

=TOLERANCE=

Open Educational Resources
for educating in diversity

KNOWLEDGE OF EMOTIONS

Guide for the teacher/lecturer/mentor

Before starting with the listed topics you should ask participants to fill in the Questionnaires for teachers (see the attachment Questionnaires for teachers)

Below you have a list of questions for each topic that will help you in the execution and implementation of sessions.

1. KNOWLEDGE ABOUT EMOTIONS FOR LESS VIOLENCE IN SCHOOLS

"ARE WE EMOTIONAL LITERATE?"

What is Emotional Literacy?

Are we enough emotionally literate?

What are the emotions, when do we experience them, how do they arise?

Why are emotions (pleasant, unpleasant) important?

What emotions do we know?

How to effectively express emotions in non-violent way?

Minimum objective:

Acceptable expression of unpleasant emotions (such as hatred). Some misconceptions about emotions. Can the school help us better understand our feelings and emotions and teach us effective and non-violent expression of feelings?

2. THE IMPORTANCE OF EMOTION FOR PREVENTING SCHOOL VIOLENCE

"WHY DO WE ACT INTOLERANT, VIOLENT?"

Violence is a behaviour that we choose or not. We can decide how we will express our feelings. Violent behaviour is unacceptable (except in the case of urgent self-defence and extreme forces, of course, with the right measure and with the aim of deterring the threat, not harming the person). Tolerance / intolerance (tolerance / violence).

The victim sometimes takes on the role of the perpetrator of violence. (This can also be a victim of domestic violence.) Violence as a reimbursement. Impulsive, uncontrolled expression of anger. Violence as a means of "manipulating" with your emotions. Violence as a means of persecuting

boredom. Violence based on friendship, peer pressure. The tendency to "bully" other students, to arouse apprehension. How to understand your own violent behaviour? How else to handle?

3. CONTEXTUAL UNDERSTANDING OF THE EMOTIONS OF VIOLENCE

"BORING SCHOOL OF CURIOUS PUPILS!"

When are we bored?

What really interests us, what is important to us?

Boredom as a risky feeling for violent behaviour.

Curiosity as a protective feeling.

How to reduce the frequency of boredom and increase the frequency of experiencing curiosity in school?

4. INTERPERSONAL VIOLENCE AND EMOTIONS

"WHO DO THEY THINK THEY ARE?"

When, why, whom do we defy? Grief, embarrassment, humiliation.

Can others offend us? Difference between subordination and humility (inferiority). Difference between superiority and supremacy. How to convey contempt by others? The unconditional acceptance of oneself ("I am worth, important."). Developing mutual respect. The difference between respect and apprehension (here rules the argument of power).

5. SELECTED "RISK" UNDERSTANDING OF EMOTIONS

THESIS:

- a) The unpleasant emotions I experience are always bad for me.
- b) When I experience strong emotions, I can no longer think.
- c) When I experience a severe anger towards someone, I have to attack him/her somehow.
- d) It is not true that we should not express any emotion with violence.
- e) I think I have to show my feelings always.
- f) If someone says something ugly to me, it causes an unpleasant feeling in me.

"PEOPLE, NOT ENEMIES!"

When, why, whom do we hate? ("You are evil", "You do not deserve to live.", Revenge, decency.)
When, why, whom do we despise? ("You are bad", humiliation, ignorance.)

The difference between violence from hatred (destructive violence), contempt (humiliating violence), anger (violence as a requirement for another to change behaviour).

We have the right to experience contempt and hatred, but we do not have the right to humiliate and destroy others. We must not express anger in a violent way. When do we feel shadenfreude? When are we experiencing compassion? Relationships of sympathy / antipathy / indifference. ("I'm fine, you're fine.", Self-esteem, respect.)

When do we perceive envy? Even better than being envious: "I'm happy for you, but I want this too."

When do we experience jealousy? Non-violent expression of jealousy.

How to prevent the feeling of antipathy in school?

Minimum objective: appropriate expression of unpleasant emotions (such as hatred, contempt) to other students. People have the right to experience hatred and contempt, but we must express it in a civilized way or hold it for themselves.

"COMMUNICATE respectfully!"

Do not insult, humiliate people, but treat anyone as a human being. Address anger, criticism to behaviour, not to the whole person - separate the "sin" from a "sinner." Angry can be the one who is right and not the one who is stronger. Show empathy, compassion. An appropriate feeling of guilt, an apology. Respectful attitude towards all classmates. Being connected, inclusive, belonging to a class. A friendly, supportive attitude towards students of lower grades. Overall respect and solidarity at school.

The goal of the school is: at least tolerance (even if I do not accept, I'm patient, I am not aggressive, violent). Understanding is not the same as acceptance. I can understand, but I do not accept. But even if I do not accept it, I have to be tolerant.

6. SELECTED EMOTIONS - ASSOCIATED WITH VIOLENT BEHAVIOR

»WHAT IS A CONFLICT?«

A conflict between two desires, not two people! What is a wish? What is frustration (desire), patience? Separate between desire and need. Separate yourself as a person and your desire - I am not the same as my desire. To distinguish another as a person and his desire - the other is not the same as his desire. Refusal of desire does not mean refusal of a person - the conflict should be at the level of desire, not at the level of the relationship.

Violence as an attempt to resolve the conflict. Nonviolent conflict resolution - collusion, negotiation (what I want, what do other want), compromise, mediation, the victory of both sides. If the conflict has already turned into contempt, hatred, we have to figure out what was the initial conflict and return it from the personal level to the level of desire (to correct the relationship).

Minimum goal: to separate emotions from behaviour - an appropriate way of (not) expressing contempt and hatred.

7. EMOTIONAL LITERACY ATTITUDE TOWARDS PUPILS

In order to effectively prevent "risky" emotions and strengthen "protective" emotions, it is crucial that we are emotionally literate and allow students to learn:

- That they are unconditionally important and (equally)valuable as human beings,
- that other are valuable (respect, sympathy, compaction, solidarity, empathy, trust),
- to separate person from his behaviour (for mature anger!),
- to separate a person from his/her desires (for mature dissatisfaction),
- to distinguish between desire and need (we only need the things, we cannot live without),
- that conflict is just a clash of desires not persons (repairing the relationship, nonviolent solving of the conflict),
- that they are co-responsible for design of "boring school for curious" (what are they really interested in?),
- that they can choose how to react – for example to insults (the problem of hypersensitivity),
- that being subordinate does not mean being humiliated (Defying - unsolicited disobedience),
- To be superior does not mean being exalted (subordination and superiority are necessary for the role)
- to be accepted does not mean being worthy (they are also worth if they are never accepted).
- That they will be able to compete healthy (surpassing the logic that there is only one winner and the other are »losers" Opponent is not an enemy!; The one who is not with me is not necessarily against me.),
- That there is a difference between "home" and "at school" (the school is a public space, where it is inadequate to always be completely open and direct to all, at school we cannot expect everyone to accept and love us).

The most reliable guarantor of the success of such efforts is our own emotional horizons and awareness. The "emotionally literate attitude" of adults to children is the best way to prevent their violent expression of feelings. "The emotionally illiterate attitude of adults to children greatly increases the likelihood of violent behaviour of children. Above all, it should be remembered that the student would have a very likely the same attitude towards him/herself than the important adults does to him/her. His proper attitude to himself is the best prospect of having an appropriate relationship with other people. Therefore, let us be above all loving and consistent with him/her - let us, therefore, connect the gentle and rigorous dimensions of pedagogical love.

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At the end of all sessions, please ask the teachers to fill in the questionnaire for teachers again to see if their answers have changed.