

Name: Kimberly F. Ferasan

Course and Year: BSED ENGL 4

Weekly Journal No.: 5

September 21 – 28, 2024

Title: Hula-hoop of Thoughts

I: Most Significant Experiences

This week was about the student's CPT or Culminating Performance Task, and my partner and I were assigned to look after the students for a whole week. This CPT was designed to assess students' ability and show that they comprehend the material. The students are to analyze information, solve problems, and make informed decisions while applying what they learned about the lessons for the past weeks.

At the time, we were roaming around the classroom, ensuring that no one was cheating, and some students were asking us different questions. For example, "Ma'am, what is the other term for believe?", "Ma'am, what can you suggest in our essay so that it can be longer?" and the like. Aside from asking about the synonyms of words or additional ideas, they also asked about technicalities, instructions, dates, and spellings. Whatever the question may be, the majority of students always said thank you after we answer them. Their simple words mean a lot to us. It may convey that they appreciate our knowledge, trust our judgment, and acknowledge our standing in the classroom as teachers and not just observers.

We're pretty happy and proud at the same time that we got to experience being in authority, a model, and I hope someday, before we leave, we can be someone who can inspire them.

II: Obstacles Encountered

I mentioned in my fourth journal that we were tasked to proctor a quiz, and we needed to roam around and stand for each period. It's the same issue; however, this time, the difficulty doubled. In terms of games, it leveled - up. The heels weren't the only thing making it harder to complete the task given to us, but mostly the heavy boredom, frequent walking, and little rest too.

The most difficult part is when boredom strikes during the siesta hour, I usually tend to overthink and imagine scenarios that hurt me. These scenarios are typically dark and sad (I feel like I can beat the afternoon dramas of ABS-CBN at this point). I'm not even aware of how, why, and at what exact time I'm doing it. I just snap out of it when there's an intervention from my environment or when our CT calls for us. When I became conscious again, an amount of time had already passed, and I just shock myself by how many hours of overthinking could go on.


At first, I thought that overthinking wasn't all that bad as it helped move the time faster. Yet, I soon realized that overthinking was doing more harm than good. It was preventing me from focusing, learning and enjoying school. To think that I would stress myself over some ridiculous made-up scenario makes me want to sigh in disbelief. No wonder, I always feel that I'm tired physically, mentally, and emotionally at the end of the day.



III: Obstacles Hurdled

Upon realizing that I spend most of my time inside the classroom overthinking, I tried overcoming it. I realized that my excessive thoughts were disturbing my learning and overall well-being. The first way I thought of was by being aware of my actions to recognize when my mind was spiraling into excessive thoughts. Paying attention to my thoughts can help me identify when my mind would start to spiral so that I can catch myself before I get too caught up in negative thinking. This helps me to step back and assess the situation. I can then interrupt my negative thoughts and redirect my focus towards my duty. Second, I have started to challenge my negative thoughts and replace them with happier and more positive ones. This would be a helpful exercise in shifting my mindset and preventing hurting or stressing myself. Third, I should be lenient with myself while still performing to the best of my ability. I should meditate, embrace my fears, acknowledge my mistakes, look at the bigger picture, and train my brain to stay positive. All lifted up in prayer.

I'm determined to stop this behavior before it develops into a habit. I would like to continue working on myself and break free from overthinking. Otherwise, I can just write a book about it that reaches 12 series with thousands of pages.



IV: Impact on Your Chosen Field

I realized the impact that overthinking can have on my personal life and especially in my profession as a future educator someday. Just like what happened in the classroom, it hindered my ability to connect with the students and made it difficult for me to focus on what needed to be done. Furthermore, my overthinking inadvertently set a negative example for my students. If they would see me constantly stressing, doubting, worrying, and being anxious, it might trigger their own insecurities and anxieties. It may also affect my authority in the classroom, and they may see me as an ineffective and incapable teacher. As an educator, I am responsible for modeling a strong, healthy, and positive mindset. This helps my students and me learn and grow properly.

I want to be a role model for my students as someone who overcame overthinking. I want them to be inspired by my story to help them in approaching their own challenges with resilience and optimism as well. I want my students to realize and understand that everyone experiences setbacks and doubts, but it's how they respond to these challenges that ultimately define their success.

After all, as the saying goes, "*The greatest glory in living lies not in never falling, but in rising every time we fall*" by Nelson Mandela.