

Contents



- Acknowledgements* • ix
- Foreword by Riane Eisler* • xi
- Author's Foreword* • xv

CHAPTER 1: TOWARD LIFE-ENRICHING EDUCATION • 1

- Introduction • 1
- Life-Enriching Organizations • 1
- Life-Enriching Education • 3
- Changing the System • 4
- NVC in Education—Sharing the Field* • 5

CHAPTER 2: EXPRESSING LIFE-ENRICHING MESSAGES • 11

- Preparing Students • 11
- The Effects of Moralistic Judgments on Learning • 12
- Performance Evaluation Using Value Judgments • 14
- Components of Nonviolent Communication • 15
- Making Clear Observations Without Mixing in Evaluations • 16
- Exercise 1—Observation or Evaluation?* • 20
- Identifying and Expressing Feelings • 23
- Exercise 2—Expressing Feelings* • 26
- The Risks of Not Expressing Our Feelings • 29
- Exercise 3—Acknowledging Needs* • 33
- Requesting That Which Would Make Life More Wonderful • 36
- The Difference Between Requests and Demands • 38
- Exercise 4—Expressing Requests* • 40
- The Process is the Objective • 43
- People Can Hear Demands No Matter What We Say • 44
- NVC in Education—Fun For Everyone* • 47

CHAPTER 3: HEARING MESSAGES WITH EMPATHY • 51

- Empathy • 51
- Verbally Reflecting What We Hear • 53
- Listening for Requests • 54
- Connecting Empathically • 55
- Empathically Connecting With Others When They Don't
Know How to Express Themselves or Choose Not To • 59
- Exercise 5—Differentiating Between Receiving
Empathically And Non-Empathically* • 63

**CHAPTER 4: CREATING PARTNERSHIP RELATIONSHIPS
BETWEEN TEACHERS AND STUDENTS • 67**

- Partnership in Setting Objectives and Evaluation • 67
- Objectives with Life-Enriching Purposes • 68
- Students Have Always Had a Choice • 70
- Teachers Fears of Student Involvement in Objective Setting • 71
- Examples of Mutual Objective Setting • 72
- Hearing the Need Behind the “No.” • 74
- Exercise 6—Hearing the Need Behind “No”* • 77
- The Most Important Part of Learning • 81
- Students Fears of Student Involvement in Objective Setting • 82
- Partnership in Evaluation • 83
- Accountability, “Yes,” Grades, “No” • 87
- NVC in Education—The Test* • 91

**CHAPTER 5: CREATING AN INTERDEPENDENT
LEARNING COMMUNITY • 97**

- Secular Ethics • 97
- Developing an Interdependent Learning Community • 98
- The Teacher as a Travel Agent • 100
- Materials That Allow Students to Learn by Themselves • 101
- Utilization of Students and Parents in Providing Materials • 102

- Volunteer Tutoring Services • 103
 The Geographical Community as a Learning Resource • 104
 The Travel Agent in Action • 104

CHAPTER 6: TRANSFORMING SCHOOLS • 109

- The Problems at Hand • 109
 Domination Organizations • 109
 Conflict Resolution • 111
 Mediation • 118
NVC in Education—“You’re Dead” • 120
 Avoiding Moralistic Judgments and Diagnoses • 126
 Protective Use Of Force • 128
Exercise 7—Protective Use of Force vs. Punitive Use of Force • 131
 Creating Sustaining Teams • 135
 Transforming Our Schools • 138

Bibliography • 141

Index • 149

Note pages • 155

Some Basic Feelings and Needs We All Have • 161

About CNVC and NVC • 162

Trade Publications Available from PuddleDancer • 164

Booklets Available from CNVC by PuddleDancer • 166

The Compassionate Classroom • 167

CDs and Cassettes Available from Sounds True • 168

Center for Nonviolent Communication Materials Order Form • 169

About the Author • 171

How you can use the NVC Process • (back inside cover)