TEACH AND STAY PRESENT

Workshop on the role of emotions in teaching

Alicja Kotowska

WHAT WILL WE DO?

WHAT WILL WE NOT BE DOING?

(establishing a contract)

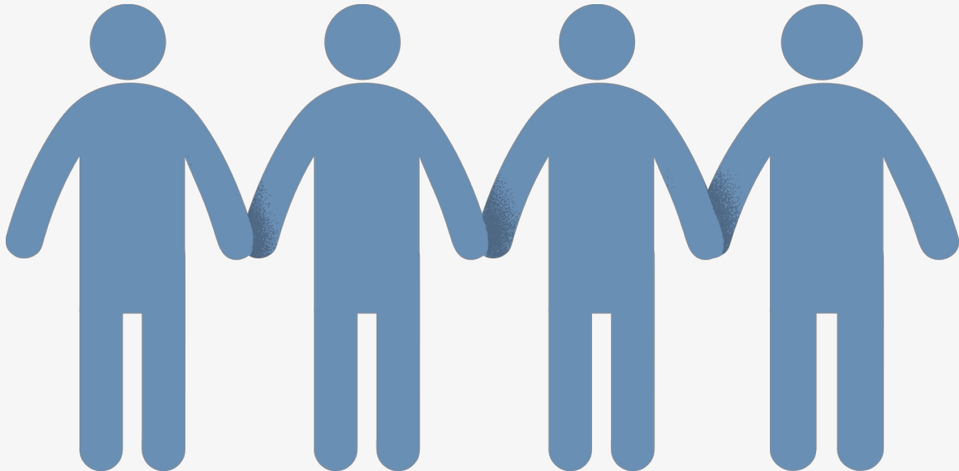
INTEGRATION

1. A neutral space and the "yes" and "no" sides were marked on the ground with tape.

2. At the beginning, all participants stand in the neutral space.

3. The facilitator asks a question. The participants' task is then to leave the neutral zone and move to the "yes" or "no" side.

4. Then, when the moderator gives the signal, we return to the neutral space and wait for the next question.



DISCUSSION IN GROUPS

→ How do I feel when others sympathise with me

→ Do I feel sympathy for myself?

→ If so, how?
If not, why not?



LET'S SHARE CONCLUSIONS FROM THE FORUM DISCUSSION



(...) accepting dualism is a matter of choice, but during socialisation it is applied almost by force and then used automatically, so that it is difficult to imagine an alternative (...)

Josef Mitterer, *Escape from Arbitrariness*



THEORY: EMOTIONS AND PROFESSIONALISM

→ Avoiding difficult emotions causes psychological discomfort and indirectly leads to burnout.

→ Avoiding difficult emotions is falsely equated with "professionalism" on the basis of a false dichotomy:

emotions = lack of professionalism

→ **In practice, emotional thinking is helpful and adaptive.**

→ For example, it allows us to respond quickly to dangerous situations and is linked to basic moral intuitions (such as recognising human suffering as wrong).

THEORY: WHAT HAPPENS TO REPRESSED EMOTIONS

→ When we avoid difficult emotions, they do not disappear.

→ Emotional tension builds up, leading to burnout and discomfort, as well as psychosomatic symptoms.

→ **The solution to this problem is to "be" with negative emotions.**

→ It may involve labelling emotions (the so-called naming effect) and noticing bodily reactions without attempting to 'fix' one's state:

there are no "bad" emotions, only unpleasant and difficult ones.

→ **Becoming familiar with difficult emotions, expressing them and acknowledging them is an act of self-care, but also of rebellion against harmful, inhumane norms.**

THEORY: SELF-COMPASSION IN ACTION BY KRISTIN NEFF

Fierce self-compassion is a form of self-compassion that not only soothes, but also triggers action:

→ it helps you stand up for yourself, protect yourself, set boundaries, meet your own needs, and motivate change.

→ is the opposite of submissiveness: actions/reactions can be assertive if they help to reduce suffering and promote well-being

THEORY: SELF-COMPASSION IN ACTION BY KRISTIN NEFF

A few steps to wellbeing:

→ **Name it: "This is difficult / it hurts / I am overwhelmed"**

→ Recognise the value: “My needs matter”

→ Choose a protective action: boundary / break / request / change of plan

→ Take one step towards relief or a solution

GROUP WORK

→ Participants are asked to recall a situation from their education or professional life **that caused them discomfort**, sadness, regret or anger, and which **they can share with someone else**.

→ One person in the group describes the situation. Then the other members of the group discuss how the person might have felt.

→ The author of the story must evaluate each suggestion in terms of how well the label actually corresponds to their feelings (0-100%).

→ Throughout the process, participants are asked to observe their bodily reactions and state of mind.



LET'S SHARE CONCLUSIONS FROM GROUP WORK ON THE FORUM



INDIVIDUAL WORK

→ Participants are asked to recall a situation during teaching (or at work) that caused them discomfort, sadness, regret or anger. They will keep this situation to themselves.

→ They are asked to name the feelings they experience and observe how they feel when they do so.



LET'S SHARE CONCLUSIONS FROM INDIVIDUAL WORK ON THE FORUM



SUMMARY



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