The data collection was part of a larger research project with a planned sample of \*n\* = 40 in-service teachers and \*n\* = 40 pre-service teachers.

The study took place in the rooms of the Faculty of Education at Leipzig University. In a controlled laboratory setting, heart rate data in beats per minute (bpm) were recorded using Fitbit Charge 4 over a total period of approximately two hours. Within this time frame, teachers taught a 15-minute self-prepared lesson to an audience of three actors. For analyzing the heart rate data, we selected five 10-minute intervals of theoretical interest:

(1) the **pre-teaching phase**, which started from the moment the subject put on the watch. In this phase, the subject arrived at the seminar room and after being welcomed, the fitness tracker was immediately put on.

(2) the **teaching phase**, which began at the moment when the subject started the lesson.

(3) the post-teaching phase, which was the 10 minutes immediately after the end of the lesson

(4) the interview phase, which was 10 minutes in the middle of the interview (for this, the difference was calculated from the end of the lesson and from the time when the subject took off the watch. This duration was divided in two to get to the middle of the interval. Then, 5 minutes were subtracted to get to the start of the 10-minute interval),

(5) the **end phase**, which was the 10 minutes before the subject took off the watch.

1. For this purpose, a seminar room was converted into a classroom and additionally equipped with 4 cameras, which recorded different perspectives. An audio recorder on the table of the class collected further audio data. The classroom was equipped with a digital whiteboard and a blackboard. The fictitious class consisting of three trained actors sat facing the teacher head-on in a "U"; pen and paper were provided in their seats. In addition, the students brought their own mobile phone, which was also visibly positioned on the desk.

Subjects were instructed during the lesson to behave and move as naturally as possible, as they would in a real classroom. In advance, subjects were given information about planning their lesson in a meeting to ensure that an appropriately realistic teaching situation could take place. It was additionally pointed out that longer film clips as well as group work as a social form should be avoided in order to ensure interaction between teacher and students in the short time of the study provide the opportunity to adequately investigate appropriate behavior.

In a laboratory setting, three trained actors performed teaching disruptions in a counter balanced fashion while the subject taught a 15-minute micro-teaching unit prepared in advance. To record the subject's heart rate, the Fitbit Charge 4 was put on at least 10 minutes before the start of the lesson. The lesson was recorded by four cameras and an audio recorder. In addition, the subject wore eye-tracking glasses to record gaze behavior.

The Fitbit watch was removed only after the last questionnaire to obtain heart rate data during the entire study.