

# From Jackal to Giraffe



COMMUNICATION



EXERCISE



15-20 MIN



INDIVIDUAL WORK

## Jackal language and giraffe language in practice

*If we want to get rid of old habits, we have to practice. Preferably every day. The use of the NVC (Nonviolent Communication) concept proves that anyone can learn to communicate with other people without the use of violence. Whether it will be easy or difficult is determined by our perception of the other person. Dividing people into good and bad makes it difficult to establish and maintain contact with other people, especially the "bad" ones. On the other hand, the perception that the source of all human activities is the desire to satisfy one's own or other person's needs is an opportunity to create an enriching space without conflicts. Everything we hear can make us want to use the language of a jackal or a giraffe.*

### Target

*Becoming familiar with two communication styles/languages that use empathy as a source of understanding in the process of communication and/or conflict resolution.*

### A word of advice

*The exercises based on jackal and giraffe language can be carried out individually; these exercises can also be performed as part of workshops (e.g. working in pairs).*

### Author/ Inspiration

*Author: Dorota Michniewicz for COEDRO Coaching Education Development*

### Recommended reading

*Rosenberg, M.B (2001) How does a giraffe talk to a jackal. Charaktery no. 7. Interview conducted by Dorota Dołęga.*

## Instructions

1. Read the following sentences that exemplify both jackal and giraffe language in practice. Think about some communication situation in which you were involved and try to apply both styles of communication to such situations:

- *I don't know if I can trust you, because the last time I asked you for a favour, you said you couldn't do it because you had a lot of things on your mind.*

**Jackal:** *I can't be trusted since I don't find time to help my friend.*

**Giraffe:** *When I hear that I cannot be trusted, I feel sad because the relationship with another person is important to me.*

- *You'll see, this baby will walk over you. You will end up crying because of these modern parenting methods. The child should know his place. You've read all those books and you think you know what you are doing.*

**The Jackal:** *This is none of your business how I raise my child. When I look at your children, I have great doubts whether you know what upbringing means at all. You better take care of your family, because I can see that many things need to be fixed at your place.*

**Giraffe:** *I feel angry when I hear this type of words. I want freedom and autonomy in raising my own children.*

- *I don't want to play with you. I will never play with you again. I will only play with my dad.*

**Jackal:** *Calm down right now. I also don't want to play with such a naughty little girl.*

**Jackal:** *What type of mother am I that my own child does not want to play with me? I'm the bad person again. Dad knows how to play with her, and I mess things up as always.*

**Giraffe:** *Are you angry because you would like to play what you come up with?*

**Giraffe:** *I am sad because I need to be close to her even when she is playing.*

2. Think which language narration is closer to your style of communicating with other people?

## Summary

Answer these questions:

1. When and in what situations is it easier for you to apply the giraffe language?
2. When and in what situations is it easier for you to apply the jackal language?

## For consideration

How can this exercise help you communicate empathetically with your pupils?

# Assertiveness training



COMMUNICATION



EXERCISE



25-30 MIN



INDIVIDUAL WORK

## *Being yourself without offending others*

*Beliefs or established ways of reacting can be an obstacle to changing behaviour and practicing assertiveness. As in a Buddhist parable, fresh tea cannot be poured into a cup if it is full. So you have to pour out the old tea and refill the cup.*

*In order to be able to express yourself without submission or aggression, the training of a new way of communicating your needs should be repeated, while continuing to work on unconditional self-acceptance and the development of autonomy.*

## *Target*

*Developing the skills of an assertive attitude, allowing you to communicate with people while maintaining your own individuality, and at the same time without imposing your own opinion.*

## *A word of advice*

*Exercises in a group or in pairs may be preceded by drawing up a list of actual events and situations that took place in the lives of individual people, and in which - despite themselves - they did not react assertively.*

## *Author/ Inspiration*

*Author: Monika Górska | COEDRO Coaching Education Development*

## *Recommended reading*

*Jacqui Marson, The Curse of Lovely: How to Break Free from the Demands of Others and Learn How to Say No, Piatkus Books, 2013*

### Instructions for the trainer

1. Ask participants to describe on pieces of paper (e.g. post-it) examples of situations in which they find it difficult to be assertive.
2. After collecting the examples, group them thematically.
3. On a large piece of paper/flipchart in the first column of the table, put the examples. Start training assertive answers according to the following scheme:

When:	and you don't want to be		say:
	submissive	aggressive	
<i>A friend has promised to replace you during classes with children, but she calls that something important has come up and she will not be able to come (and this is not a first time something like that happens).</i>	<i>by saying nothing or something like: "no problem, these classes are almost over anyway"</i>	<i>by saying: "Why am I not surprised? Always when you are to help me, something just comes up"</i>	<i>I understand, although I'm sorry because, as you know, I counted on your help when planning the organisation of today.</i>

# You are changing my life



COMMUNICATION



EXERCISE



15-20 MIN



PAIR WORK

## *The art of showing appreciation*

*A negative message has a greater destructive power than has a positive-force message. The negative one is even 3 times stronger than the positive one! The exercise of appreciation should therefore take into account the right balance between the number of positive and negative messages. The instrumental strategy of feedback as a sandwich: positive-negative-positive brings nothing but the conclusion that sandwiches are sometimes difficult to digest. The mastery of the art of appreciation includes four key elements:*

- a. to indicate that someone has done something important;*
- b. that we saw it;*
- c. that it made an impression on us;*
- d. and we appreciate it.*

## *Target*

*Developing the ability to show recognition/appreciation, regardless of whether the recipient is a superior, colleague or subordinate (pupil).*

## *A word of advice*

*The exercises in pair can start with simple expressions of appreciation - what we like about others to more sophisticated ones - why what they did or said mattered to us.*

## *Author/Inspiration*

*Author: Monika Górska | COEDRO Coaching Education Development*

### Instructions for the trainer

1. Invite the participants to form a circle.
2. Have everyone talk for 3 to 5 minutes with a neighbour on the right and on the left about topics that are important to them and that affect them.
3. Then, starting with the designated person, ask each participant to show appreciation for the neighbour on the right, in turn, remembering to indicate:
  - a. what important things the person did/said;
  - b. that you've noticed it;
  - c. what impression it made on you;
  - d. that you are grateful because it teaches you that...
4. The exercise can be repeated the other way round.

### For consideration

Ask the participants what emotions and reflections they had when they heard: "You are changing my life because...".

Discuss when the participants felt comfortable? Ask if there were times when the recipients of the recognition felt uncomfortable? What do they think it results from?

What are the conclusions of this?

### For consideration 2

How can you use the ability to show recognition in working with the pupils?

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