

Module 7: Emotions

OBSERVE

Module 7: Emotions

Log into your online account and watch the following units:

7.2 – The Matrix

7.3 – Attitude & Effort

7.4 – Unpleasant-Helpful

7.5 – Managing Emotions

REFLECT

Emotions can be powerful motivators and wonderful servants, but they are lousy masters. Of all the second-dimension issues, emotions are the most neglected and misunderstood attribute for teachers to work with. As teachers we need to know that emotions are not primary, they are secondary. Emotions are a response.

It should be the goal of every teacher to help students gain mastery over their emotions so they can help rather than harm their performance. This begins with a teacher's personal awareness of their own emotional responses and the effect that has on their students and their teaching. When you gain mastery in this area you can help your students become aware, take control, and work accordingly.

1. What is the most passionate display of emotions you have ever felt or witnessed as either a student or teacher?

Some emotions influence performance positively and some negatively. Pleasant emotions are characterized by the positive descriptions of excitement, joy, exhilaration, etc. Unpleasant emotions are characterized by negative descriptions like frustration, anger, fear, disappointment, and the like. It is important to note that positive emotions don't always lead to improved performance, and negative emotions don't always hurt performance. The "Emotion Matrix" has the following quadrants:

Pleasant – Helpful

Unpleasant – Helpful

Pleasant – Harmful

Unpleasant – Harmful

2. In your own career, how have you seen the “Pleasant – Helpful” emotions of excitement, joy, and/or exhilaration help academic performance?

DISCUSS

1. What are some things you can do to create an environment that reduces Pleasant – Harmful emotions as much as possible?

2. How can an emphasis on “play” help engage our whole being (body, mind, and spirit) in all three dimensions?

3. When is it ok for us, as educators, to be angry?

4. What are some examples of “play” used in your classroom?

Emotions get amplified by the intensity and anxiety than an educational environment can create. Using the three simple steps described by Dr. Perry of regulate, relate, and reason can help to regulate the individual and return them to feelings of safety.

5. Think back to a time when you were very upset about something and someone said to you, “calm down.” How did that situation unfold?

NOTES