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CURRICULUM

for the development of emotions and communication skills in children

Authors: Tanja Jakovac, Jadranka Maravić & Viktoria Samsa
Publisher: Elementary school Ivan Goran Kovacic Vrbovsko
Review: Mirjana Petković
Proofreading: Helena Jedriško
Translation: Davorka Nekić



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Introduction

The Curriculum for the development of emotions and communication skills in children was created as part of the KA1 Erasmus+ project on *How children can argue well* according to the *Litigare bene* method used in Montessori schools. The project leader and coordinator is Elementary school Ivan Goran Kovacic Vrbovsko, while the partners are Centro PsicoPedagogico per l'educazione e la gestione dei conflitti from Piacenza (Italy) and Montessori school Il Sassolino from Gavardo (Italy). For the KA2 project *Arguing at school*, the Curriculum has been refined by including additional workshops.

The project aims to teach children aged 2 to 9 how to resolve conflicts using the *Litigare bene* method independently and nonviolently and systematically introduce it to our school's lower grades and the local kindergarten's educational groups. The Italian pedagogue Daniele Novara devised the *Litigare bene* method, or *how children can argue in a good way*, based on years of research. He found that children between the ages of 2 and 9 can resolve conflicts with each other entirely independently if an adult does not get involved. It is a majestic method based on Montessori pedagogy in which adults (teachers, educators, and parents) no longer play an active role in solving children's quarrels but teach children emotional literacy and to use communication skills as well as to develop their natural potential for nonviolent conflict resolution.

With this project, our teachers and expert associates gained theoretical knowledge of the *Litigare bene* method. They worked on their personal development through education led by invited experts from the Italian center for psychology, pedagogy, and conflict management. They changed their beliefs related to conflicts. Traditional pedagogy has emphasized the active role of teachers in resolving children's quarrels, which this method rejects. By their non-interference, adults show that they have confidence in children who can independently resolve their differences. Teachers saw the practical application of the method through observation of work in the Italian Montessori school Il Sassolino.

Before introducing the method into the Elementary school Ivan Goran Kovacic Vrbovsko, we created this *Curriculum* consisting of emotions and communication skills. In the first part, there are nine workshops on emotions and *the Litigare bene* method for children through which they acquire skills such as expression and recognition of emotions, active listening, understanding the position of the other, negotiating, and agreement. It is essential to introduce parents to what is being done with children. At the end of each workshop, children talk to their parents about the topic. We have also prepared four workshops related to emotions for parents. In the second part of the *Curriculum*, there are six workshops for children who acquire essential communication skills and a proposal for workshops for parent meetings.

Conflicts are a daily part of our lives. We cannot and should not avoid them, but they should be understood as an opportunity to clarify our disagreements. This *Curriculum* aims to give children life tools to resolve them in a nonviolent way and establish healthy relationships with others.

Curriculum for the Development of emotions

What are emotions?

Emotions are also called feelings. We can define them as a person's reaction to stimuli from the environment or responses caused by seeing certain situations and events in the immediate environment. It causes bodily changes and triggers certain behaviors in a person. Therefore, emotions are said to be the initiators of our activities.

So, we come to another term: emotional reaction or expression. Spontaneous emotional reactions of newborns and young children are inherited mechanisms of response stored in parts of the brain. They are in the function of survival, helping the child's environment recognize his needs. It is the basis for developing the understanding and selection of everyone's emotional expressions and behavior.

A child's first emotions are a reaction to pleasure or discomfort. A positive emotional state is expressed by smiling, cooing, and attentive watching. An unpleasant emotional state is represented by crying, frowning, and an expression of disgust. By the end of the sixth month of the child's life, the child expresses all four primary emotions (anger, fear, happiness, sadness) and recognizes the mother's and caregiver's primary emotional states. Already at the age of three months, the child reacts to the tone addressed by an adult. At seven months, he connects the tone of voice and facial expression to understand the primary emotional state of an adult. Between the eighth and ninth month, he consciously searches for data on the mother's emotional state as a basis for his own behavior and emotional reactions.

Why are emotions important in children's growing up?

When a child is born, it gradually develops both motor skills and cognitive processes, and emotionality. The child collects information from the environment and, based on it, learns how to relate to himself and others and express emotions.

It is essential to know that a child surrounded by favorable conditions for development will grow into an emotionally mature man. The most crucial role in this is played by parents who set these conditions and set an example with their behavior. In addition to parents, educational institutions such as kindergartens and schools play an essential role in the child's growing up. There children acquire the possibility of developing empathy that allows them to have a quality relationship with others and thus create an image of themselves. Each condition is of utmost importance for the child's emotional development. In addition to external influences on the development of emotions in a child, biological (hereditary) factors are also important. One is the temperament by which we differ from others and achieve different relationships with the environment. It determines how we regulate our emotions.

The relationship between parents and children related to the development of emotions



Adults (parents, educators, teachers) often have difficulty showing emotions. We live in a time where too much happens too quickly, and there is no time for many experiences and expectations to be expressed in words. The fear or guilt of adults related to their unpleasant emotions leads to the avoidance and rejection of real feelings. This overwhelming energy is spent on attempts to deny them. Because of this, many children do not have a quality role model with which to explore their feelings and learn how to express them.

Adults often replace the lack of expression of personal feelings with a rational analysis of external circumstances. In doing so, they often forget that children cannot yet analyze abstract thinking. Children's impressions and conclusions are based on an emotional level, and their reality experience differs significantly from adults.

One should not fear working with *difficult* or *unpleasant* emotions. They are just as crucial as pleasant ones and carry an important message. Anger, for example, is an attempt to defend ourselves, other persons, or values that are important to us. Fear is a natural reaction that warns of endangerment, and children's developmental fears prepare a child for real life. Sadness sends a message about what is truly important to us, and we miss it. It is impossible *to teach* a child how to experience and what to feel. Still, he needs the help of adults to recognize and appropriately express his feelings. Suppose we understand what's behind anger, fear, sadness, and happiness. In that case, we could help the child express those feelings appropriately without suppressing them and creating limiting beliefs about them or their environment.

Seeing, understanding, and accepting feelings does not mean approving the child's behavior. Still, without it, the child will find it challenging to adopt different ways of expression. For example, a child is told: *You must not be angry, only naughty children behave like this. Shame on you; Only babies and young children are afraid of the dark.; Boys don't cry!; Don't be sad, you don't have any reason to be in a bad mood or worry.; Don't worry!* and so on. The child may change how he expresses emotions in such statements so as not to incur anger, worry, or adult comments.

Instead of learning to speak directly about what they want, what worries them, and how to get what they need, children hide and blur real feelings and defend themselves with aggressiveness and withdrawal or learn to be indirect and manipulative.

A child needs the help of adults so he can:

- come into contact with his feelings and become aware of his need and inner state (*I see that you are angry. What do you really need or want now? What are you afraid of? What are you worried about?*)
- learn to name his feelings and talk about them to know what feelings he has
- learn to recognize others' feeling and share his feelings with others
- gain experience in expressing feelings in different ways
- understand the emotional reaction to an event and gain the ability to predict its consequences
- learn that choosing ways of expressing and behaving in emotional situations is possible.

No short-term solutions or prescribed recipes for working with children's emotions exist

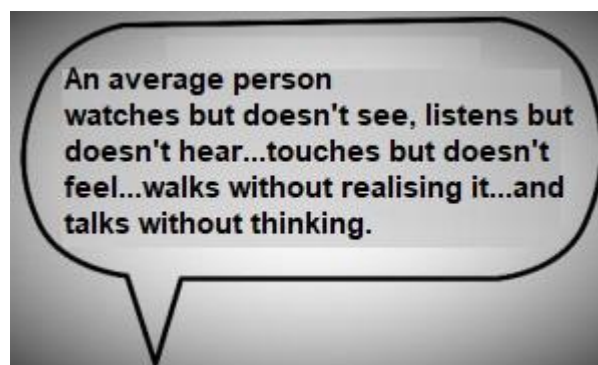
Although there are various creative techniques for working with emotions, it is essential to know that the child, in every part of the day, in every situation, and every interpersonal relationship, shows his feelings openly, which allows more accessible insight into his way of experiencing.

What a child needs is a person who is curious and interested in his inner world, who is ready to share his own experiences and expectations with the child, and at the same time, clearly sets limits of acceptable behavior.

The use of techniques of working with emotions is an excellent complement and help to every educator and parent. There is a multitude of quality literature and means that facilitate understanding of children's feelings and offer quality incentives for working with children. These are various children stories that deal with different emotional states in children. Through these stories, children often identify with the characters and usually recognize some of their life situations. Such stories allow children to release and rework repressed feelings. They are often helpful for relaxing or emptying accumulated tension. Their application is indispensable in any preventive program working with children since emotional health is the basis of the child's mental health.

What is communication?

Communication is exchanging information, meanings, and feelings between people through verbal and non-verbal messages. Spoken words carry only 7% of communication; 38% is tone, while 55% is the body's physiology. The ability to precisely communicate is vital in the relationship with students in the classroom and the entire educational process. Proper communication is crucial when making decisions.



- What are the objectives of effective communication?
 - the understanding of human needs
 - avoiding conflicts and misunderstandings in interaction with other people
 - creating an experience of togetherness
 - conveying the message effectively

- motivating others for effective communication (understanding, compassion, assertiveness)
- creating a positive atmosphere
- reaching an agreement to mutual satisfaction
- abiding by the agreement

What is conflict?

Conflict is a regular and inevitable part of our lives, and we must distinguish it from violence. Violence is the systematic and intentional infliction of psychological and/or psychological harm on another person. This requires adult intervention because violence cannot be tolerated. Unlike violence, conflict is a collision of opposing beliefs, values, and needs. It arises because other people are not like us. We evaluate other people by how much they fit into our value system. *If I think something is right, then your way of looking is wrong.* Conflict can exist concerning other people and that is external conflict while we are talking about internal conflict which happens with ourselves.

In conflict, people do not deal with the impact of their behavior on others or their needs but with the satisfaction of their needs. A person in conflict starts from their beliefs and moral values being correct. They believe that something is wrong with others and use tools such as making diagnoses, criticizing, persuading, insulting, ridiculing, belittling, impaling feelings of guilt, etc. And so, they're convinced they're right.

In different ways, we deal with conflict– some can't wait for the opportunity to quarrel, compete and *win* (*You see, I'm right!* or *I'm good, you're no good!* or *You have to see it and start thinking and feeling like me!*), while others run away from conflict because it awakens fear, sadness, and suffering in them, and they suffer in themselves without expressing their feelings.

Conflict can be seen as wrong because it is associated with aggression, quarrel, confrontation, suffering, pressure, and powerlessness.

However, we can also use conflict as an opportunity for change, personal growth, and development. We can examine ourselves and look deep inside ourselves (instead of pointing the finger at other people) and discover our wrong beliefs.

We never respond to what we hear but to our interpretation and experience of what we have heard. We are skilled in creating our version of reality and correctness, thus becoming prisoners of our perception, and condemning ourselves to pain, suffering, and negative emotions.

Nonviolent communication

Nonviolent communication aims to establish relationships based on honesty and compassion. It's based on compromise. It means we get something, but we also give up something. The following choices can violate nonviolent communication:

- **demanding** (you must do this, you need that – direct or indirect threat of punishment and guilt if not met)
- **moralistic judgment** (this is good, this is wrong; this is appropriate, this is not; this is a matter of upbringing, according to my arguments, that's not right)
- **comparing** (yourself and others regarding other people)
- **monologue** (instead of dialogue – such as *Poor me*)
- **blame** (*It's your fault that I feel that way.*, etc.).

Tools of nonviolent communication

1 Observation – differs from assessment. It means to perceive people's needs and behaviors without judgment, criticism, and analysis.

2 Expressing one's feelings and needs powerfully – without aggression, condemnation, or criticism, with a positive commitment to oneself. We should break the relationship if staying in hurts the other and ourselves. We need to know how to say *no* to unreasonable demands.

3 Empathy — or listening with the heart. It means to empathize with the other and show respect for what the other feels.

Nonviolent conflict resolution using *Litigare bene* method

After many years of research, Italian pedagogue Daniele Novara conceived the *Litigare bene* method. It is suitable for nonviolent conflict resolution in children from 2 to 10 years of age. It is based on the Montessori philosophy that children of that age can resolve conflict independently without an adult's interference. Adult intervention is unnecessary and can harm the child's development, self-confidence, and independence.

The application of the method is quite simple for children and adults. It consists of two steps back and two steps forward.

Two steps back

1. Not looking for the culprit in conflict
2. Do not impose conflict resolutions

Two steps forward

1. Encourage conversation (both sides)
2. Encourage agreement

It is essential **not to look for the culprit** in the conflict because he is not there. Teachers or parents often ask children in conflict: *Who started first? Who is to blame?* which is entirely unnecessary because it does not lead to a solution to the conflict, and the imposition of guilt has a detrimental effect on the development of the child's self-confidence.

The second step forward is **to avoid imposing a solution to the conflict**. People are different and have different needs and ideas. What seems reasonable to us doesn't mean it suits others. Children in conflict can come up with the solution that suits them best. The imposed solutions provoke resistance, and children will not abide by them.

Instead of *judging* and determining guilt, children in conflict should be **encouraged to express feelings and talk** with questions like *What happened? How do you feel?*, and

similar. In doing so, it is crucial that both sides in conflict are heard equally. To achieve this, some soft light object is usually used, which like a microphone, serves as a sign that the child holding it has the right to speak. When he is finished, he hands over the subject to his interlocutor. An adult is present and observes what is happening. This way, the parties involved in the conflict can hear each other and try to understand someone else's position. It can help with the above questions to encourage smaller children to talk.

Once everyone has presented their side of the story, children can propose solutions and negotiate a mutual **agreement**. Sometimes it will seem to adults that the agreement reached by the children is not fair or that one child has yielded to another. Adults, in this case, should resist the need to intervene because children of that age do not care about the value of justice or injustice. They want to fulfill their most important need: to continue the game with friends. The role of adults is solely to encourage agreement (*What can you do?*). However, they must not impose their proposals. There is a greater chance that the children will stick to the agreement they reached on their own in less than two minutes. Sometimes children will not agree because it is enough for them to express their emotions or side of the story, and they don't need to come up with a solution. Adults do not need to insist on an agreement because there is no more conflict, and the children continue to play.



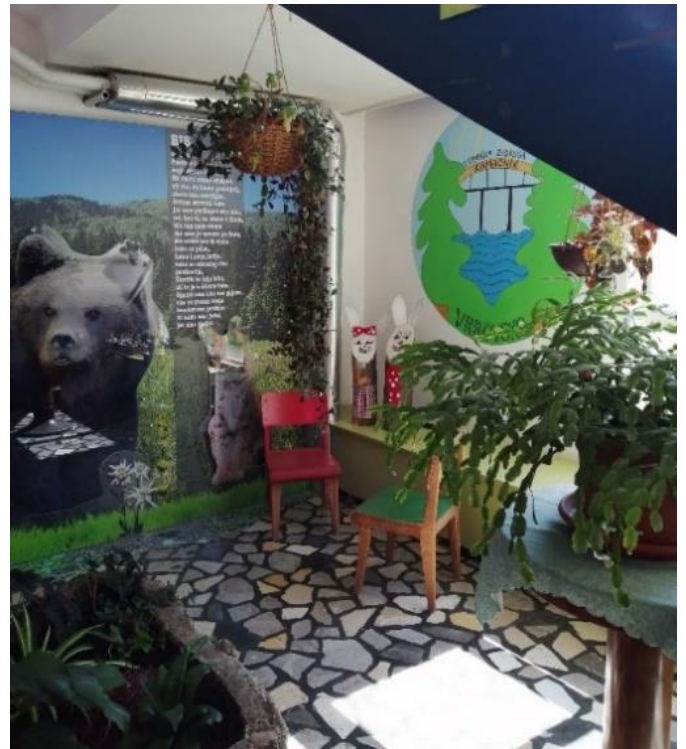
To use this method, arranging a space in kindergarten or school where children can come to talk and resolve their conflicts is good. It can be called a *Peacemaking Corner* or a *Conflict Corner* or leave it to the children to give the name to the corner themselves. A conflict corner to many teachers is an invitation to argue. But we must be aware that conflict is an everyday part of our lives and that arguing is okay. Before that, explain to children how to do it nonviolently. In the corner there are two chairs and a table with a soft object, so children do not get hurt. It serves as a sign that whoever holds it has the right to speak. On the walls can be placed images of feelings that children can use as a reminder to express themselves more easily.

Conflict corner in Grade 2 of Elementary school Ivan Goran Kovacic Vrbovsko

Conflicts usually occur during a break at school or during time spent outside in the kindergarten, so the corners can be arranged quickly and outdoors, for example, two stumps can be used instead of chairs.



Conflict corners in the school's courtyard and the entrance hall to the Elementary School Ivan Goran Kovacic Vrbovsko



After children practice resolving conflicts using *the Litigare bene* method, they will quickly begin to apply it in everyday socializing with peers and when adults are absent. This is an important life tool that will be useful to them in their further growth and development.



Conflict corner in kindergarden DV Bistrac from Ogulin

Therefore, we must teach our children the importance of expressing emotions and methods of nonviolent communication and relaxing techniques. It is essential to teach our educators, teachers, and parents to make the development process of children as quality as possible.

Curriculum for working with emotions and nonviolent communication in our school

The aim is to teach students and their parents the importance of recognizing basic emotions and recognizing them in other people. They will learn the importance of nonviolent communication, conflict resolution, and relaxation techniques.

Outcomes:

- students will know how to name all four primary emotions
- techniques of nonviolent conflict resolution will be used (*Conflict corner*)
- students will use relaxation techniques
- parents will know the importance of expressing emotions.

Working with students

Content about emotions:

1st workshop: *Getting Acquainted with Emotions*

2nd workshop: *Anger*

3rd workshop: *Happiness*

4th workshop: *Fear*

5th workshop: *Sadness*

6th workshop: *Conflict recognition*

7th workshop: *Nonviolent conflict resolution*

8th workshop: *Steps in conflict corners*

9th workshop: *Practicing nonviolent conflict resolution*

Work Programme with students and parents

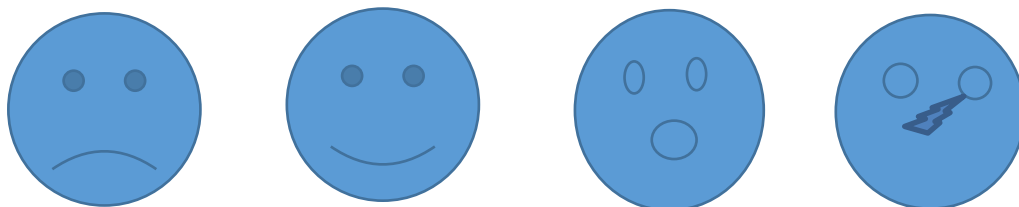
6 workshop for students and 3 for parents about communication (p.36)

Nine Workshops for students

✓ FIRST WORKSHOP FOR STUDENTS : Emotions	
Workshop title:	<i>Getting acquainted with emotions</i>
Aim of the workshop:	Students' awareness of certain emotional states
Outcomes:	The student will recognize and define the four primary emotions - anger, happiness, fear, and sadness.
Working methods:	The outline of human body will be used, within which students will write. Inside the body contours they will write situations in which they feel safe and happy. In contrast, outside the contours of the human body , they will write situations in which they feel insecure and inadequate.
Required resources:	Poster paper, felt-tip pens
Associates:	Class teacher, expert associate
Duration:	Two class periods

INTRODUCTORY ACTIVITY:

Children are seated on their chairs set in a circle. The presenter draws four faces on the board.



The presenter asks the question: *How are you feeling right now?* Children show their feelings and comment on them. (possible students' responses: sleepy, happy, cheerful, I'm not well, ...)

TALK:

On the board, the presenter writes the words for four primary feelings under each face:

SADNESS

HAPPINESS

FEAR

ANGER

The presenter asks: *What would you call anger, sadness, fear, and happiness by one name?*

Some children will know how to name it - a FEELING. If this is absent, the presenter says it and writes it on the board below the feelings, explaining that we actually call these states feelings.

Then, the presenter asks the children how they most often feel. After a few answers, the presenter asks again:

- 1 *When are you sad?* - students' responses
- 2 *When are you happy?* - students' responses
- 3 *When are you afraid?* - students' responses
- 4 *When are you angry?* - students' responses

Note: Every child needs to express their feelings. It is important to emphasize that we are all different, and everyone is entitled to their feelings. It is also essential that the presenter does not allow other students to comment or make fun of someone else's feelings.

The presenter places poster paper on the floor and selects one child who lies down on the paper. The presenter (who can also help children with instruction) draws the contours of the student's body. After this activity, he sets a task:

You will write (or the teacher will do it if the children do not know how to write) when you feel good, and the answers will be written within the body contours. After this activity, with a different color, you will write when you feel bad, but outside the contours.

The resulting picture is placed on the school billboard with the instruction that they can enter their good and bad feelings throughout the week.



Children writing when they feel good

LAST ACTIVITY:

Each child says how they felt during the implementation of the activity.

THE TASK FOR STUDENTS AND PARENTS:

Draw the contours of a man on poster paper and write with your parents the situations in which they feel good and bad.

Parents get acquainted with the activities of the workshop and the key concepts: FEELING or EMOTION; HAPPINESS; ANGER; FEAR; SADNESS.

Teacher: During the following days, the teacher integrates the workshop's contents into everyday situations in the classroom.

Note: If a conflict breaks out at the workshop or one of the children needs to recount their conflict, it is essential to focus on the feeling.

WORKSHOP EVALUATION: Students point at the emotional scoreboard to show how they felt during the workshop.



Workshop evaluation using the emotional scoreboard

✓ SECOND WORKSHOP FOR STUDENTS : Anger

Workshop title:	<i>Getting acquainted with the emotion of anger</i>
Aim of the workshop:	Raising awareness in students of the emotional state of anger
Outcomes:	The student will recognize and define the emotion of anger and recognize it in other people. They will be able to use relaxation techniques.
Working methods:	You should talk to students when they're most angry and find out what makes them angry as well as to help them learn how to get the anger out. The story by Mladen Kušec: <i>Don't Get Angry</i> Techniques of relaxation, drawing
Required resources:	Board and chalk, computer, poster paper, felt-tip pens, children's meditations Picture book: Kušec, M. <i>Don't Get Angry</i> , Extrade, 2014 or a story from a link https://hrvatskaudrugamazirenje.wordpress.com/2017/11/15/djecak-i-ograda/
Associates:	Class teacher, expert associate
Duration:	One class period

INTRODUCTORY ACTIVITY:

The presenter asks:

What did we talk about in the last workshop?

What feelings did we mention?

When do you get angry? What part of your body do you feel anger in?

TALK:

The presenter: *What is anger?*

You should explain to students that children, like everyone else, can hurt themselves or others with their actions, such as fighting, insulting, hitting, etc. Such violent behavior is not acceptable. It's okay to feel angry and get angry, but the difference is being angry or hurting someone.

TELLING A STORY :

The presenter expressively reads or retells the story of Mladen Kušec *Don't Get Angry* (Kušec, M. *Don't Get Angry*. Kastav, Extrade, 2014) or the story *The Boy and the Fence* available at the

link <https://hrvatskaudrugamazamirenje.wordpress.com/2017/11/15/djecak-i-ograda/>

ATTACHMENT: story *The Boy and the Fence* taken from the

link <https://hrvatskaudrugamazamirenje.wordpress.com/2017/11/15/djecak-i-ograda/>

There was a little boy who had a bad temper. After years of torture, his father persuaded him to try to change. He handed him a box full of nails and told him he should stuck one in the fence every time he lost control.

On the first day, the boy nailed 37 mails, but he learned to control himself over time, and the number of nails he stuck into the fence decreased. The boy realized it was easier to control his anger than to stuck nails into the fence daily.

Finally came the day when he did not stuck a single nail into the fence. He proudly told his father the news, and his father replied: Well done, son! Every day, when you manage to control your behavior, pull a nail out of the fence.

Days passed, and the boy finally told his father the nails were gone. The father brought his son to the fence.

You did a great job, my son, but look at all those holes in the fence. The fence will never be the same again. When you say things in anger, they leave a scar, such as these holes in the fence. When you hurt a man, you can apologize to him for the rest of your life, but the wound will remain forever.

THE TALK ABOUT THE STORY: *What feeling did it awaken in you? What happens to the person we hurt with our behavior or words?*

TALK:

The presenter introduces students to important **three rules of anger**:

1 We must not hurt ourselves.

2 We must not hurt others physically or by insulting them.

3 We can't tear or damage things.

Through talk, the presenter introduces students **to techniques for dealing with anger**. Students themselves list the examples of how to deal with anger, and the presenter complements them and explains each technique.

1 If we're angry, we should say it. Anger accumulates energy that must be released.

- 2 We can relax by breathing – learn to breathe correctly.
- 3 Anger can be alleviated by counting.
- 4 It is essential to recognize the feeling of anger and sometimes walk.
- 5 We can meditate.
- 6 If anger ends in conflict, we resolve the conflict by mediation or in the conflict corner.

LAST ACTIVITY:

Make a box of anger, and children can insert pieces of paper on which they write or draw reasons for anger, who they are angry with, and so on. In the end, somebody empties the box.

The presenter draws the outlines of the palm on the poster or board. On each finger, he writes one technique with which we can solve or express anger. Following the presenter's model, each child on A4 piece of paper outlines his palm. Each finger is painted differently (each color represents one technique).

THE TASK FOR STUDENTS AND PARENTS:

The presenter instructs children to talk to their parents about anger. They should ask parents what they do when they feel anger.

Teacher: During the following days, the teacher integrates the workshop's contents into everyday situations in the classroom. It is recommended that the teacher expresses his feelings in words during regular work with students, e.g., *I'm angry that you interrupted me, I'm happy because you wrote the test well, etc.* It's good for students to reread the story.

WORKSHOP EVALUATION: Students show how they felt during the workshop on the emotional scoreboard.



The emotional scoreboard

✓ THIRD WORKSHOP FOR STUDENT: Happiness	
Workshop title:	<i>Getting acquainted with the emotion of happiness</i>
Aim of the workshop:	Recognize the feeling of happiness in yourself and others and know how to express and share this feeling with others.
Outcomes:	The student will be able to: -recognize one's own sense of happiness as well as feelings of happiness in other people -self-regulate his feelings -become aware of what makes him happy
Working methods:	The <i>Tree</i> game within which we talk about this exercise and the feelings it caused. In the continuation of the workshop, we talk about events that make us happy.
Required resources:	Mirror, music
Associates:	Class teacher, expert associate
Duration:	One class period

INTRODUCTORY ACTIVITY :

We should repeat what we did the last time. Anger... What do your parents do when they're angry?

GAME: *TREE*

Today we will play an exciting game called *TREE*. The presenter invites students to get up and find a place in the classroom where they will have enough space. He warns students that it is essential to listen carefully to the instructions and not to talk during the exercise but to pay attention to their bodies and feelings. It is recommended that students close their eyes during the training. Imagine that you are a tree. Your feet are roots that bind the

tree tightly to the ground. The torso is a tree, and the hands are branches. Stretch your arms (*branches*). Pay attention to how you feel. The wind begins to blow slightly, and the branches (*hands*) gently swing in the wind. A cloud has appeared in the sky, and the wind intensifies and rocks the branches more strongly. (*How does that feel?*). It begins to rain slightly (*students snap their fingers, imitating rain*). Rain falls harder (*students accelerate snapping*). Suddenly it thunders (*students stamp their feet*). The wind blows heavily and threatens to blow off the branches. It thunders again. The rain slowly calms down, as well as the wind, until it completely stops. The sun shines in the sky. Students rub their palms vigorously and press them against their faces to feel warmth and comfort. In the end, the students open their eyes.

TALK:

- ✓ What emotions did this exercise evoke in you?
- ✓ In what situations did you feel happiness?
- ✓ Close your eyes. Remember one specific situation when you were delighted.
- ✓ Remember the feelings in your body, your thoughts.
- ✓ What do you feel in your body? What do you think about it?
- ✓ How do you behave? What do you look like? (**take a mirror-** let the students look at what they look like when they are happy)

Continue the talk using the following questions:

- ✓ Why is it important to become aware of situations when we are happy? Last time we talked about feeling angry and a few calming techniques. One of those techniques is to redirect our thoughts. So, when we are angry or sad, we can recall some situations when we were happy.
- ✓ What do other people (friends, parents) look like when they are happy?
- ✓ Why is it important to recognize how other people feel?
- ✓ Think back to a situation where you helped someone. How did you feel then?
- ✓ What can you do today to make your parents, aunt, sister, or brother happy?
Helping others/volunteering also makes us happy.
- ✓ Draw your happiness.

LAST ACTIVITY:

Dance of Happiness on the theme song "Life is not grey." Students will stand in a circle and each will make a moving to express his happiness. Other students will repeat that movement and connect it into one whole.

THE TASK FOR STUDENTS AND PARENTS: Find a mirror at home. Look at yourself and say something nice to yourself.

WORKSHOP EVALUATION: Students show how they felt during the workshop on the emotional scoreboard.

✓ FOURTH WORKSHOP FOR STUDENTS: Fear	
Workshop title:	<i>Getting acquainted with the emotion of fear</i>
Aim of the workshop:	Awareness in students of the emotional state of fear
Outcomes:	The student will recognize and define the emotion of fear and how to help to alleviate it. The student will be able to recognize real and unrealistic fears.
Working methods:	The proverb <i>Fear has big eyes</i> will be used with the aim of showing students that fear causes you to see things that aren't there. The story <i>I am not afraid</i> by Mladen Kušec will be used with the aim of understanding the feeling of fear. Students will be handed out three pieces of paper on which they will write their fears. Relaxation techniques
Required resources:	Board and chalk, picture book, papers
Associates:	Class teacher, expert associate
Duration:	One class period

INTRODUCTORY ACTIVITY:

The presenter asks: *What did we do in the last workshop? Who did the task?* (Look in the mirror and say something nice for yourself.) *I would like us to do it again. Here's the mirror. What do you see in it?* (each looks at himself and says what he sees).

TALK:

The presenter plays music related to fear, e.g.,

<https://www.youtube.com/watch?v=Svc2H3AEeJ4>

How did you feel?

What is fear?

Fear is an unpleasant feeling. We feel it when we find ourselves in danger. It occurs regardless of whether it is a real or imagined danger.

Write on the board: *FEAR HAS BIG EYES.*

Question: *What would that mean?*

Write on the board :

REAL FEARS

UNREAL FEARS (IMAGINED)

Write students' responses.

What's fear for?

Fear is not a pleasant feeling, but it serves something. Fear helps to move our bodies to protect ourselves from something dangerous or some threat. Fear serves to be vigilant.

Reading the story: Kušec, Mladen: *I'm not afraid.* <https://extrade.hr/pricice-za-emocionalni-razvoj-djece/141-m-kusec-ne-bojim-se.html>

How can we be less afraid?

- ✓ The first step is to realize that it is not a real danger, but something invented by our brains.
- ✓ The second step is to help the brain think of something pleasant.
- ✓ The third step is to share our fears with trusted people; then, we will be less afraid.

The presenter shares three pieces of paper on which students write or draw their fears. After writing, they will crumple it into one big ball and throw it in the recycle bin. This will remove their fears. They can also draw their fear, name it, and make friends with it. Fear is just a feeling, and it is part of us.

LAST ACTIVITY:

Let children meditate, e.g., <https://www.youtube.com/watch?v=UcWzLjhzhM4> or use some other relaxing techniques, e.g., anchoring technique.

THE TASK FOR STUDENTS AND PARENTS: Talk to parents about their fears:

What are your parents afraid of? How do they deal with fear?

WORKSHOP EVALUATION: Students point at the emotional scoreboard to show how they felt during the workshop.

✓ FIFTH WORKSHOP FOR STUDENTS: Sadness	
Workshop title:	<i>Getting acquainted with the emotion of sadness</i>
Aim of the workshop:	Awareness in students of the emotional state of sadness
Outcomes:	The student will recognize and define the emotion of sadness and how to help to alleviate it.
Metode rada:	Students will stand in a circle and each of them will show (with their posture and facial expression) what they look like when they are sad. After the demonstration, they will talk about situations that have caused them to feel sad.
Required resources:	Board and chalk, picture book, papers
Associates:	Class teacher, expert associate
Duration:	One class period

INTRODUCTORY ACTIVITY:

The presenter asks: *What did we do in the last workshop? Have you talked to your parents about the emotion of fear? What did the parents say? How do parents overcome it?*

TALK:

The presenter invites the students to stand in a circle. The task is for each of them to show what he looks like when he is sad. Others repeat his body language or what they see.

After the demonstration, students sit in their seats.

The presenter asks: *What does our body look like when we are sad? (cringed...)*

When are we sad?

What makes you sad?

What is sadness?

Sadness is an unpleasant feeling. It's not bad because this feeling is here for a reason, too. It wants to tell us something. It provides us with information about the situation we are in. The feeling helps us to reflect on the event that led us to it and to find a solution. Just as when we get injured (cut or break a leg); after the initial shock, we have to rest so that our wound heals. The same is with sadness; it helps us to calm down and come to terms with the loss.

How to deal with sadness?

- ✓ Recognize why we are sad and talk about it with someone
- ✓ The feeling of sadness is normal, and it happens to all living creatures.
- ✓ It takes some time for the feeling of sadness to go away.

LAST ACTIVITY:

The presenter asks students: *How can we help each other when we are sad?*

(possible students' responses: conversation, a hug, a kiss, a game, a drawing, breathing)

The answers are written on the board.

After the last activity, offer children different relaxation techniques, e.g., anchoring technique.

Anchoring technique

We can also show students the anchoring technique . Explain to them what an anchor is. Anchors allow ships to be in place and would be swept away by the sea without them. So this technique can help you to calm down and *get over* sadness. In this technique, our brain plays a crucial role. Hold one part of your body (e.g., hand, shoulder, elbow) and imagine something beautiful that creates a feeling of comfort. Close your eyes and hold that part of your body while you think about comfort. When we find ourselves in a situation where we feel sadness or fear, we have to hold that part of the body, and our brain will recognize it as a pleasure and slowly calm us down.

WORKSHOP EVALUATION:

Say one word about how you felt in this workshop.

THE TASK FOR STUDENTS AND PARENTS: Talk to parents about how they cope with sadness.

✓ SIXTH WORKSHOP FOR STUDENTS: Conflict vs violence	
Workshop title:	<i>Conflict recognition</i>
Aim of the workshop:	The aim of the workshop is for students to distinguish conflict from violence.
Outcomes:	The student will be able to recognize the conflict as well as to recognize verbal and physical conflict. The student will know the difference between a conflict and violence.
Working methods:	At the beginning of the workshop, the presenters will show one conflict (verbal and physical). This is followed by a talk about experiences. The example of violence will also be shown. Students show certain situations themselves.
Required resources:	Computer, scene of violence
Associates:	Class teacher, expert associates
Duration:	One class period

INTRODUCTORY ACTIVITY:

Presenters show physical and verbal conflict. – role-playing (situations from class - e.g., taking other people's things, coaxing, mocking, who will be the first in something, etc.)

CONFLICT

TALK:

- 1 What happened in the first situation (physical conflict) – students recount their experience.
- 2 What happened in the second situation (verbal conflict) – students tell their experience.
- 3 Do you know whether this happened in your class, at home, etc.?
- 4 What do you think conflict is?

The presenters write children's answers on the board.

Then they say: *Conflict results from diversity in opinions, desires, perceptions, beliefs, and attitudes.* (They explain each of the terms.) *It happens every day, and we can't avoid it.*

Do you think conflict is something good or bad?

- ✓ The conflict is neither positive nor negative.
- ✓ The conflict is an opportunity for progress; it can end if the involved parties get something for themselves (win-win).
- ✓ There is no culprit in the conflict.
- ✓ Children can solve the conflict on their own.
- ✓ We use a variety of methods to resolve conflicts.

What do you need to know for a conflict to be resolved nonviolently?

It is required:

- accepting that it is normal to have different desires and needs
- having mutual respect – we disagree, but we accept that the other thinks differently
- practicing nonviolent conflict resolution methods
- having self-control (using relaxation techniques)

VIOLENCE

The presenters show a scene of aggressive behavior (violence) on the computer. (video clip Pink T-shirts)

How do you feel after what you've seen?

What is this type of aggressive behavior called?

Violence is a form of aggressive behavior towards another person, oneself, or property.

Aggressive behavior is intentionally hurting or trying to injure someone or inflicting pain or embarrassment.

In case of violence, it is necessary to seek the help of adults.

LAST ACTIVITY:

Repeat:

- 1 What is a conflict?
- 2 What kinds of conflicts have we seen today?
- 3 What is violence?

THE TASK FOR STUDENTS AND PARENTS: Every conflict can be resolved. Think at home about how we can resolve conflicts and violence between people. Talk about it with your parents.

WORKSHOP EVALUATION: Students point at the emotional scoreboard to show how they felt during the workshop.

SEVENTH WORKSHOP FOR STUDENTS : Nonviolent conflict resolution	
Workshop title:	<i>Nonviolent conflict resolution</i>
Aim of the workshop:	The aim of the workshop is for students to become aware and adopt ways of nonviolent conflict resolution.
Outcomes:	The student will be able to use various ways of nonviolent conflict resolution in his environment.
Working methods:	Conversation and demonstration
Required resources:	Board, chalk
Associates:	Class teacher, expert associates
Duration:	One class period

INTRODUCTORY ACTIVITY:

The presenter asks: *What did we do last time?*

Children give answers. We repeat what they remembered (conflict-violence difference, nonviolent conflict resolution, expression of feelings)

TALK:

Have you talked to your parents about how they resolve their conflicts?

The presenter writes the answers on the board. (e.g., by talking, punishing, shouting, silence, and anger, we ask for help from friends and adults)

Which of the above is a good, and which is a bad way to resolve conflicts?

Name some situations in which you have resolved a conflict well.

We ask them for an explanation for the written answers on the board.

1 Conversation – they show how they can resolve the conflict by talking

2 Ask for help from friends and adults – they offer how to do it

It is essential to distinguish asking for help from complaining (you need to conduct a conversation with students about that).

The presenter says that various methods of nonviolent conflict resolution involve talking and expressing emotions, and we use them in school. Show films about the conflict corner and mediation.

TALK:

1 *What's different?* (Another person is involved in mediation. In the corner, children solve the conflict on their own.)

2 *What's similar?* (talking, nonviolent communication, collaboration, listening, expressing emotions)

- ✓ A conflict corner – a place in the class where you can resolve your conflict.
- ✓ Mediation- a method by which you resolve a conflict with the help of your friend or an adult. You'll learn all about it in the 4th grade.



Conflict corner in the classroom in Branch school Severin na Kupa

LAST ACTIVITY:

The presenter: *One of the most effective nonviolent conflict resolution techniques is the conflict corner, which we will talk about next time.*

THE TASK FOR PARENTS AND CHILDREN:

Hold a family meeting in which a particular situation or conflict will be resolved jointly (e.g., household chores, watching TV, playing games, using a mobile phone, etc.)

WORKSHOP EVALUATION: Students point at the emotional scoreboard to show how they felt during the workshop.

✓ EIGHTH WORKSHOP FOR STUDENTS: Conflict corner	
Workshop title:	<i>Steps in conflict corners</i>
Aim of the workshop:	Getting students familiar with the method of peaceful conflict resolution – conflict corner <i>Litigare bene</i>
Outcomes:	The student will be able to use the conflict corner for nonviolent conflict resolution in his environment.
Working methods:	Conversation and demonstration, role-playing, poster making: <ul style="list-style-type: none"> - students will create a poster with conflict resolution steps based on lectures on corners -students will play a situational game based on recent examples of class conflicts -students will define in their own words what it means careful listening and agreement
Required resources:	Paper, felt-tip pens, crayons, poster paper, glue Small table and two chairs, a ball of yarn
Associates:	Class teacher, expert associates
Duration:	Two class periods

INTRODUCTORY ACTIVITY:

The presenter repeats with students what conflict is and what violence is. Emphasize to students that conflicts are daily and that we should resolve them by agreement. Violence is not acceptable, and this is where the help of an adult should be sought (e.g., when older class students plant their legs to the first graders in the school hallway)

TALK:

-Teachers play a situational game based on examples from the class (persuasion: e.g., Marko persuades Ivan to hide a pencil case)

They conduct a talk after the activity: *What happened here? How did each feel? How would you handle the situation?*

After receiving the answers, the presenter explains the method of nonviolent conflict resolution through *the conflict corner*.

Description of the work methodology for teachers: Children aged 2 to 9 can resolve the conflict independently within 2 minutes. The adult is (teacher, parent) an observer and eventually helps with the questions such as *What happened? How do you feel? What do you want to tell your friend?*

Encourage expressing emotions and talking. Using this method reduces teacher stress and the amount of complaining because it leaves responsibility for the conflict to the children. Teachers are no longer in the role of judge and do not determine who is to blame because there is no culprit in the conflict. At the same time, they raise children and teach them essential life skills: active listening, talking, standing up for themselves, expressing and recognizing emotions, and nonviolent conflict resolution.

1 Description of the situation – The teacher is an observer if he is present and encourages children to talk using questions: *What happened? How do you feel? What do you want to tell your friend?*

2 Listening – The teacher is an observer.

3 Agreement - The teacher doesn't insist on an agreement or offer solutions.

Teaching students how to release their emotions with relaxation techniques is essential. Emphasize that they should not be directed at another person or things. Why is it necessary to calmly start resolving the conflict?

The presenter explains to the students the steps in the corners:

1 Description of the situation: *What happened? How do you feel? What do you want?*

Here it is essential to recognize your feelings and needs and pronounce them. In this way, children learn how to stand up for themselves. It is important to emphasize that there is no culprit in the conflict and that both sides have the right to share their story equally.

2 Listening: *Why do we have two ears and only one mouth? What does it mean to listen to someone?*

State the rule that the other listens while one is talking (holding a ball of yarn); only when a friend hands over a ball of yarn can the other talk. In this step, children must hear the other side and try to understand the situation from *someone else's shoes*. Getting shoes several numbers larger than theirs would be a good idea to show children how to observe a

conflict from someone else's perspective. It's perfectly okay for two kids to look at the situation differently.

3 Agreement: What is the agreement?

After a talk where the children shared their feelings and views, the students tried to reach a mutual agreement. In doing so, adults should not impose their proposals but leave it to children to devise a solution independently. Sometimes children do not agree because it simply does not matter to them. This should be respected. The emphasis here is on conversation, i.e., practicing expressing and recognizing their and other people's emotions, active listening, understanding someone else's position, negotiating, standing up for themselves, and seeking solutions that suit all parties.

Making posters

Each student is tasked with doing 1 step (e.g., write a title, and draw pictures of 4 primary emotions). We glue all their work together on the poster. It is best to leave it to students to name the place.



An example of a poster and billboard that can serve as a reminder for children

LAST ACTIVITY

The situational game, according to the example from the class (Luka decides when Ivana can and when she is not allowed to leave the classroom to go to the toilet because it is his birthday). The talk after the activity: *What happened here? How does each feel? How would you resolve this conflict?*

Task: Practice conflict resolution in a corner.

THE TASK FOR STUDENTS AND PARENTS:

Students talk to their parents about the method of conflict corner with the help of a leaflet they received at school.

WORKSHOP EVALUATION: Students point at the emotional scoreboard to show how they felt during the workshop.

✓ NINTH WORKSHOP FOR STUDENTS: Conflict resolution exercise in conflict corners	
Workshop title:	<i>Practicing nonviolent conflict resolution in conflict corners</i>
Aim of the workshop:	Train students with the method of peaceful conflict resolution in conflict corners in class.
Outcomes:	The student will be able to use the conflict corner for nonviolent conflict resolution in their environment.
Working methods:	Conversation and demonstration, role-playing, poster making: -students will use steps in conflict resolution in class based on previous knowledge of the corners -students will play a situational game based on examples of class conflicts
Required resources:	Small table and two chairs, a ball of yarn
Associates:	Class teacher, expert associates
Duration:	One class period

INTRODUCTORY ACTIVITY:

Scenario 1

Teachers enter the classroom, and through a role-play show a conflict that has not occurred in the class (e.g., student 2 had a birthday, and she gave herself the right to decide who could leave the classroom and who was not allowed. Student 1 needed to go to the toilet, but student 2 didn't let him go.)

TALK:

It is about how to resolve this conflict through a conflict corner. The demonstration of how to solve it is based on what students learned previously.

Scenario 2

Student 1 drew a picture on a given theme. The teacher put the image on the billboard in the classroom. Student 2 commented on the work in a gruesome way.(role-playing)

The solution to the conflict was through *the conflict corner*.

In the continuation of the activities, the children develop various conflicts according to the situations from the class and resolve them in a conflict corner.

It is important to emphasize that steps in resolving conflicts are respected and to highlight the present feelings.

THE TASK FOR STUDENTS AND PARENTS:

Students are tasked with conducting nonviolent conflict resolution through a conflict corner with their parents.

WORKSHOP EVALUATION: Students point at the emotional scoreboard to show how they felt during the workshop.

Communication

What is communication?

In communication, two or more persons exchange information and influence each other's opinions and behaviors. **There is verbal and nonverbal communication.**

Verbal communication consists of words that are spoken or written. Nonverbal communication is communication, gestures, and body language. We communicate more nonverbally (70%).

Communication aims to attract attention, express feelings, establish social contacts, and meet your different needs. **Communication is essential in everyday life.** It is necessary for mutual understanding. To communicate well (verbal communication), **it is crucial to use I messages and avoid YOU messages as much as possible.**

I message (or the language of the giraffe) is based on feelings and acceptable words and does not offend the person we communicate with (e.g., *I feel lucky that you gave it to me, or I feel fear because you often disrespect me in front of others.* .) .

YOU messages (or the language of the snake) are based on the condemnation of the interlocutor and most often lead to conflicts, quarrels, and violence. This language is short and very sharp (e.g., *You're wrong; You have nothing in your head; I'm going to hit you now; You're stupid; You're a monkey.*)

Why is it important to teach children how to communicate appropriately?

Children need to socialize with other children. During socialization, talking about the child's emotions and creating warmth and support from parents is essential.

Adopting social norms and rules of conduct is necessary in the socialization process.

For all the above, proper communication is required through which we give messages to the child and thus shape him. **The messages we send to the child should be**

stimulating and understandable (I messages) because only in this way can we build the child's self-confidence and self-esteem.

It is essential to teach the child active listening! By listening (not being quiet), the child participates in the communication process and feels involved. It's a process we all need to work on together.

What have we done so far in class teacher meetings?

- 1 They learned what communication is and what types of communication there are.
- 2 They practiced how they felt when they got a good, stimulating message and a bad one.
- 3 They met I–YOU messages and tried to practice communication through some class situations.
- 4 They were tasked with watching their parents talk.
- 5 They learned how to recognize an active listener but also a non-listener.
- 6 We showed the students how to build good relationships with their peers and family.

Work Programme with students and parents

Content

1st workshop: *Message*

2nd workshop: *The language of the snake – the language of the giraffe or I – YOU messages*

3rd workshop: *Verbal and nonverbal communication*

4th workshop: *Active listening*

5th workshop: *We build mutual relations through proper communication*

6th workshop: *Golden book*

WORK PROGRAMME WITH PARENTS

Content:

1st workshop: *Teach them to be happy*

2nd workshop: *Nonviolent conflict resolution*

3rd workshop: *Relaxation techniques*

Six Communication Workshops for students

FIRST WORKSHOP FOR STUDENTS: Message	
Workshop title:	<i>Message</i>
Aim of the workshop:	The aim of the workshop is for students to become aware of the importance of the messages we send and receive from our friends in the development of self-confidence.
Outcomes:	The student will know how to use messages that strengthen their personality and the personality of others. They will know how badly the bad messages they receive or give to others affect self-confidence.
Working methods:	Students sit in a circle and communicate with each other according to the instructions and exercises from the workshop.
Required resources:	Paper and pencil
Associates:	Class teacher and pedagogue
Duration:	One class period

INTRODUCTORY ACTIVITY:

Students sit in a circle. The presenter repeats the four primary feelings in a way that he asks them: *What feelings do you use, and which do you see in other people?* Following the student's answers, the question arises: *Which feelings are good and bad?* The answer should be: *There are no bad feelings, all feelings are important to us, and it is good to*

recognize them. If most children responded this way, we would confirm the result. Suppose most students respond that there are bad feelings (anger, fear, and sadness). In that case, it is necessary to repeat to them why all emotions are important. Sadness calms the body; anger re-examines our attitudes; fear warns us of danger. After the introductory activity, write on the blackboard: MESSAGE.

TALK:

The presenter asks: *What does the word message mean?*

He writes students' responses on the board and they discuss them so that everyone understands what is written.

Possible students' answers: conversation, cell phone, piece of paper, bad news, good news...

From the students' responses, it is evident that there are good and bad messages.

The presenter gives instructions for the following activity. Each student should take a small piece of paper to write a bad message to their classmate (without using a name).

When they write a message, they insert the piece of paper into the box provided by the presenter.

After collecting the messages, students read a random message from the box aloud.

That's what all the students in the circle do. After this activity, the presenter asks them how they felt while writing the message and when they got the bad message.

Most students will express a sense of sadness, anger, or fun. All answers are acceptable because they are theirs.

Conclusion: When you start writing a bad message to someone, remember the feeling you experienced today (both when you wrote the message and when you got the message and when you read it.)

The following exercise is repeated but with the task of writing a positive (nice) message to your classmate (without using a name).

When they write a message, they insert the piece of paper into the box provided by the presenter.

After collecting the messages, students read a random message from the box aloud.

That's what all the students in the circle do. After this activity, the presenter asks them how they felt while writing a nice message and how they felt when they got a nice message.

Conclusion: When you start writing a nice message to someone, remember the feeling you experienced today (both when you wrote the message and when you received the message and when you read it.)

LAST ACTIVITY:

The presenter asks the question:

- *What messages do you send the most to your classmates?*
- *What messages do you get the most from your friends?*



The presenter should repeat the children's answers so everyone can hear what dominates in the class.

Then he asks the question: *What have we learned today?*

THE TASK FOR STUDENTS AND PARENTS:

Give students the task of observing which messages there are most between their parents.

WORKSHOP EVALUATION: Students show how they felt during the workshop on the emotional scoreboard.

✓ SECOND WORKSHOP FOR STUDENTS: The language of the snake-the language of the giraffe	
Workshop title:	<i>The language of the snake – the language of the giraffe or I-YOU messages</i>
Aim of the workshop:	The aim of the workshop is for students to learn the difference between I messages and YOU messages.
Outcomes:	<p>The student will know how to recognize and use I messages when talking to other students.</p> <p>The student will know how to recognize YOU messages when talking to other students.</p>
Working methods:	Students sit in a circle and communicate with each other according to the instructions and exercises from the workshop.
Required resources:	Cards
Associates:	Class teacher and pedagogue
Duration:	One class period

INTRODUCTORY ACTIVITY:

Students sit in a circle. The presenter revises with them what they learned last time. He asks them the most common messages their parents use in communication and conversation.

Can they assess what kind of messages parents are sending them and what messages they are sending to their parents?

Discuss students' responses.

TALK:

Students sit in a circle. The presenter instructs everyone to find their pair and sit beside each other. Then he goes from one to the other and says: *I will divide you into parrots and fish*. Each in a pair is given one of the roles (it is essential that in a couple, one student be a parrot and one fish). Then he invites the fish to leave the classroom. In the hallway, he gives them instructions: *Each of you should come up with a story (e.g., how to bake pancakes or retell a football match or Little Red Riding Hood...) that you will tell your partner when you come back to the classroom*. While they are figuring out what to say, the presenter enters the classroom and tells the other students (parrots) that the fish will tell a story, and they have the task of asking, *Why?*

After this instruction, he invites students to return to their place and start telling the story. The presenter monitors the conversation process. After 5 minutes, he interrupts the conversation and asks them how they felt.

Fish will describe their partners' feelings, and parrots will be angry because they were constantly interrupted.

The presenter asks the question: *Where do they see this situation?*

The answers are: in class, at home...

The exercise would conclude that listening to each other and using nice words in conversation is essential.

Today we will learn the language of the snake and the language of the giraffe.

The presenter asks the question: ***What kind of animal is the snake?***

The students' answers: dangerous, murderous, fast, ugly, we are all afraid of it...

And what would be the ugly words we know how to use: short, sharp, ugly, murderous, stinging another...

Give an example of murderous sentences:

E.g., *You're stupid.*, *You're a monkey.*, or *You're a jerk.*

What word is at the beginning?

The answer: YOU.

YOU messages (or the language of the snake) are based on the condemnation of the interlocutor and most often lead to conflicts, quarrels, and violence. This language is short and very sharp.

The presenter asks the question: ***What kind of animal is the giraffe?***

Students' answers: tall, classy, eating leaves, beautiful, lovable...

And what would be the nice words we use: long, full of feelings, fancy speech.

Can you give me an example of such a speech?

E.g., *I feel bad because you called me a monkey; I don't feel good because you think I'm a jerk; I'm sorry you think I'm stupid...*

What word is at the beginning of the sentence?

The answer: I.

I messages (or the language of the giraffe) are based on feelings and acceptable words and do not offend the person we communicate with.

Conclusion:

What language would be most valuable to you in communicating with each other?
We'll do a few exercises in pairs. First, you will use the language of the snake in communication with each other. Then you will turn that language into the language of the giraffe.

The presenter asks: *Which speech was easier for you to devise?*

The student's answer is: *The language of the snake.*

Why do you think it's easier to use the language of the snake?

Students' response: *Because it's shorter, and we use it.*

So what should be done?

Students' response: *Practice the language of the giraffe.*

Communication is essential in everyday life. It is crucial for mutual understanding. To communicate well, **it is necessary to use I messages and avoid YOU messages as much as possible.**

LAST ACTIVITY:

The presenter asks the question: *What have we learned today?*

Students' responses are directed to the outcomes of the workshop.

THE TASK FOR STUDENTS AND PARENTS:

Give students the task of explaining the language of the snake and the language of the giraffe to the parents and discussing it with them.

WORKSHOP EVALUATION: Students show how they felt during the workshop on the emotional scoreboard.

✓ THIRD WORKSHOP FOR STUDENTS: Verbal and nonverbal communication	
Workshop title:	<i>Verbal and nonverbal communication</i>
Aim of the workshop:	The aim of the workshop is for students to learn the types of communication and to learn the importance of nonverbal communication.
Outcomes:	The student will know the difference between verbal and nonverbal communication. The student will know the importance of nonverbal communication (mime, gestures, facial expressions, body language).
Working methods:	Students sit in a circle and communicate with each other according to the instructions and exercises from the workshop.
Required resources:	-
Associates:	Class teacher and pedagogue
Duration:	One class period

INTRODUCTORY ACTIVITY:

Students sit in a circle. The presenter repeats with them what they have learned last time. He asks about the types of communication they remember and whether they talked to their parents about I – YOU messages.

The presenter motivates and repeats the contents of the last workshop related to acceptable and unacceptable mutual communication.

Continuing the introductory part, he asks the question: *What do you think communication is?*

Students' responses: talk, when we talk, when we say something to each other...

The presenter concludes:

Communication is a means by which two or more person exchange information and influence each other's opinions and behaviors.

TALK:

Students sit in a circle. The presenter asks the question: *How do we talk? And what are we talking about?*

The students' answers: we speak in words, use voice and mouth...

The presenter concludes: *If I understood correctly, you believe we communicate exclusively by voice.* Students confirm.

Then the presenter leaves the classroom and closes the door behind him. After a few seconds, he enters the classroom with an angry face, saying nothing. He looks at the class briefly and asks: *How do I look to you?*

The student's answers: angry, grumpy, someone made you mad...

The presenter continues: *How do you know that if I haven't told you anything?*

We see, reply students.

Then the presenter leaves the classroom again and closes the door. After a few seconds, he enters the classroom with a cheerful, smiling face and open arms and looks at the class for a few seconds.

He asked: *What do I look like to you now?*

The students' answers: cheerfully, safe for us...

The presenter asks again: *How do you know that if I didn't say anything?*

We see on your face that you are cheerful and waving your hands cheerfully, the students observe.

The presenter asks: *What can we conclude? How do we communicate with each other?*

Students' answers: with body, gestures, facial expressions, and speech.

The presenter says **that there is verbal and nonverbal communication.**

Verbal communication consists of words, spoken or written. Nonverbal communication is communication, gestures, and body language.

Do we speak more verbally (speech) or nonverbally (body and gestures)?

Students will respond that we communicate more through verbal communication.

The presenter says that they have explored ways of communication and realized that we communicate more through nonverbal communication (70%).

The presenter then proposes the following activity:

Everyone finds their pair and turns to him. The task is as follows: One student will tell one of the events that happened to him but without a word, and the other student will, when finished, guess what it is and will guess the feelings he saw on his interlocutor. After completing the activity, students will switch roles.

LAST ACTIVITY:

The presenter asks the question: *What have we learned today?*

Students' responses are directed to the outcomes of the workshop.

THE TASK FOR STUDENTS AND PARENTS:

Give students the task of observing the nonverbal movements of their parents and writing down interesting facts.

WORKSHOP EVALUATION: Students show how they felt during the workshop on the emotional scoreboard.

✓ FOURTH WORKSHOP FOR STUDENTS: Active listening	
Workshop title:	<i>Active listening</i>
Aim of the workshop:	The aim of the workshop is for students to learn listening techniques and to know how to recognize disruptive factors in communication.
Outcomes:	The student will know how to recognize when someone is listening to him. The student will know how to recognize when the interlocutor is not actively listening to him.
Working methods:	Students sit in a circle and communicate with each other according to the instructions and exercises from the workshop
Required resources:	-
Associates:	Class teacher and pedagogue
Duration:	One class period

INTRODUCTORY ACTIVITY:

Students sit in a circle. The presenter repeats with them what they learned last time. He asks about the types of communication and which curiosities they saw in their parents' nonverbal communication.

Continuing the introductory part, the presenter asks: *Do you think we always listen to what someone is saying? How do we know someone is listening to us? What do we do if we don't listen to someone?*

The presenter writes the students' responses on the board.

TALK:

Students sit in a circle. The presenter counts 1, 2, 1, 2... and tells all 1s to enter the hallway. He gives the following instructions to students who have remained in the classroom.

You will also play the role of a non-listener in a way that:

- *while the interlocutor is talking, you will turn his back*
- *while the interlocutor is talking, you will stare at him with your mouth open*
- *while the interlocutor is talking, you will constantly touch your ear, hair, neck*
- *while the interlocutor talks, you will go around in circles*
- *while the interlocutor talks, you will sit quietly and look at one point.*

While the interlocutor talks, the student will ask him something unrelated to his story.

If there are more than two pairs, the two of them will play the same role.

After dividing the roles, students in the hallway are instructed to tell their interlocutors about exciting life events. They come to the classroom, and each goes to their couple and starts telling their experiences. A conversation follows communication. The activity lasts 5 minutes.

The presenter asks the students who told their experiences: *How did you feel when talking? Did the interlocutor listen to you?*

The students' answers: they felt disappointed, bad, and funny (examine why they felt that way), and no one listened to them...

The presenter then asks: *What did your interlocutor do?*

The presenter writes the answers on the board next to the previous answers and compares them, and then concludes:

If the interlocutor, while we speak,

- turns his back
- *stares* at us
- is restless and touches his body parts
- is spinning and not standing still
- is looking past us
- examines us without genuine interest

he DOESN'T LISTEN to us, so we must stop and warn him.

After this activity, the presenter moves on to the next one. It changes the roles of students, and students who told the story in the previous workshop remain in the classroom.

Students who have been in the classroom leave it. The presenter gives them the task of designing an event to tell their pair who is in the classroom.

Students in the classroom are given the following task:

You will have the role of an active listener as follows:

- while the interlocutor is talking, you will look into his eyes (without *staring*)
- while the interlocutor is talking, you will nod affirmatively
- while the interlocutor is talking, you will say "aha" several times
- while the interlocutor is talking, you will repeat a few words from the story several times
- while the interlocutor is talking, you will ask a few questions about the story you hear.

If there are more than two pairs, the two of them will play the same role.

Students come to the classroom, and each goes to their pair and starts talking about their experiences. The activity lasts 5 minutes. A conversation follows communication.

The presenter asks the question to the students who told their experiences: *How did you feel when you were talking, and did all the interlocutors listen to you?*

The students' answers: I felt good because the interlocutors listened to me...

The presenter then asks: *How do you know that the interlocutor listened to you? What was he doing?"*

The presenter writes the answers on the board next to the previous ones and compares them, and concludes:

If the interlocutor, while we speak,

- looks us in the eyes
- affirmatively nods his head
- asks questions about what we are saying
- he speaks affirmatively and uses some words from our story

then the interlocutor ACTIVELY LISTENS to us.

The presenter can continue the conversation with the students by asking where they had a particular experience: *When did someone listen to them, and when did they not?*

LAST ACTIVITY:

The presenter asks the question: *What have we learned today?*

Students' responses are directed to the outcomes of the workshop.

THE TASK FOR STUDENTS AND PARENTS:

Give students the task of observing how much parents actively listen to each other and how much they listen to them.

WORKSHOP EVALUATION: Students show how they felt during the workshop on the emotional scoreboard.

✓ FIFTH WORKSHOP FOR STUDENTS: We build mutual relationships through proper communication	
Workshop title:	<i>We build relationships with each other through proper communication</i>
Aim of the workshop:	It is important for the student to understand how important it is to use proper communication in relation to other children.
Outcomes:	The student will use I messages in relation to other students .
Working methods:	Students sit in a circle and communicate with each other according to the instructions and exercises from the workshop .
Required resources:	-
Associates:	Class teacher and pedagogue
Duration:	One class period

INTRODUCTORY ACTIVITY:

Students sit in a circle. The presenter repeats together with students specific techniques of recognizing active listening.

Continuing the introductory part, the presenter asks: *How do we know we are on good terms with our friend? How do we know we're in a bad relationship with our friend?*

TALK:

Students are divided into groups of three. Each group is given a piece of paper with one relationship. (E.g., mom-dad, teacher-student, parent-child...) .

The presenter gives instructions: *Talk to each other about what makes good relationships between the two people you got* (remember the beginning of this lesson when we



discussed relationships with others). *Write it down on paper. Then select a group representative who will say what you have agreed on.*

The presenter writes the groups' answers on the board.

They jointly conclude what constitutes good relationships between people.

The presenter gives instructions again: *Talk to each other about what makes bad relationships between the two people you got* (remember the beginning of this lesson when we discussed relationships with others). *Write it on paper. Then select a group representative who will say what you agreed on.*

The presenter writes the groups' answers on the board.

They jointly conclude what constitutes good relationships between people.

Conclusion of the exercise:

Students need to realize that regardless of any relationship, positive words (caring behaviors) always lead to building relationships, and negative words (killer behaviors) break relationships. We have a choice. Will we be supportive of our children and our environment or a burden? (a bridge)

LAST ACTIVITY:

The presenter asks the question: *What have we learned today?*

Students' responses are directed to the outcomes of the workshop.

THE TASK FOR STUDENTS AND PARENTS:

Give students the task of observing how much parents relate to each other as well as them, what words they use, and what their nonverbal communication is like.

WORKSHOP EVALUATION: Students show how they felt during the workshop on the emotional scoreboard.

✓ SIXTH WORKSHOP FOR STUDENTS: Golden book	
Workshop title:	<i>Golden book</i>
Aim of the workshop:	Each of the children needs to understand how much he is worth and how important he is in his classroom and beyond.
Outcomes:	The student will understand that he is essential within the class. The student will be empowered by positive values.
Working methods:	Students sit at their desks and communicate with each other according to the instructions and exercises from the workshop.
Required resources:	-
Associates:	Class teacher and pedagogue
Duration:	One class period

INTRODUCTORY ACTIVITY:

Students sit at their desks. The presenter repeats with the students about supporting and non-supporting relationships.

In the continuation of the introductory part, the presenter gives each student as many pieces of paper as there are students in the class (e.g., ten pieces of paper).

TALK:

The presenter gives instructions: *Write one positive message on each piece of paper that will be addressed to one of your friends in the class.* (e.g., Marko, you are a good friend because you help me when I need something). *Keep one paper to yourself* (it will be empty).

After about 20 minutes, the presenter says that students distribute pieces of paper with messages to the people they are intended for. Each student should receive nine messages. The blank paper should serve as an envelope to other papers; they should draw something on the front page and write *GOLDEN BOOK*.

Conclusion of the exercise:

Each student will receive his *message booklet* to take home. It is optional to read it in front of the class. Students need to see how much they are worth in their class.

WORKSHOP EVALUATION: Students show how they felt during the workshop on the emotional scoreboard.

Three Workshops for parents

FIRST WORKSHOP FOR PARENTS: Teach them to be happy	
Workshop title:	<i>Teach them to be happy</i>
Aim of the workshop:	To point out to parents the importance of positive relationships between the child and parents and the importance of building them.
Outcomes:	A parent will be able to use supportive ways in their relationship with their children. Parents will understand the importance of building relationships with their children.
Working methods:	Conversation and demonstration, role-playing
Required resources:	Paper, pencil, PPT presentation board, projector
Associates:	Class teacher and expert associates
Duration:	One class period

SECOND WORKSHOP FOR PARENTS: Nonviolent conflict resolution

Workshop title:	<i>Nonviolent conflict resolution</i>
Aim of the workshop:	To point out to parents the importance of nonviolent conflict resolution among children and adults.
Outcomes:	<p>The parents will recognize the differences between conflict and violence.</p> <p>The parents will be able to use nonviolent conflict resolution techniques.</p> <p>The parents will be able to use the techniques of conflict corners.</p>
Working methods:	Conversation and demonstration, role-playing
Required resources:	Paper, pencil, PPT presentation board, projector
Associates:	Class teacher and expert associates
Duration:	One class period

THIRD WORKSHOP FOR PARENTS: Relaxation techniques

Workshop title:	<i>Relaxation techniques</i>
Aim of the workshop:	To point out to parents the importance of relaxation techniques and calming certain situations.
Outcomes:	The parents will recognize the importance of calming the child and themselves in resolving conflicts. The parents will know how to apply relaxation techniques in resolving conflicts in themselves and the child.
Working methods:	Conversation and demonstration, role-playing
Required resources:	Meditation stories, speakers
Associates:	Class teacher and expert associates
Duration:	One class period

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