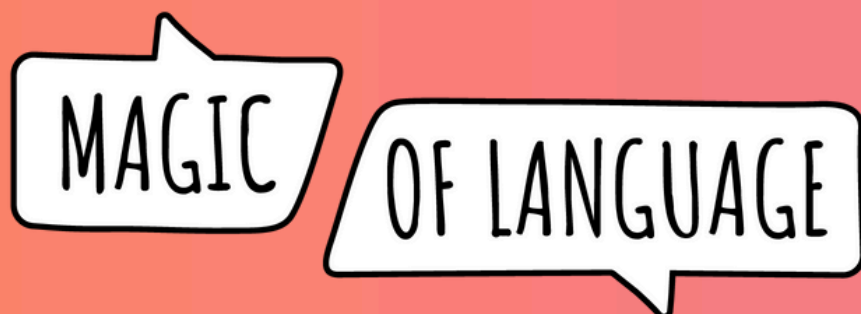




Worksheets

For educators



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Nonviolent Communication

Expressing Needs and Feelings



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GETTING STARTED

Goal

To help students identify and differentiate between observations, feelings, needs, and requests in various scenarios to improve their understanding and use of Nonviolent Communication (NVC).

Materials Needed

- Paper
- Pens and markers
- Worksheets for each activity

Nonviolent Communication (NVC) Explained

Nonviolent Communication (NVC) is a way of communicating that emphasizes empathy, compassion, and understanding. It helps you express your feelings and needs without causing conflict. Using NVC can improve your relationships and communication skills.

ACTIVITY 1: UNDERSTANDING OBSERVATIONS, FEELINGS, NEEDS, AND REQUESTS

Steps:

1. Introduction (5 minutes):

- Briefly introduce the concept of Nonviolent Communication (NVC) and its components: observations, feelings, needs, and requests.
- Explain the importance of accurately identifying each component in communication.

2. Worksheet Activity (20-25 minutes):

- Distribute the student worksheets.
- Instruct students to read the list of statements on the worksheet.
- Ask students to label each statement as an observation, feeling, need, or request.
- Walk around the classroom to provide assistance and ensure students are on the right track.

3. Group Discussion (10 minutes):

- Review the answers with the class.
- Discuss why each statement fits into its respective category.
- Encourage students to share their thoughts and ask questions.

4. Possible Follow-up:

- Have students create their own scenarios and practice identifying observations, feelings, needs, and requests.
- Organize role-playing activities where students can practice NVC in simulated situations.

ACTIVITY 2: UNDERSTANDING FEELINGS AND NEEDS

Goal of the Activity:

To deepen students' understanding of how to express feelings and needs in different scenarios and to practice formulating appropriate requests based on observations.

Time: 40-50 minutes

Materials Needed:

- Printed student worksheets
- Whiteboard and markers
- Pens/pencils

Steps:

1. Introduction (5 minutes):

- Recap the components of NVC: observations, feelings, needs, and requests.
- Explain the objective of the activity and its relevance to real-life communication.

2. Scenario Analysis (20-25 minutes):

- Distribute the student worksheets.
- Ask students to read the given scenarios and identify the observation, feeling, need, and request for each.
- After they complete the given scenarios, instruct them to write their own responses for the additional scenarios provided.
- Provide assistance as needed.

ACTIVITY 2: UNDERSTANDING FEELINGS AND NEEDS

3. **Group Discussion (10-15 minutes):**

- Review the answers as a class.
- Discuss the different feelings and needs expressed in each scenario.
- Encourage students to think about how they can apply this model in their interactions.

4. **Possible Follow-up:**

- Have students work in pairs to create new scenarios and practice identifying the components of NVC.
- Conduct a class debate or discussion using NVC to resolve a hypothetical conflict.

ACTIVITY 3: Reflecting on Nonviolent Communication (NVC)

Goal of the Activity:

To encourage students to reflect on their learning about Nonviolent Communication (NVC) and to think about how they can apply it in their personal and academic lives.

Time: 30–40 minutes

Materials Needed:

- Printed student worksheets
- Pens/pencils

Steps:

1. Introduction (5 minutes):

- Summarize the key points learned in the previous activities about NVC.
- Explain the purpose of reflection and how it helps in understanding and applying NVC.

2. Reflection Exercise (20–25 minutes):

- Distribute the student worksheets.
- Ask students to reflect on and answer the questions on the worksheet about their experience with NVC.
- Allow students to work individually or in small groups.
- Provide guidance and support as needed.

3. Group Discussion (10 minutes):

- Facilitate a class discussion where students can share their reflections.
- Encourage students to discuss how they can use NVC in their daily lives and what challenges they might face.

4. Possible Follow-up:

- Assign a reflective essay where students describe a situation where they used or could use NVC.
- Create a class project where students document their experiences with using NVC in various scenarios over a week.

MAPS AND STORIES

Using Words to Understand the World



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GETTING STARTED

Goal

Improve students' writing skills and creativity by using word maps and storytelling techniques.

Materials Needed

- Paper
- Pens and markers
- Vocabulary word list

Preparation Steps

- **Print Materials:**
 - Print out vocabulary word lists and explanations for each student.
 - Ensure you have enough paper, pens, and markers for each student.
- **Introduction (5 minutes):**
 - Explain the purpose of the activity: to enhance writing skills and imagination.
 - Introduce the concept of word maps and how they can help connect ideas.

INSTRUCTIONS

Activity 1: Creating Word Maps (15 minutes)

1. Explain the Task:

- Students will create word maps using the provided vocabulary words.
- They should link words in ways that feel logical and meaningful to them.

2. Guidance:

- Show examples of how to connect words to form semantic maps.
- Encourage creativity and personal connections.

Activity 2: Writing Stories (20 minutes)

1. Explain the Task:

- In groups, students will choose 5 to 7 words from their maps to create a story.
- They need to develop characters and settings for their story.

2. Story Structure:

- Use the story arc: Beginning, Problem, Tension, Climax, Solution, End.
- Encourage students to use the vocabulary words meaningfully within their stories.

Tips for Success

- Encourage Collaboration:
 - Promote teamwork and discussion during group activities.
- Support Creativity:
 - Allow students to explore their creativity without strict guidelines.
- Facilitate Reflection:
 - Guide students in reflecting on their learning and how it applies to their lives.

Catwalk

I see the best in you



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Preparation Steps:

1. Prepare a space in the classroom for a makeshift "catwalk" where students can walk.
2. Create a list of adjectives and verbs that can describe people, or encourage students to come up with their own.
3. Ensure each student has a piece of paper and a pen/pencil.

Materials needed:

- Paper and pen/pencil for each student
- Printed list of adjectives and verbs (optional)
- Open space for a "catwalk"

Instructions - how to do it in classroom settings

1. Introduction (5 minutes):

- Explain to students that they will participate in an activity to help them reflect on how they perceive their classmates and themselves.
- Emphasize that the goal is to build positive self-awareness and understand how personal qualities can translate into professional skills.

2. Activity Setup (5 minutes):

- Divide students into small groups of 3-4.
- Each group will take turns having one member walk down the "catwalk" while the others observe.

3. The Catwalk Activity (25 minutes):

- One student from the group walks down the catwalk.
- As the student walks, the other group members will write down 1-2 adjectives and 1 verb that best describe the student.
- After the walk, group members will share their words with the student, providing a brief explanation for their choices.
- Rotate until every student has had a turn walking the catwalk and receiving feedback.

4. Reflection (5 minutes):

- Ask students to reflect on the adjectives and verbs they received. How do these words relate to their personal and professional aspirations?
- Facilitate a short discussion on how understanding personal qualities can be beneficial in career development.

5. Wrap-up (5 minutes):

- Summarize the activity and its purpose.
- Encourage students to take their list of adjectives and verbs home and think about how these qualities can be strengths in their personal and professional lives.

GUIDING QUESTIONS FOR STUDENTS

Activity Setup

1. Group Discussion Questions:

- How do you feel about describing your classmates? Why is it important to use positive language?
- How can understanding adjectives and verbs help in your personal development?

The Catwalk Activity

1. Observation Questions:

- As you watch your classmate walk down the catwalk, what adjectives come to mind to describe them?
- What present-tense verbs can you use to describe their actions or behavior on the catwalk?

2. Writing Questions:

- Write down 1-2 adjectives that describe your classmate. Why did you choose these words?
- Write down 1 verb that describes your classmate's action or demeanor. What makes this verb appropriate?

3. Feedback Questions:

- How did it feel to receive adjectives and verbs from your classmates? Do you agree with their choices?
- What did you learn about yourself from the adjectives and verbs provided by your peers?

GUIDING QUESTIONS FOR STUDENTS

Reflection

1. Personal Reflection Questions:

- Which adjectives and verbs did you receive? How do they relate to your personality?
- Can you see these qualities being useful in a future career? How?

2. Class Discussion Questions:

- Why is it important to be aware of your personal qualities?
- How can understanding the adjectives and verbs that describe you help in your personal and professional growth?

Wrap-Up

1. Summary Questions:

- What was the most surprising adjective or verb you received? Why?
- How can you use the feedback from this activity in your daily life?

2. Future Application Questions:

- Think about how you can use your personal qualities as strengths in different situations. Can you give an example?
- How will you continue to develop the positive qualities described by your classmates?

Examples of adjectives to describe a classmate

1. Positive Traits:

- Friendly
- Confident
- Creative
- Intelligent
- Energetic
- Compassionate
- Ambitious
- Enthusiastic
- Thoughtful
- Determined
- Humorous
- Reliable
- Honest
- Generous
- Polite

2. Neutral Traits:

- Quiet
- Observant
- Shy
- Serious
- Independent
- Calm
- Logical
- Curious
- Practical
- Diligent

Examples of verbs to describe a classmate

Verbs (in Present Tense):

- Actions and Behaviors:

- Smiles
- Listens
- Speaks
- Helps
- Works
- Thinks
- Reads
- Writes
- Creates
- Leads
- Participates
- Studies
- Organizes
- Manages
- Encourages

The Element

Exploring your passions and talents



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Vocabulary List for Personal and Professional Development

1. Vocation: A person's occupation or profession, especially regarded as worthy and requiring dedication.
2. Hobby: An activity done regularly in one's leisure time for pleasure.
3. Initiative: The ability to assess and initiate things independently.
4. Cause: A principle, aim, or movement to which one is committed and which one is prepared to defend or advocate.
5. Profession: A paid occupation, especially one that involves prolonged training and a formal qualification.
6. Growth: The process of developing or maturing physically, mentally, or spiritually.
7. Interest: Activities, subjects, or ideas that capture a person's attention and curiosity.
8. Aspiration: A hope or ambition of achieving something.
9. Skill: The ability to do something well; expertise.
10. Strength: A good or beneficial quality or attribute of a person.
11. Goal: The object of a person's ambition or effort; an aim or desired result.
12. Achievement: A thing done successfully with effort, skill, or courage.
13. Potential: Having or showing the capacity to develop into something in the future.
14. Passion: Strong and barely controllable emotion; intense enthusiasm for something.
15. Motivation: The reason or reasons one has for acting or behaving in a particular way.
16. Reflection: Serious thought or consideration.
17. Self-awareness: Conscious knowledge of one's own character, feelings, motives, and desires.
18. Career: An occupation undertaken for a significant period of a person's life and with opportunities for progress.
19. Vision: The ability to think about or plan the future with imagination or wisdom.
20. Self-improvement: The improvement of one's knowledge, status, or character by one's own efforts.

Show the class the template "The Element - professional Realization" and explain its different sections: Projects, Hobbies, Favorite Subjects/School Activities, Initiatives, Vocation—Profession, Vocation—Hobby, Causes, and Good At.

INSTRUCTIONS

Individual Work (20 minutes):

- Distribute the **printed diagrams** to each student.
- Ask students to fill in each section with their own interests and activities.
- Encourage them to think about their hobbies, school activities, any projects they've worked on, and what they feel they are good at.

Small Group Discussion (10 minutes):

- Divide the students into small groups.
- Have students share their templates and reflections within their groups.
- Encourage discussions on common themes, unique experiences, and how these reflections relate to their future goals.

Sharing and Discussion (10 minutes):

- Bring the class back together
- Invite a few students to share their diagrams with the class.
- Discuss as a class how personal interests and activities can help in choosing a profession or hobby.
- Ask students to reflect on how the activities they enjoy and the subjects they excel in might influence their future career choices.
- Encourage students to set one personal or professional development goal based on their diagram and write it down on a sticky note. Collect these notes and create a class goal board to display.

GUIDING QUESTIONS

Projects

- Verbs: What activities do you regularly engage in? List the actions you take when you work on a project.
 - Examples: Create, design, manage, collaborate.
 - Questions: What verbs describe your role in these projects? How do they highlight your contributions?
- Nouns: What types of projects have you worked on? Describe them.
 - Examples: Science fair, community service, art exhibition.
 - Questions: What are the key components of these projects? How do they relate to your interests?
- Adjectives: How would you describe the projects you have been involved in?
 - Examples: Exciting, challenging, rewarding.
 - Questions: What qualities made these projects memorable or impactful for you?

Hobbies

- Verbs: What actions do you perform when you engage in your hobbies?
 - Examples: Play, read, paint, build.
 - Questions: How do these activities reflect your passions and interests?
- Nouns: What are your hobbies? List the main activities you enjoy in your free time.
 - Examples: Playing guitar, reading novels, painting landscapes.
 - Questions: How do these hobbies contribute to your overall happiness and personal growth?
- Adjectives: Describe your hobbies using adjectives.
 - Examples: Relaxing, stimulating, creative.
 - Questions: How do these adjectives help convey your feelings about your hobbies?

GUIDING QUESTIONS

Favorite Subjects/School Activities

- Verbs: What do you enjoy doing most in your favorite subjects or school activities?
 - Examples: Solve, experiment, discuss, compete.
 - Questions: How do these verbs illustrate what you love about these subjects or activities?
- Nouns: What are your favorite subjects or school activities? List them.
 - Examples: Mathematics, biology club, debate team.
 - Questions: What elements of these subjects or activities resonate with you the most?
- Adjectives: How would you describe your favorite subjects or school activities?
 - Examples: Fascinating, engaging, interactive.
 - Questions: What qualities make these subjects or activities stand out for you?

Initiatives

- Verbs: What initiatives have you taken part in or led? What actions did you take?
 - Examples: Organize, lead, support, advocate.
 - Questions: How do these verbs demonstrate your leadership and involvement?
- Nouns: List the initiatives you have been involved in.
 - Examples: Fundraising campaign, environmental awareness project, student council.
 - Questions: What were the goals and outcomes of these initiatives?
- Adjectives: Describe the initiatives you participated in using adjectives.
 - Examples: Impactful, innovative, collaborative.
 - Questions: How do these adjectives reflect the nature and success of these initiatives?

GUIDING QUESTIONS

Talents

- Verbs: What actions do you excel at? List the things you do well.
 - Examples: Draw, analyze, perform, teach.
 - Questions: How do these verbs highlight your unique abilities?
- Nouns: What are your talents? Identify the areas where you excel.
 - Examples: Artistic skills, analytical thinking, musical talent, leadership skills.
 - Questions: How do these talents contribute to your personal and academic success?
- Adjectives: How would you describe your talents?
 - Examples: Exceptional, unique, natural.
 - Questions: What qualities make your talents stand out?

Skills

- Verbs: What skills have you developed? What actions do these skills involve?
 - Examples: Communicate, solve, create, manage.
 - Questions: How do these skills help you in different areas of your life?
- Nouns: List the skills you possess.
 - Examples: Communication, problem-solving, creativity, time management.
 - Questions: How do these skills benefit you in your daily activities and future goals?
- Adjectives: Describe your skills using adjectives.
 - Examples: Strong, versatile, advanced.
 - Questions: How do these adjectives enhance your understanding of your skills?

The Hero's Path

Who Am I?



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Preparation Steps:

1. Print the student worksheet (Personal Pathway) for each student.
2. Prepare a sample Personal Pathway based on your own experiences to show as an example.
3. Gather colored markers, pens, and pencils for students to use.
4. Arrange the classroom seating to facilitate individual work and small group discussions.

Introduction (5 minutes):

- Begin by explaining the purpose of the activity: to reflect on personal experiences and how they shape our identities and aspirations

This activity aims to help you reflect on your personal experiences and understand how they shape your identity and aspirations.

By examining your favorite books, movies, characters, games, and memories from different stages of your life, you'll gain insights into what influences your dreams and goals.

This self-awareness is crucial for personal growth and helps you make informed decisions about your future.

- Show your own completed Personal Pathway as an example and briefly walk through each section, sharing your reflections.

Materials Needed:

- Personal Pathway templates (one per student)
- Colored markers, pens, and pencils
- Example Personal Pathway prepared by the teacher

INSTRUCTIONS

Individual Work (20 minutes):

- Distribute the Personal Pathway templates to each student.
- Explain each section of the template:
 - **Favorite Books and Why:** Reflect on books that have influenced them.
 - **Favorite Movies and Why:** Consider what themes or characters resonate with them.
 - **Favorite Characters and Why:** Identify fictional or real-life characters they admire.
 - **Favorite Games:** Think about games they enjoy and why.
 - **Ages 0-3, 3-7, 7-12, 12+:** Reflect on key experiences and memories from different stages of their life.
 - **Childhood Dreams:** Recall what they wanted to be as a child.
 - **Current Dreams:** Contemplate their current aspirations and goals.
- Allow students time to fill out their Personal Pathway templates.
- Encourage them to be creative and honest in their reflections.
- Walk around the classroom to provide support and answer any questions.

Small Group Discussion (10 minutes):

- Divide students into small groups of 3-4.
- Ask each student to share key points from their "Personal Path" reflection.
- Encourage group members to ask questions and provide supportive feedback.

Sharing and Discussion (10 minutes):

- Once students have completed their templates, ask for volunteers to share one or two sections with the class.
- Facilitate a discussion on how their personal experiences influence their identities and career aspirations.
- Highlight common themes and unique insights shared by the students.

GUIDING QUESTIONS: STUDENTS

Favorite things

- **Favorite Books:** What books have had a big impact on you? What sparked your interest?
- **Favorite Movies:** What movies resonate with you? What themes or characters do you connect with?
- **Favorite Characters:** What fictional or real-life characters do you admire? What do you like about them?
- **Favorite Games:** What games do you enjoy playing? Why?

Dreams and goals

- **Childhood Dreams:** What did you want to be when you were younger? What were your dreams?
- **Current Goals:** Think about your current goals and dreams. How have they changed or stayed the same?

GUIDING QUESTIONS: STUDENTS

Favorite books and movies

- What books and movies have had a big impact on you?
What themes or characters do you connect with?

Favorite characters and games

- What fictional or real-life characters do you admire? Why?
- What games do you enjoy playing? What do you like about them?

Life stages

- What important memories and experiences do you have from different stages of your life (0-3, 3-7, 7-12, 12+)?

Dreams and goals

- What were your childhood dreams? How have they changed or stayed the same?
- What are your current goals and dreams for the future?

GUIDING QUESTIONS

What is the Hero's Path?

- What skills and passions have led you to where you are now?
 - Describe these skills and passions using adjectives.
- What is your personal origin story?
 - Use present tense verbs to describe your ongoing journey (e.g., I develop, I learn, I grow).
- What personal qualities make you a hero in your own story?
 - Describe these qualities using adjectives.
- What present actions are you taking to develop your skills and passions?
 - Use present tense verbs (e.g., I practice, I study, I explore).

Explore Your Personal Journey

- How do your past experiences shape who you are today?
 - Describe your past experiences using adjectives.
- What actions do you take now because of these experiences?
 - Use present tense verbs to explain your current behaviors (e.g., I practice, I pursue, I challenge).
- What significant events have shaped your journey?
 - Describe these events using adjectives.
- How do you feel about your journey so far?
 - Use present tense verbs to express your feelings (e.g., I appreciate, I reflect, I value).

GUIDING QUESTIONS

You as a Hero

- What adjectives describe your hero persona?
- What actions does your hero take?
 - Use present tense verbs to describe your hero's actions (e.g., My hero saves, leads, inspires).
- What are your hero's strengths and weaknesses?
 - Describe them using adjectives.
- What actions does your hero take in difficult situations?
 - Use present tense verbs (e.g., My hero perseveres, solves, protects).

Favorite Characters

- What fictional or real-life characters do you admire?
 - Describe them using adjectives.
- What actions of these characters inspire you?
 - Use present tense verbs to explain what these characters do (e.g., They overcome, they strive, they achieve).
- What qualities do you admire in your favorite characters?
 - Describe these qualities using adjectives.
- How do these characters handle challenges?
 - Use present tense verbs to describe their actions (e.g., They confront, overcome, lead).

GUIDING QUESTIONS

Favorite Games, Books, and Movies

- What are your favorite games, books, and movies?
 - Describe them using adjectives.
- How do these favorites influence what you do now?
 - Use present tense verbs to describe your current interests and actions (e.g., I read, I play, I watch).
- What topics from your favorite games, books, and movies resonate with you?
 - Describe these topics using adjectives.
- How do these topics influence your daily life?
 - Use present tense verbs to explain (e.g., I think, I act, I feel).

Childhood Dreams

- What did you want to be when you were younger?
 - Describe your childhood dreams using adjectives.
- How have your dreams and goals changed or stayed the same?
 - Use present tense verbs to describe your current aspirations (e.g., I aim, I strive, I achieve).
- Why did you have those childhood dreams?
 - Describe the reasons using adjectives.
- How do your childhood dreams compare to your current aspirations?
 - Use present tense verbs to explain (e.g., I see, I compare, I understand).

GUIDING QUESTIONS

Current Aspirations

- What are your current goals and dreams?
 - Describe them using adjectives.
- What actions are you taking now to achieve these goals?
 - Use present tense verbs to explain your current efforts (e.g., I work, I plan, I create).
- What motivates you to pursue your current goals?
 - Describe your motivation using adjectives.
- What steps are you taking to achieve these aspirations?
 - Use present tense verbs (e.g., I plan, I act, I commit).

Sharing Our Journeys

- How have your personal experiences and interests shaped who you are today?
 - Use adjectives to describe your journey.
- What actions are you taking now because of your past experiences?
 - Use present tense verbs to explain your current behaviors and future goals (e.g., I continue, I pursue, I plan).
- What did you discover about yourself during this activity?
 - Describe your discoveries using adjectives.
- How can you use this self-knowledge to improve your future?
 - Use present tense verbs to explain (e.g., I apply, I focus, I enhance).

The Tree of Life

Personal and Professional Growth



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GETTING STARTED

Goal:

Discover the qualities, values, and life lessons you've inherited from your family and reflect on your dreams and goals. This activity will help you understand how your background influences your future aspirations and supports your personal and professional growth.

Materials Needed:

- Paper
- Pens/Pencils
- Markers

INSTRUCTIONS

1. Drawing your tree (15 minutes):

- Draw a tree on your paper with three main parts: roots, trunk, and branches.
- Roots: Represent the foundational qualities and values from your family.
- Trunk: Represents your current experiences and the lessons learned from sensitive issues or conflicts.
- Branches: Represent your dreams and what you wish to achieve.
- Be creative! Use symbols, colors, and words to illustrate your tree.

2. Reflecting on your roots (10 minutes):

- Take 8 minutes to reflect and write key words and phrases:
 - What qualities have you developed in your family environment?
 - What values and behavior models have you learned from your family?
 - What sensitive issues have you encountered, and what did you learn from them?

3. Sharing in your group (15 minutes):

Work in groups of 3 or 4.

Share highlights from your Tree of Life:

- What are the common themes and differences in your trees?
- How has your family background and experiences shaped you?
- Any surprising insights gained during the activity?

4. Class Discussion (10 minutes)

- Volunteers share insights or interesting points from their group discussions.
- Discuss the importance of family in shaping us and our power to choose what to take and keep from our families.

Reflection Questions

Qualities of Family Members:

- What qualities have you inherited from your family members (e.g., resilience, kindness, patience)?
- How do these qualities influence your daily life and interactions?

Values from Your Family:

- What core values have been emphasized in your family (e.g., honesty, respect, hard work)?
- How do these values guide your decisions and actions?

Strengths and Life Lessons:

- What strengths have you developed through family experiences?
- What life lessons have you learned from observing and interacting with your family members?

Dreams and Goals:

- What are your personal dreams and goals for the future?
- How do you plan to achieve these goals?
- How do your family's qualities and values support or influence your aspirations?

Tips for Success

- **Encourage Openness:** Foster an environment where students feel comfortable sharing personal reflections.
- **Support Creativity:** Allow students to use various artistic elements to express their thoughts and feelings.
- **Facilitate Engagement:** Promote active participation and respectful listening during group discussions.

MAGIC

OF LANGUAGE

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