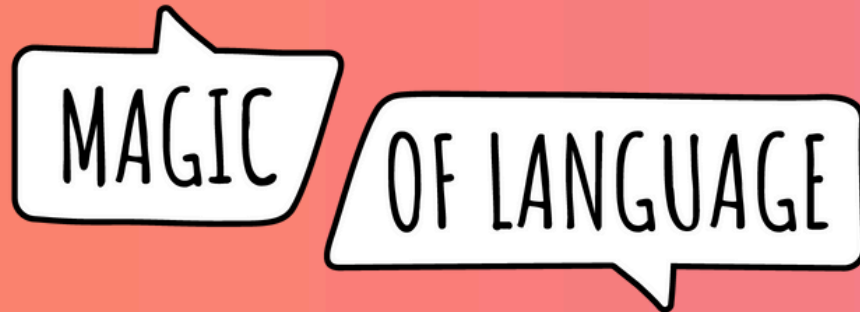
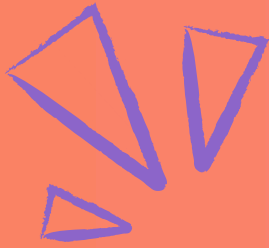




Worksheets

For students



Co-funded by
the European Union



Jaunatnes starptautisko
programmu aģentūra



Nonviolent Communication

Expressing Needs and Feelings



Co-funded by
the European Union



Jaunatnes starptautisko
programmu aģentūra



GETTING STARTED

Goal

Discover how exploring your interests, talents, and communication skills can shape your future. These activities will help you understand yourself better and improve your interactions with others.

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

1. Look at the list of sentences below and label each one as an Observation, feeling, need, or request:

- "I feel anxious when I have to present in front of the class."
- "I see two students discussing their project in the corner."
- "I feel frustrated when I can't solve a math problem."
- "I need feedback to understand where I can improve."
- "I would like to ask for more interactive activities in class."
- "I hear the sound of pencils writing on paper."
- "I need patience to work through difficult problems."
- "I see a student working on a laptop."
- "I feel disappointed when I don't do well on a test."
- "I need encouragement to feel confident in my abilities."
- "I feel motivated when I set goals for myself."
- "I see that the classroom door is open."
- "I feel curious when we start a new topic in class."
- "I need guidance to improve my writing skills."
- "I would like to ask the teacher for extra help after class."
- "I feel happy when I receive positive feedback from my teacher."
- "I observe that the clock shows it is 10:15 AM."
- "I hear someone typing on a keyboard."
- "I need support to understand complex concepts."

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

Guiding questions:

- What did you learn about the differences between observations, feelings, needs, and requests?
- How can this understanding help you communicate better?

ACTIVITY 2: UNDERSTANDING FEELINGS AND NEEDS

1. Read the following scenarios:

Scenario 1. One student feels overwhelmed with homework and needs support from a classmate.

- Observation: "I see you have already completed your homework."
- Feeling: "I feel stressed with the amount of homework I have."
- Need: "I need help to manage my workload."
- Request: "I would like to ask if we can study together this afternoon."

Scenario 2. A student is feeling excluded from a group project.

- Observation: "I notice I haven't been included in the discussions about our project."
- Feeling: "I feel left out and unimportant."
- Need: "I need to feel like a valued member of the team."
- Request: "I would like to be included in future meetings and tasks."

Scenario 3. A student is frustrated with a noisy classroom environment.

- Observation: "I hear a lot of talking during study time."
- Feeling: "I feel distracted and annoyed."
- Need: "I need a quiet space to concentrate."
- Request: "I would like to ask everyone to lower their voices during study time."

ACTIVITY 2: UNDERSTANDING FEELINGS AND NEEDS

1. Now try to write the observations, feelings and needs for the following ones:

Scenario 1: A student feels unappreciated for their contributions in a group activity.

- **Observation:**
- **Feeling:**
- **Need:**
- **Request:**

Scenario 2: A student is anxious about an upcoming test.

- **Observation:**
- **Feeling:**
- **Need:**
- **Request:**

Scenario 3: A student feels that a teacher's explanation was unclear.

- **Observation:**
- **Feeling:**
- **Need:**
- **Request:**

Scenario 4: A student wants to address a conflict with a peer diplomatically.

- **Observation:**
- **Feeling:**
- **Need:**
- **Request:**

ACTIVITY 2: UNDERSTANDING FEELINGS AND NEEDS

Scenario 5: A student feels that their partner is not contributing equally in a project.

- **Observation:**
- **Feeling:**
- **Need:**
- **Request:**

Scenario 6: A student feels upset about a misunderstanding with a friend.

- **Observation:**
- **Feeling:**
- **Need:**
- **Request:**

Scenario 7: A student wants to change their seating arrangement to better focus.

- **Observation:**
- **Feeling:**
- **Need:**
- **Request:**

Scenario 8: A student feels that the group activity instructions were unclear.

- **Observation:**
- **Feeling:**
- **Need:**
- **Request:**

ACTIVITY 3: HOW CAN I USE THIS?

1. Reflect on the two previous activities and answer the following questions:

- What did you learn about Nonviolent Communication?
- What was easy for you in the activities? What was challenging?
- Do you think you can use this model? What would be the benefits and challenges?

Guiding Questions:

- How can understanding your feelings and needs help in your daily life?
- What steps can you take to improve your communication with others?

MAPS AND STORIES

Using Words to Understand the World



Co-funded by
the European Union



Jaunatnes starptautisko
programmu aģentūra



GETTING STARTED

Goal

Improve your writing skills and develop your imagination.

Create **WORD MAPS** (just like mind maps, connecting words in way that feels logical to you) with the words you have here.

Write stories, using the story-arc and the instructions.

Materials Needed

- Paper
- Pens and markers

ACTIVITY 1

Look at the words and their explanations. Create word maps - link the words with a meaning you find, or create semantic maps:

- Vocation: A person's occupation or profession, especially regarded as worthy and requiring dedication.
- Hobby: An activity done regularly in one's leisure time for pleasure.
- Initiative: The ability to assess and initiate things independently.
- Cause: A principle aim or movement to which one is committed and which one is prepared to defend or advocate.
- Profession: A paid occupation, especially one that involves prolonged training and a formal qualification.
- Growth: The process of developing or maturing physically, mentally, or spiritually.
- Interest: Activities, subjects, or ideas that capture a person's attention and curiosity.
- Aspiration: A hope or ambition of achieving something.
- Skill: The ability to do something well; expertise.
- Strength: A good or beneficial quality or attribute of a person.
- Goal: The object of a person's ambition or effort; an aim or desired result.
- Achievement: A thing done successfully with effort, skill, or courage.

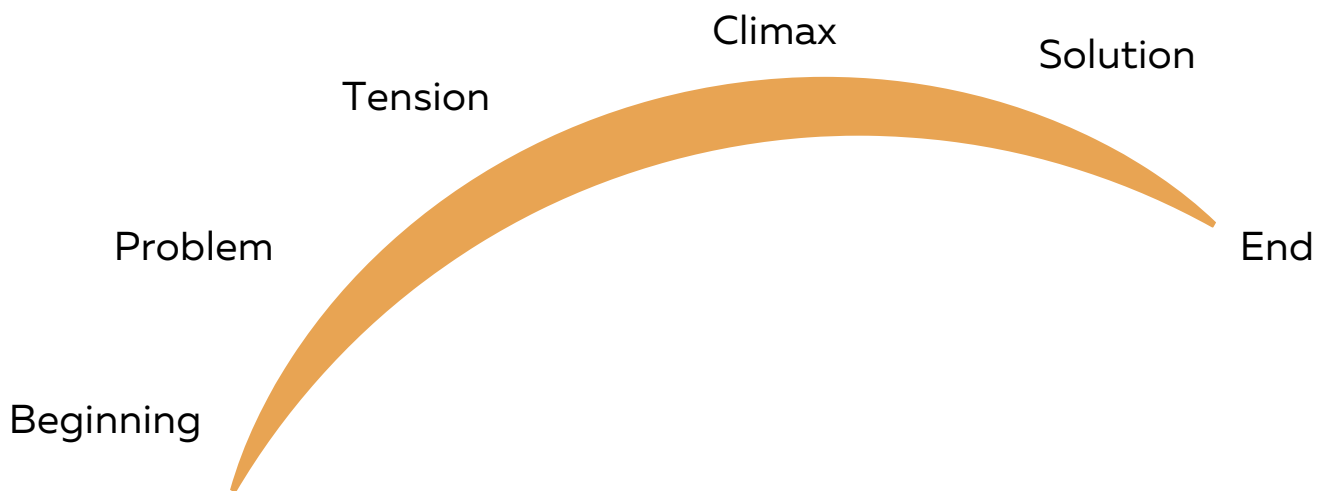
ACTIVITY 1

Look at the words and their explanations. Create word maps - link the words with a meaning you find, or create semantic maps:

- Potential: Having or showing the capacity to develop into something in the future.
- Passion: Strong and barely controllable emotion; intense enthusiasm for something.
- Motivation: The reason or reasons one has for acting or behaving in a particular way.
- Reflection: Serious thought or consideration.
- Self-awareness: Conscious knowledge of one's own character, feelings, motives, and desires.
- Career: An occupation undertaken for a significant period of a person's life and with opportunities for progress.
- Vision: The ability to think about or plan the future with imagination or wisdom.
- Self-improvement: The improvement of one's knowledge, status, or character by one's own efforts.

ACTIVITY 2

In your group, choose 5 to 7 words and create a story with it. Develop the characters - who are they; develop the setting - where is the story taking place. Use the story art if needed.



The Catwalk

I see the best in you



Co-funded by
the European Union



Jaunatnes starptautisko
programmu aģentūra



INTRODUCTION

"What lies behind us and what lies before us are tiny matters compared to what lies within us." /Ralph Waldo Emerson/

***Your personal qualities are the stepping stones to your future success.
Embrace your unique traits and let them guide you in every step you take.***

GETTING STARTED

For this activity you will need:

- paper, pen or pencil.
- Work in groups of 3 or 4.
- Prepare a space in the classroom for a "catwalk" where you can walk.
- Be ready to reflect and share.

The goal

- This activity helps you build self-awareness and understand how your personal qualities can be strengths.
- Recognizing these qualities can help you in your personal development and career planning.

Instructions

- Take turns walking down an imaginary catwalk while your group members observe you.
- Observers will write down 1-2 adjectives and 1 verb that they feel best describe you. Only positive verbs and adjectives are allowed!
- After your walk, your group will share their words with you and explain their choices.

Reflection

- Think about the feedback you received. How do these qualities represent you?
- How can you use these qualities in your personal life?
- No-one sees you like you do! You can choose to accept this feedback or not!

The Element

Exploring your passions and talents



Co-funded by
the European Union



Jaunatnes starptautisko
programmu aģentūra



GETTING STARTED

Goal:

Discover and reflect on your interests, talents, and activities to understand how they shape your future goals.

Materials Needed:

- The Element worksheet
- Pens, markers, and pencils

INSTRUCTIONS

1. Fill out Your worksheet (20 minutes)

- Think about your hobbies, school activities, projects, and what you feel you are good at.
- Use the guiding questions below to help you complete each section of your worksheet.

2. Share in your group (10 minutes)

- Work in groups of 3 or 4.
- Share key points from your worksheet.
- Ask questions and give supportive feedback to your group members.

3. Class discussion (10 minutes)

- Volunteers share one or two sections with the class.
- Discuss how personal interests and activities can help in choosing a profession or hobby.
- Reflect on how the activities you enjoy might influence your future career choices.

GUIDING QUESTIONS AND VOCAB

Projects

- Verbs: What actions do you take when you work on a project? (e.g., create, design)
- Nouns: What types of projects have you worked on? (e.g., science fair)
- Adjectives: How would you describe these projects? (e.g., exciting, challenging)

Hobbies

- Verbs: What actions do you perform in your hobbies? (e.g., play, read)
- Nouns: What are your hobbies? (e.g., playing guitar)
- Adjectives: Describe your hobbies. (e.g., relaxing, creative)

Favorite Subjects/School Activities

- Verbs: What do you enjoy doing most in your favorite subjects? (e.g., solve, experiment)
- Nouns: What are your favorite subjects or activities? (e.g., mathematics)
- Adjectives: How would you describe them? (e.g., fascinating, engaging)

Initiatives

- Verbs: What actions have you taken in initiatives? (e.g., organize, lead)
- Nouns: List the initiatives you have been involved in. (e.g., fundraising campaign)
- Adjectives: Describe these initiatives. (e.g., impactful, innovative)

GUIDING QUESTIONS AND VOCAB

Projects

- Verbs: What actions do you take when you work on a project? (e.g., create, design)
- Nouns: What types of projects have you worked on? (e.g., science fair)
- Adjectives: How would you describe these projects? (e.g., exciting, challenging)

Hobbies

- Verbs: What actions do you perform in your hobbies? (e.g., play, read)
- Nouns: What are your hobbies? (e.g., playing guitar)
- Adjectives: Describe your hobbies. (e.g., relaxing, creative)

Favorite Subjects/School Activities

- Verbs: What do you enjoy doing most in your favorite subjects? (e.g., solve, experiment)
- Nouns: What are your favorite subjects or activities? (e.g., mathematics)
- Adjectives: How would you describe them? (e.g., fascinating, engaging)

GUIDING QUESTIONS AND VOCAB

Initiatives

- Verbs: What actions have you taken in initiatives? (e.g., organize, lead)
- Nouns: List the initiatives you have been involved in. (e.g., fundraising campaign)
- Adjectives: Describe these initiatives. (e.g., impactful, innovative)

Talents

- Verbs: What actions do you excel at? (e.g., draw, perform)
- Nouns: What are your talents? (e.g., artistic skills)
- Adjectives: How would you describe your talents? (e.g., exceptional, unique)

Skills

- Verbs: What skills have you developed? (e.g., communicate, solve)
- Nouns: List the skills you possess. (e.g., problem-solving)
- Adjectives: Describe your skills. (e.g., strong, versatile)

The Hero's Path

Who Am I?



Co-funded by
the European Union



Jaunatnes starptautisko
programmu aģentūra



GETTING STARTED

Goal

Discover how your past experiences, interests, and dreams shape who you are today and your future aspirations.

Materials Needed

- Personal Pathway template
- Colored markers, pens, and pencils

INSTRUCTIONS

1. Draw your hero (20 minutes)

- Use a big piece of white paper and draw yourself as a hero. If you don't feel like drawing, you can make a mind map or write a description.
- Use the Personal Pathway template and guiding questions below to help you.

2. Key life stages

- Divide your life into four stages: 0-3 years, 3-7 years, 7-12 years, and 12+ years.
- Think about important memories, experiences, and activities during each stage.
- Write your reflections in the appropriate sections on your Personal Pathway template.

INSTRUCTIONS

3. **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?

4. **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

1. Favorite books and movies

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

1. 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?

1. Life stages

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

1. 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?

The Tree of Life

Personal and Professional Growth

"The creation of a thousand forests is in one seed"
/Ralph Waldo Emerson/



Co-funded by
the European Union



Jaunatnes starptautisko
programmu aģentūra



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?

INSTRUCTIONS

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?

MAGIC

OF LANGUAGE

Get in touch:



edu-compass.com

humaninhub.com

www.valodumape.lv



educompassbg@gmail.com

“Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union, European Commission or JSPA. Neither the European Union nor the granting authority can be held responsible for them.