

Session Title

“Becoming a fly on the wall”

Overview:

This activity brings up the topic of observations into a classroom of teenagers. This activity is based on a role-play in which the students perform the situations from their lives through which they realize the differences between observations and judgements as an integral part of nonviolent communication.

Duration

45 minutes

Aim & Objectives

- Overall Aim: The overall aim of the activity is to learn the differences between observations and judgements.
- Learning Objectives: They will learn how to express their thoughts and emotions through a performance. They will learn how to differentiate between the objective presentation of reality and subjective input they get from the situations they observe.

Target Group

Teenagers – 13-18, no background stated, 15 students

Materials & Room Setup

- What physical materials: flipchart, markers, cards, paper/notebooks
- Room layout: sub-groups, circle

Instructions:

Instructions: Step by step with timing how the activity goes, so the person who hasn't participated in the activity is able to implement it.

Example:

1. Introduction (5 min): Welcome, rules.

The youth worker welcomes the teenagers and explains what the workshop will be about. He/she then explains that the overall aim of the activity is to learn the differences between observations and judgements.

2. Warm-up (10 min): Energizer or ice-breaker.

Game: Crocodiles and penguins: there is one crocodile opening his arms widely, others are imitating penguins walking. The crocodile is trying to eat a penguin, if he gets him, the penguin becomes a crocodile hunting other penguins. The game ends when all penguins become crocodiles.

Game: One volunteer goes out of the room. Others are in the circle and one volunteer performs a movement, other have to memorize. When the one from outside comes inside the room, the leader performs the movement and others follow him. The one from outside must find out who the leader is. Then the leader goes behind the door and a new leader finds a new movement to perform. They can repeat this a few times.

3. Main Activity (25 min): Instructions, task

A conflict role-play on the CARD – **5' min.**

SCENARIO 1: Choose a conflict between you and your parents.

SCENARIO 2: Choose a conflict between you and your teacher.

SCENARIO 3: Choose a conflict between you and your sibling.

SCENARIO 4: Choose a conflict between you and your friend.

SCENARIO 5: Choose a conflict between you and a coach.

SCENARIO 6: Choose a conflict between you and whoever.

A youth worker writes the scenarios on the board and students choose one to play out in pairs.

After that the other students will become “a camera” “recording” what they can see, hear, touch, smell. The students will create a frame with their hands to imitate the camera or they will hold a piece of paper imitating a camera.

Then 1 pair will perform the situation. – **2' min.**

They will write down their observations. – **3' min**

The youth worker will present the difference between observations and judgments. – **3' mins**

The students are given time to rewrite their observations again and they can underly the judgements from the first version. – **2 mins**

Each student will comment on his/her observations/judgements. – **10 mins**

4. Reflection/Conclusion/Debriefing (15 min)

Questions for students:

How did you feel about these activities?

Who can tell in his/her own words the difference between observation and judgment.

Can you say how you felt when you were observed/judged? – question for the pair performing the role-play.

What helped you to focus on observation without judgement?

Tell me one thing you are taking with you from this workshop?

Evaluation & Follow-up

How will you assess learning?

Will there be an action point or follow-up task?

We will assess learning by asking them the question:

Tell me one thing you are taking with you from this workshop?

We will ask the students to focus more on observing than on judging others.