehension questions
- **Exercise: (15 minutes):**
 - Application and practice of the four steps in pairs
 - Each pair works on either their own or a given conflict.
 - Everyone slips into a role and practises the process
- **Joint discussion and reflection (10 minutes):**
 - How did it feel to speak and listen?
 - What was particularly easy or difficult?
 - When can you use NVC in everyday life?
 - Card with the four steps: Guide for conflicts

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Introduction

Conflicts in interpersonal interactions are part of our everyday lives. Conflicts also occur frequently in school contexts, as primary school pupils in particular are still in the development phase of their social skills. They are often caused by misunderstandings, unclear communication or a lack of empathy. Non-violent communication offers a structured approach that can be used to deal with such conflicts in a respectful and solution-oriented manner. The method developed by Marshall B. Rosenberg aims to promote respectful communication based on mutual understanding, empathy and clarity (Gugel, 2008).

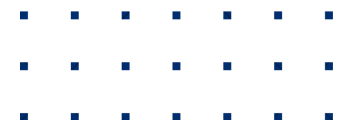
With NVC, it is possible to express one's own feelings and needs clearly without communicating in a hurtful or judgmental way. In schools, NVC can contribute to a positive classroom climate that is characterized by safety, respect and peaceful coexistence. In addition to strengthening social well-being, a fear-free learning environment can also promote students' willingness to learn and performance (Gugel, 2008).

NVC can be used in a variety of contexts, for example to resolve conflicts at school, in the family and in close relationships. It also promotes skills such as intensive listening, empathy and respect. In order to develop natural empathy, NVC focuses on four areas: what do I observe, what do I feel, what do I need, what do I want to ask for. These areas can be found in the four basic phases, which provide a clear structure for communication: (Rosenberg, 2016)

1. Observe without judging: This is where you describe what has happened without subjectively judging it.
2. Naming feelings: Outlining what emotions the situation has triggered.
3. Expressing needs: This is followed by formulating one's own needs based on the feelings.
4. Ask instead of demand: Finally, a request is made to bring about a solution or change.

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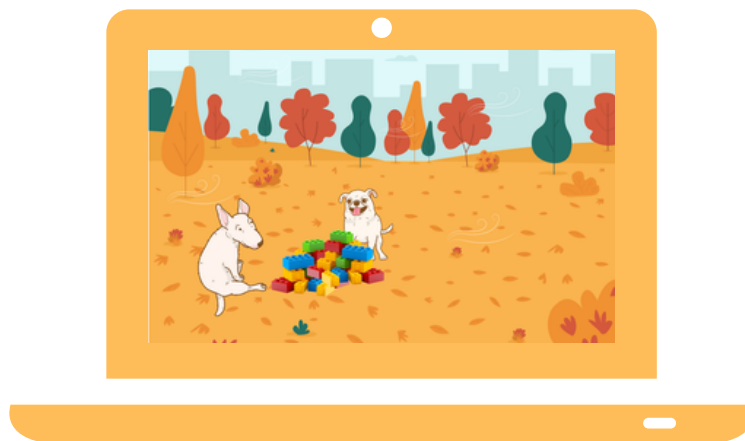
Explanatory video and activity

Instructions for the activity:

- You will now see a video that briefly explains and exemplifies the CSF
- The conflict in the video is divided into the four phases of NVC
- For each phase, there is a small task that you should discuss with the person next to you

Techniques of non-violent communication

- Techniques of non-violent communication
- Observe without judgment
- Naming feelings
- Recognize needs
- Formulate a request
- Empathic listening
- Practicing self-empathy
- Use non-judgmental language (appreciative, connecting language instead of hurtful, judgmental language)



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Exercise

Procedure:

- Get together in groups of two or three
- Choose a conflict. A personal experience is suitable for this or you can use an example story.
- Divide up your roles - one person speaks, the other listens (third person as observer).

Apply NVC:

- Observation: What happened? Without judgment.
- Feelings: How did you feel?
- What are your needs? What is behind it?
- Request: What specific request do you have?

Change roles - everyone slips into each role.

Reflection: What worked well? What was challenging?

Please note!

- ✓ Describe objectively instead of judging.
- ✓ Clearly state your own feelings and needs.
- ✓ Listen empathetically and ask questions.
- ✓ Make specific requests, not demands.

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Group discussion and reflection



Come back together as a whole group to reflect on your experiences. Discuss the following questions:

- What did you learn about the importance of non-judgmental observation?
- How has consciously naming feelings and needs influenced your communication?
- How can these skills help to avoid misunderstandings and resolve conflicts more constructively?
- How can understanding emotions and needs help you tell more authentic and effective stories?



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Instructions for the teacher

Objective: The students apply the basic phases of non-violent communication to given conflict situations and their own conflicts. The students recognize situations in which non-violent communication can be used.

Duration: 45 minutes

Working materials:

- Explanatory video
- Access to computer / projector
- Worksheet with instructions and NVC phases
- Cards with conflict stories
- Cards "Signposts for conflicts"
- Writing materials
- If necessary, poster or blackboard with the steps of the NVC for the introductory phase



Workshop:

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Workshop step by step

step 1: Introduction (10 minutes):

The teacher should create a calm and respectful atmosphere. A circle or relaxed seating arrangement encourages open discussion. Students should feel safe to share their thoughts without fear of judgment.

Starting the conversation:

- The teacher starts with an open question to pick up on the students' prior knowledge and own experiences:
- "When was the last time you had an argument? What was the reason for it?"
- The students volunteer to talk about their experiences. The teacher makes sure not to encourage blame, but to encourage the children to describe the conflict objectively.
- Important stimulus questions:
 - "How did that make you feel?"
 - "What would you have liked from the other person?"
 - "How was the dispute resolved?"

Introduction to NVC:

- "Sometimes we say things that hurt others - without meaning to. Today we will learn a method that allows us to express our feelings and wishes in such a way that there is no conflict: non-violent communication."
- Reference to the benefits of NVC in everyday school life and beyond.



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Workshop step by step

step 2: Explanatory video and activity (10 minutes):

- The students are instructed about the procedure
- To answer the questions in the video, they can talk to the person sitting next to them
- Play the explanatory video with a pause at the designated exercise units

Clarify questions of understanding:

- Room for further questions
- "What did you particularly remember?"
- "How can these four steps help to resolve disputes?"
 - "Is there anything that is still unclear to you?"

step 3: Exercise (15 minutes):

Introduction to the exercise

- The teacher explains the task: "You are now going to practise in pairs how to apply the four steps of NVC in a dispute."
- Each pair can choose their own dispute or use a given situation (e.g. "A friend laughed at you").

Partner work:

- Allocation of roles: One person explains their problem using the four NVC steps, the other listens actively. The roles are then swapped.
- Teacher's tasks: Encourage the children to put themselves in the other person's shoes.

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Workshop step by step



step 4: Group discussion and reflection (10 minutes)

The class comes back together in a circle.

Reflection discussion: The teacher asks open questions to reflect on the students' experiences.

Impulse questions:

- “How did it feel to speak and listen?”
- “What was particularly easy or difficult?”
- “When can you use the NVC steps in everyday life?”

Transition for home:

- The teacher distributes the “Guideposts for Conflicts” cards as a thought aid for future disputes.
- Closing question: “What have you taken away from this lesson?”



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Helpful tips for teachers:

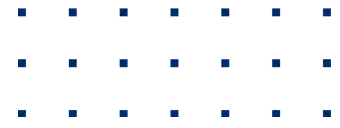
- Create a safe environment: Disputes and conflicts can be emotional. It is important that students feel they are taken seriously.
- Model active listening: The teacher can show how respectful listening works through their own reactions.
- Short exercises to start with: If students find it difficult to talk about their own experiences of disputes, small role plays can serve as an introduction.

Follow-up activity at home:

In order to anchor what they have learned in the long term, students should be encouraged to consciously apply non-violent communication in their everyday lives. One possibility is to motivate them to consciously pay attention to when they get into a conflict situation in the coming days - be it with siblings, parents or friends. At such moments, they should try to apply at least one of the four NVC steps. This could mean, for example, that they name a feeling, clearly express a need or formulate a request instead of a demand.



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