

Non-Violent Communication

Session developed by

Steven Gasgarth, Zita Szalai & Sophie Breuker

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Resource:

“Nonviolent Communication: a Language of Life” by [Marshall B. Rosenberg](#)

Non-Violent Communication

Session description

Time: 2 hour

Resources:

- NVC Book “Nonviolent Communication: a Language of Life” by [Marshall B. Rosenberg](#) (for background reading)
- Photos for Observation Exercise 3 or use your own (see appendix 1)
- Laptop or computer for showing Video link for Exercise 4
<https://www.youtube.com/watch?v=XPyPM25boh0>
- 4 part process handout (see appendix 2)
- Flipchart
- Pens and paper (if needed by participants)

Steps

1.

Place the 5 exercises in 5 different working stations.

Note: Put the Photos with Exercise 3 and set up a computer with the Video for Exercise 4.

2.

Plenary - Explain NVC Briefly

Create a flipchart with information to support visual learners

Use the 4 part Process Hand-out

3.

In groups of equal sizes, work on each exercise for 15 minutes each.

Walk round the groups and give assistance where needed.

The concepts can be hard to understand, AND the subtlety of the language can be a challenge in exercises 1, 2 and 5.

These exercises can be re-worded if you like. They are taken from the NVC book.

4.

De-brief in plenary.

Exercise 1
SELF-EMPATHY and SHARING FEELINGS

Individual exercise

Step 1.

Think about a situation or conflict with someone in your life that you are not happy with.

Note: It is best if it is a problem that is happening in your life now.

Step 2.

Create one sentence that describes that situation and your feeling related to it.

For example, if the conflict is with a partner:

“You never listen to me and it makes me feel sad”.

Step 3.

Sit down and close your eyes and repeat this sentence to yourself 10 times.

Note: It can be in your mind (not out loud!) if you like.

While you are doing this, notice what is happening in your body and how you are feeling, what changes if anything.

Short feedback with yourself:

What did you notice happening in your body?

Were you relaxed or tense?

Were you breathing normally, breathing shorter, or faster or slower?

Step 4.

Change your sentence so it reflects the positive version of the situation that you want to see.

For example, “I love it when my you listen to me”.

Step 5.

Close your eyes and repeat this sentence to yourself 10 times and notice what happens in your body.

Short feedback with yourself:

What did you notice?

What is happening?

What happened to your breathing?

Group feedback discussion:

Do you see the difference? If there is a difference, why do you think it is?

Exercise 2
ACKNOWLEDGING NEEDS
Group exercise

Step 1.

Select the statements where the speaker is acknowledging responsibility for their feelings and needs.

Step 2.

Share and discuss any different opinions

1. "You annoy me when you leave my computer on the floor"
2. "I feel angry when you say that, because I am wanting respect and I hear your words as an insult"
3. "I feel frustrated when you come late"
4. "I'm sad that you won't be coming for dinner because I was hoping we could spend the evening together".
5. "I feel disappointed because you said you would do it and you didn't".
6. "I feel happy that you received that award"
7. "I feel scared when your voice gets louder".
8. "I am grateful that you offered me a ride because I was needing to get home before my children"

Exercise 2

ACKNOWLEDGING NEEDS

Group exercise

(Suggested 'Answers')

1) Not this time. The statement implies that the other person's behaviour is totally responsible for the speaker's feelings.

"I'm annoyed when you leave my computer on the floor because I don't want my computer to get broken"

2) Yes.

3) Not this time. The sentence could be:

"I feel frustrated when you come late because I was hoping we would be able to start on time"

4) Yes.

5) Not this time. The sentence could be:

"When you said you would do it, and then did not do it, I feel disappointed because I want to be able to rely on your words"

6) Not this time. The sentence could be:

"When you received that prize, I felt happy because I was hoping you would be recognised for all the work you had done with that project"

7) Not this time. The sentence could be:

"When your voice gets louder, I feel scared because I'm telling myself someone might get hurt here, and I need to know that we are all safe".

8) Yes.

Exercise 3
OBSERVATION or EVALUATION?

Group Exercise

Step 1.

Take turns in your group to do this exercise, one at a time.

Step 2.

Choose 1 Photo.

Step 3.

Observe the photo.

Step 4.

Describe the photo to the others in your group.

Note: Do your best to describe **only** what you see without making any judgements or evaluations.

Step 5.

Discuss in the group if you think what was said was Observation or Evaluation.

Tip

Distinguishing between **Observations and Evaluations.**

Observations are specific to time, place, and context. Keep it simple and focus only on what is in front of you i.e what do you see? Break it down.

Evaluations include assumptions and judgments that may or may not be accurate.

Exercise 4
OBSERVATION or EVALUATION?

Group Exercise

Step 1.

Play the Video from the start

<https://www.youtube.com/watch?v=XPyPM25boh0>

Step 2.

Stop the Video at **00:54** seconds

Step 3.

First - make an Evaluation.

What do you think is happening?

Step 4.

Now; make your Observations - without the **Evaluation!**

Do your best to describe what you see without making any judgements or assumption.

Step 5.

Discuss in the group if you think what was said was Observation or Evaluation.

Step 6.

Now continue the video and watch until the end

Step 7.

Discuss the outcome and compare the results of Evaluation and Observation in the case of this video.

Exercise 5
EXPRESSING REQUESTS
Group Exercise

Of the 10 sentences below, only the first 2 that are in **bold** are considered to clearly express the person's request.
The other ones do not clearly express the person's request.

Step 1.

Take turns to say the sentences to each other - as if you were the person asking.

Step 2.

When the **first 2 sentences** are read to you, notice:

- a) How do you feel?
- b) Do you understand exactly what the person is asking?

Step 3.

When the other are read to you, notice:

- a) How do you feel?
- b) Do you understand exactly what the person is asking?

Step 4.

As a group, discuss why you think the first 2 sentences in **bold** do clearly express the person's request.

Step 5.

As a group; discuss why you think the other sentences do not clearly express the person's request.

Step 6.

If you have time; re-write the other sentences so they **do** clearly express the person's requests.

Exercise 5
EXPRESSING REQUESTS
Group Exercise

1) **“I would like you to tell me one more thing I did that you appreciate”**

2) **“I would like you to drive below the speed limit”**

3) **“I want you to understand me”**

4) **“I would like you to feel more confidence in yourself”**

5) **“I want you to stop drinking”**

6) **“I would like you to be honest with me about yesterday’s meeting”**

7) **“I would like to get to know you better”**

8) **“I would like you to show respect for my privacy”**

9) **“I would like you to prepare dinner more often”**