

Gaze at the world in different ways

<p>Target group of the module: Elementary and Vocational school</p>	
<p>Topic of your module: Gaze at the world in different ways: Integrating migrant and refugee children and teenagers with a focus on connective communication / dealing with cultural and social differences</p>	<p>Required time Elementary school: 4 lessons available in the English language Vocational school: 4 lessons available in the English language joint module: 4 lessons available in Spanish, Italian, Swedish, Finish, Arabic, French, and German language</p>
<p>Scenario / Introduction: Introduction: Elementary school: Students of different nationalities come to our school during the year. We try to give them a warm welcome, raise the local children's awareness of this reality and focus on different values such as the diversity of languages, cultures and customs for all students because that is a source of wealth that we can integrate and cultivate through empathy and respect. At the same time, one of the main goals is to learn the local language and culture and integrate within school and society. Vocational school: Teenage migrants and refugees coming to a new country are confronted with a uniquely challenging situation that holds various new tasks they need to cope with.</p>	



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Learning a new language is one key element to participating in contemporary society.

Joint introduction:

Marshall Rosenberg developed “nonviolent communication” (Human interaction and communication model) to solve conflicts, face differences, strengthen relationships and find a connection. Nonviolent Communication (NVC) effectively meets the emotional, social, professional, and communication challenges the migrant and refugee children and teenagers face - not only in their new environment but also in managing developmental tasks while developing their identity.

Reflecting on one’s actions with the support of NVC will improve one's ability to express oneself. It contributes to creating an awareness of one's own needs, and the underlying values. Basic assumptions of NVC are that all people share the same life-sustaining needs regardless of their gender, origin, and culture. Everything people do is designed to meet these needs. Their theories and actions might differ depending on different backgrounds and cultures. And sometimes, people might even choose actions and processes that harm themselves or others.

NVC offers the possibility to understand even when not approving the actions of another person. This will help to develop tolerance and empathy towards other people's needs and help to understand each other.

NVC and other communication skills are crucial when adapting to new surroundings. It is not only essential to learn a national language but also to improve one’s body language as well as the language of movement and space. The connection of body-speech usage is a figure within theatre methods that can help improve understanding of different behaviors within new cultural contexts. Theatre methods help the participant improve their ability to express themselves and improve relaxed body awareness and approaches to communication. For these reasons, this module uses theatre play to train communication and understanding communication (i.e. situations in the classroom).



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Scenario:**Elementary school:**

There are different ways of looking at reality in this project: from the inside, the other's eyes, and the surroundings. We shall look at the wants of others and consider the possibilities of satisfying them or improving their condition. We will work to build relationships based on fair trade, and we will try to develop non-violent communication among the students. Students will learn about non-violent education (NVC) so that their relationships can be empathetic and respectful.

Vocational school:

You are in a class with students from different countries and cultural, social, and educational backgrounds. Ideas about religion, women, how to spend your leisure time, eating and drinking habits, life goals, and so on might differ from those of other students in the class.

In your internship, you have new tasks and various communication situations (e.g., with colleagues, your practical guide, clients, and children) that challenge your communicative skills.

Instead of judging other people and their opinions and perceptions as wrong, which might lead to conflicts, Nonviolent Communication (NVC) offers you a new way of communication and connection in everyday situations and vocational contexts in an appreciative way.

Learning outcomes:

- reflecting one's actions, cultural values, feelings, and needs (personal and other's)
- identifying emotions and expressing feelings and needs assertively.
- learning to live together, respecting the space of each one, and reflecting on the feeling of NGS and the needs of others
- learning to collaborate within differences developing solutions that match all
- learning strategies to deal with different communication situations



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- training the ability to give feedback but also accept criticism
- learning to work in a team applying the basic principles of democratic functioning

Main competences to be achieved:

Elementary school:

Self-competence

- being able to express yourself and express emotions

Social competence

- sharing the different cultural behavior, familiar traditions, religion
- social and civic competence (respect and empathy)
- learning to listen to each other

Language skills

- digital competence learning to live together (based on non-violent education (NVC - Nonviolent communication))

Vocational school:

Self-competence

- the students gain awareness of their values and opinions, shaping their perception and interpretation of other peoples' behavior
- students identify their emotions and needs and can talk about them
- students realize that their feelings are bound to their needs
- students are ready to reflect on personal interpretations in communicative situations

Professional competence

- knowing the four steps of NVC and four primary key differentiation



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- starting to apply new communication skills based on NVC to prevent and solve conflicts

Intercultural and social competence

- students start to learn to empathize with someone by summarising their partner's observations, feelings, and needs without interpretation and evaluation.
- students understand that behind values, habits, and convictions, there are underlying universal needs that all humans share and that can connect individuals

Communicative and language skills/competences

- students learn to listen empathetically in communicative situations in school and everyday life situations
- students cooperate in finding consensual solutions when making decisions or in conflict situations
- students learn and use the vocabulary in the target language to express their feelings and needs and to make requests
- learn to distinguish and use different levels of language (i.e., body language, the language of voice)

Joint Module:

Self-competence:

- students reflect on personal interpretations in social situations
- students improve their body- and self-awareness and thus gain self-confidence

Social and intercultural competences:

- improving communication behavior
- students improve their appreciation/ respect towards different cultures and human beings



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- promotion of group joy and group work competence of the participant's self-confidence in a group context

Professional competence (teenagers):

- students reflect on cultural and social differences in professional situations
- students improve effective communication at work: Ability to give and accept feedback

Communicative and language skills/competencies:

- students will use vocabulary regarding feelings and needs
- students will learn discussion rules based on NVC
- teenagers: students express themselves professionally within their workplace settings and listen empathetically to colleagues

Defining concrete topics

Module elementary school:

- **First lesson: "YOU COULD BE ONE OF THEM"**: A role play will be performed to be conscious and empathise with immigrants
- **Second lesson: "Emotion card game"**. An exercise in identifying and expressing their feelings and emotions
- **Third lesson: "How do others see me?"**. Exercise to get to know the positive aspects of classmates and respect each other
- **Fourth lesson: "Cultural diversity"**. Get to know and express different cultures through any artistic means (dance, music, typical costumes, typical recipes...)

Module: vocational school

Communicating effectively based on nonviolent communication (M. Rosenberg)

The four steps of connective communication in everyday situations:



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- **first lesson: “There´s more about feelings than “good” or “bad”** vocabulary work:
adjectives - perception and expression of feelings
- **second lesson: “What is a desire all about?”**
vocabulary work - perception and expression of needs
- **third lesson: “From subjective thoughts to neutral observations.”**
Observation versus judgment, considering cultural and social differences
- **fourth lesson: “Finding win-win strategies!”**
finding good strategies to meet ones needs

Joint module (project - one day):

How to manage challenging situations in every day (elementary children) and vocational (teenagers) contexts

- experiencing a challenging situation in role-plays
- reflecting one´s perception concerning (body-) language with the support of NVC
- finding better solutions to solve it by using connective language
- transform typical conflict situations (attack and withdrawal) into connective solutions

methodological approach:

Cultivating and realizing cooperative learning is a fundamental responsibility in that collaborative learning. Projects are designed according to the following criteria:

- The project is a field of experience based on physical and mental movement, where the student becomes an active protagonist.
- Ensuring analysis, reflection, and application processes of what is learned in a new context.

Methods:

- role plays, partner work, individual work, theatre methods. Besides theatre play, discussing the spaces is a crucial point of theatre pedagogy.
- theatre activities about nonviolent communication theatre activities to improve empathy



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Possible approaches:

- Role play or real situations concerning the vocational training

Teaching materials to be used on the workshops and lectures (to be developed IO3):

Elementary school:

- theatrical technics (role play, sociodrama, self-reflection activities)
- videos for inspiration
- interactive activities
- proposals for Memories
- different websites
- emotion cards

Vocational school:

- worksheets and cards
- interactive activities
- picture cards

Joint module:

- theatre activities
- reflection cards
- reflection activities

Organisational Information:

Elementary school:

There is a need for effective coordination between the school and the foreign children and families who come to school and the other organizations that work on this issue. We have structured cooperation with some institutions, such as social services, and with the managers of different projects in the city. We also cooperate with organizations like Caritas to respond to these students and their families.

However, to provide an integrated response, improve coordination.

as far as possible, effective co-operation and proper separation of responsibilities

It will be essential.

Vocational school:

Our students participate in a two-week professional internship. The internship's



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preparation, implementation, and reflection are included in our annual didactic planning and are essential support for vocational orientation and career choice.

Joint template:

For the roleplays, you will need sufficient space in the classrooms since the students should be able to move around freely. The content of the roleplays can be adapted to fit situations that affect the students.

Further information:

The NVC Steps made simple:

<https://www.youtube.com/watch?v=NYkgbrZSAY0>

Nonviolent Communication with kids: 5-minute kickstart + demo:

<https://www.youtube.com/watch?v=sPxDB26nbss>

NVC when your kid is triggered:

https://www.youtube.com/watch?v=NJgDKD_F6oc

Nonviolent communication in a nutshell:

<https://www.youtube.com/watch?v=Dm1aHU4SXXs>

The Center for Nonviolent Communication | Center for Nonviolent Communication:

<https://www.cnvc.org/>

Gaschler, Frank & Gundi : I want to understand what you really need: Nonviolent communication with children. (English Edition). Books on Demand, 2017.

Rosenberg, Marshall: Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships (Nonviolent Communication Guides) (English Edition) 3rd Edition. PuddleDancer Press, 2015.



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