

HOW TO DEAL WITH STRESS

Method developed by a network of Brazilian, Swedish and Finnish professionals on education, health care, social service, cooperatives, psychoanalysis...

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WHAT IS STRESS?

pressure or tension exerted on a material object.

a state of mental or emotional strain or tension resulting from adverse or demanding circumstances.

give particular emphasis or importance to a point, statement, or idea made in speech or writing.

SOCIETY OF COMPETITION MORE WORK LESS RESOURCES CONSTANT CHANGES HOW DO YOU REACT?

- You accept to see the reality
- You listen to symptoms
- You modify what you can
- Adjust the quality of work
- Plan long-term
- Think about the overall context

BALANCED STRESS

- You deny to accept the reality
- You complain, accuse, condemn...
- Do not respect symptoms
- Feel like a victim
- Fight against consciousness of the reality – against yourself
- Fall in defence, egocentrism

UNBALANCED STRESS

DEMANDS, PRESSURE, INSECURITY, STRESS..., DEPRESSION, BURN-OUT

- demands, pressure on me, 'being strict to myself'; uncertainty, anxiety, inferiority, anger, incapacity...
- stress from lack of funding, lack of security in the job market, Brexit; uncertainty, anxiety, frustration...
- presentations, job interviews; anxiety, fear, blockage
- competition, more and best; anguish, fear, paranoia
- critiques, anxiety, fear, injustice, offence, anger
- ethical problems, conflicting emotions; anxiety, inner conflicts
- social science students in vulnerable states, post-traumatic stress; anxiety, hopelessness, incapacity...
- unrealistic demands in terms of teaching. "I love teaching *well*"; suffocating love, frustration...

WHEN STRESS FEELINGS ARE NOT RESPECTED; SYMPTOMS IN BODY

HUMAN GROWTH AND HUMAN RELATIONS - From competition to equality and cooperation

1 FRAMEWORK

- 1.1 Human and social valuing
- 1.2 Social concept of human being

2 TOOLS FOR HUMAN VALUING

- 2.1 Know yourself
- 2.2 Respect for feelings
- 2.3 Listen to value
- 2.4 Value realizations
- 2.5 Inverted critic

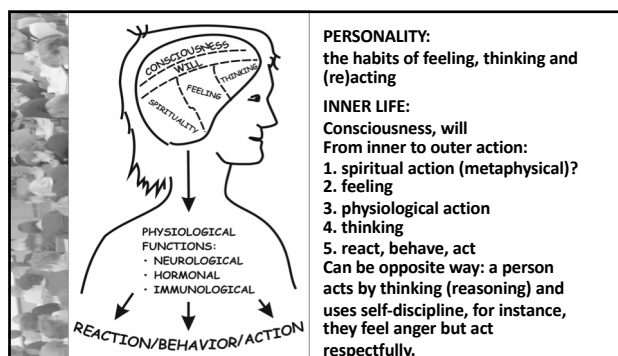
3 TOOLS FOR SOCIAL VALUING

- 3.1 Equal direct participation
- 3.2 Commitment through valuing
- 3.3 Self-knowledge by the group
- 3.4 Empowered majority

1FRAMEWORK

- 1.1 Human and social valuing
- 1.2 Social concept of human being

COMPARISON OF EDUCATION, MOTIVATION AND LEADERSHIP	
COMPETITION – CONSEQUENCES	COOPERATION – CONSEQUENCES
Competition, classification – egoism, exclusion, polarization of society	Eliminate competition and classification – equality, consciousness
Praise, reward or critic, punishment – conditioned behaviour, alienation	Reinforce human wealth in everybody – value, equality, consciousness
Everyone is waiting for the boss/teacher to solve the problem – passivity, frustration, alienation	Organize joint responsibility by direct participation – everyone feels free to act, initiative, consciousness
Demand to solve the problem/error – all focus on the problem/error	Deconstruct demand to solve the problem – deconstruct the causes
In case of problem/error you feel anxiety, fear, anger, shame, guilt... and react by repressing these feelings – chronic self-repression, burnout	In case of problem/error you feel anxiety, fear, anger, guilt... and react by accepting feelings – freedom, balance, consciousness
THIS CAUSES PROBLEMS AND MAKES THEM CHRONIC	THIS ELIMINATES THE CAUSE OF PROBLEMS AND PREVENTS THEM



DEVELOPMENT OF YOUR PERSONALITY

Personality understood as the habits of feeling, thinking and acting. It begins maybe before you are born.

- Society: power structures, competition, values...
- Family, close relationships
- Genetics?
- Will (freedom = responsibility = mystery). To which extend human being is guilty for their action: 20%, 80%...?

Daniel Ashuti, prof. of criminology, University of Lasalle, BR: "A person is not guilty for how they act, but their social environment."

HOW DO YOU REACT ON DEMANDS?

- A child reacts spontaneously with opposition.
- They obey because of the consequences; to get good ones, to avoid bad ones. Now they have three efforts:
 - Opposition
 - Overcome their own opposition
 - Realisation of the task
- Adults react the same way but not so seemingly. They are more adapted to use self-control and obey.
- Demand eliminates freedom, responsibility and joy, it means to suppress the human being.
- (To have the courage to say "no" can be felt as power, like having more existence. That might become a habit, a part of personality; say no to anything.)



EVERY HUMAN BEING HAS THE NATURAL NEED AND RIGHT TO BE ACCEPTED AND RESPECTED - BELOVED!

FOR A PERSON WITH FEAR OR ANGER IT IS MORE IMPORTANT TO BE SEEN AND RESPECTED IN THEIR FEELINGS THAN IN THE RATIONAL ASPECT.

- Anger begins with fear. The person feels in danger. A part of us feels that aggression is the best defence.
- We do not want to see the other's feelings. Therefore, they feel rejected and unjustified, fostering fear, humiliation, and anger – it nourishes a vicious circle: chronic depression/aggression.

FEELINGS OF FREEDOM

- Love, Responsibility, Gratitude, Concentration, Enthusiasm
- Joy, Curiosity, Mood, Happiness
- Tranquility, Serenity, Commitment, Engagement
- Indignation, Revolt, Courage, Initiative
- Pleasure

FEELINGS OF STRESS

- Euphoria, Passion, Obsession
- Anguish, Insecurity, Fear, Phobia
- Dissatisfaction, Frustration, Anger, Offended, Hatred
- Rejection, Inferiority, Loneliness, Sadness, Shame, Guilt
- Pressure, Demand, Helplessness, Hopelessness, Despair
- Shock, Indifference, Apathy, Void

HEALTHY OR UNHEALTHY FEELING?

- Love is the basic feeling of life.
- Anxiety, fear and anger are necessary in case of threat/danger.
- Shame/guilt indicates that you have ethical sense. Sorrow is a sign of love.

To the extent that the feeling does not favor life, it is unhealthy, for example:

- habitual anxiety, dissatisfaction...
- paralyzing or easily aroused anxiety, fear
- bitterness, devastating hatred or anger
- chronic grief, depression
- suffocating (= demanding) "love"

LIBERTY AND RESPONSABILITY

Normal understanding:

- Freedom means being able to do what you want.
- Responsibility means "have to".

Correct understanding:

- Freedom causes responsibility.
- Responsibility requires freedom.
- Freedom = responsibility
- "Have to" limits freedom and responsibility.
- A responsible act is an act of love.
- Freedom is only in the act of love.
- A act not based on love means denying freedom and responsibility - denying one's self.

THE TWO DIMENSIONS OF THE HUMAN BEING:
- internal/psychological and external/social

FEEL AND THINK:
TOTAL FREEDOM

- Freedom = responsibility
- The right approach is unconditional respect for feeling and thinking

ACTION:

LIMITED LIBERTY






- Reduction of freedom: rules, prohibitions, demands
- Organization of power means right to demand:
 - goals, control
 - reward, punish

HABITS OF FEELING TURN TO DEPENDENCIES, therefore we do not perceive and feel THE FREEDOM OF FEELING.

TO CONTROL FEELINGS IS TO REPRESS THE PERSON

Demands to not feel what you feel causes a vicious circle.

- "Don't cry now." - Feels like degrading.
- "Don't be afraid." - Being scared is shameful.
- "It will soon be over." - You must not stop and feel what you feel.
- "You should not get angry!" - Feels offensive.
- The demand to not get hurt makes one easily offended.
- When you press down on your feeling, you block it. The feeling is actively waiting to be accepted. This means that the feeling becomes chronic. Pressing down the feeling is like repressing the person.

Name	Symbol	CONCEPT OF HUMAN BEING
Freedom		We have total freedom to feel and think and limited freedom to act. Freedom implies in responsibility and responsibility presupposes freedom, they mean the same thing.
Internal mirror		Everything I see in others is also in myself in some way. All of us have all human qualities, and are each other's internal mirrors when it comes to personality traits.
Internal victim		What I'm doing tells about my way of feeling. The way I'm acting is an expression of my feelings. What I do to others I also do to myself within me.
Love		A problem can only be cured with the something good. Denial can be cured with another denial. Love means good actions, preventing and impeding destructive actions.
Equality solidarity		Collective responsibility requires equality. Everyone has the same right to participate in important decision making. That is the ground for solidarity.

HUMANS RICHNESS	INHIBITIONS
1 Feel, see, hear, smell, taste 2 Memory (recollect the past) 3 Intuition, "sixth sense" 4 Love, kindness, responsibility, concentration, modesty 5 Courage, initiative, endurance 6 Creativity, imagination, enthusiasm 7 Common sense 8 Honesty, sense of justice 9 Beauty, the aesthetic perception 10 Self-discipline, control of destructive impulses 11 Special talents; singing, math... 12 Learning; knowledge, experience 13 Physical abilities, beauty, strength HEALTH/BALANCE	1 Habit to feel anxiety, fear, dissatisfaction, anger, shame, incapacity, sorrow... and react by suppressing these feelings 2 Censor consciousness: react with fear/anger towards consciousness 3 Idealize yourself and others (demanding, perfectionism, grandiosity, limitlessness) 4 Inversion, envy, spitefulness: to concentrate on the negative, to feel, think, act in a denial way 5 Egoism, egocentrism IMBALANCE/STRESS

OUR PERSONALITY consists of human richness and inhibitions.

CONSEQUENCES OF INHIBITIONS:

Inhibitions cause constant negative state of feeling, constant stress. This causes tension in the nerve system and muscles, pain and contributes to psychosomatic illnesses.

Inhibitions are a part of the ground with which person understands, interprets and reacts on external stress factors, such as demands, danger, psychological or physical pain, conflicts, disdain, rejection, joy, big possibility, love...

2 TOOLS FOR HUMAN VALUING

- 2.1 Know yourself
- 2.2 Respect for feelings
- 2.3 Listen to value
- 2.4 Value realizations
- 2.5 Inverted critic

DEMANDS - JOY OR FEAR/ANGER?

- Do you experience demands as an opportunity - joy or as a must - resistance?
- If the demand is hard, you will certainly react with resistance.
- If you have many, 'have to' you work against yourself.
- Expectations are easily transformed into demands.
- To perform is to reduce contact, love and joy.
- A demanding father/mother = demanding child?

Basic question: DO YOU FEEL VALUED – LOVED?

- A person who feels valued and loved learns to value himself and other people.
- A person who feels devalued learns not to value his or others human richness.
- They, not being valued, feel rejected, humiliated, afraid, unjustified, angry... they react with revolt: depression and/or aggression.

KNOW YOURSELF

CONSCIOUSNESS OF HUMAN RICHNESS AND INHIBITIONS

- The society of competition nourishes selfishness, grandiosity, exclusion, polarization, self-repression. All of us assimilate these values and habits.
- Parents form us – we tend to imitate them.
- Those people, that you have a great difficulty to deal with, that make you distressed or angry, might mean internal mirror: They provoke consciousness of something that you do not want to see in them and even less in yourself; similar or opposite aspects in yourself (never equal degree or way).
- Listen to critics given by others even if they are angry.
- Human being has freedom. respect this mystery.

INTERNAL MIRROR	
ME I think she sees in me: <ul style="list-style-type: none"> • I hold distance to other people • I am megalomaniac • I have conduct of self-denial and open myself to the aggressiveness of others • she does not like that I am weak and insecure rather than sincere and open 	MY BOSS I see in her: <ul style="list-style-type: none"> • attitude of escape, censorship • complex of inferiority • she does not believe in herself and hides it behind her aggressiveness • in reality, she is insecure

RESPECT FOR FEELINGS
<ul style="list-style-type: none"> • Take a few minutes. Close your eyes. Breathe consciously a few times. • Feel the parts of your body. Possible tension, pain or tiredness are useful symptoms, learn to listen to them and learn to respect your body. • Turn your attention to your feelings. Feel consciously your feelings: joy..., anguish, anger... Avoid thinking about causes but put all your attention on your feelings. No critics, no demand to change you way to feel. • Human being is totally free in their way of feeling. Learn to respect your way of feeling and train a habit to feel freedom in you.

SUMMARY OF THE THREE WAYS TO CONDUCT THE PEOPLE TO SELF-REPRESSION
<ul style="list-style-type: none"> • Since we were born, we are led to have feelings of inferiority, fear and powerlessness (dependence). • And we are educated to practice self-repression of our feelings; to deny, control, demanding not to feel what we feel, and educated to be shamed if we feel fear, sadness, anger, falling in love... • And we are led to blame others (scapegoat) for our way of feeling. This nourishes victimizing; loss of freedom = responsibility = courage. <p>SO WE LOSE THE CONTACT WITH THE FEELING OF FREEDOM, WHICH IS THE BASIS OF COURAGE.</p>

CARLOS TRIES TO OFFEND MARIA
<ul style="list-style-type: none"> • Carlos tries to offend Maria. Who is making a mistake? • The mistake is only Carlos's. We never have the right to offend the other. • Maria feels offended. Freedom = responsibility • Carlos has no power to control Maria's emotions. • Is it wise to feel offended? • Therefore Maria getting offended is a reaction devaluing herself.

CARLOS IS OFFENDED!
<ul style="list-style-type: none"> • When Carlos tries to offend the other, he feels a need to devalue someone. • He must have acquired a habit of feeling insecurity/inferiority/anger/fear and, therefore, a habit of thinking negatively. With this way of feeling he is attacking himself. • Hence he acts in a negative, pejorative way towards others. He attacks himself chronically without realizing it. <p>WHAT I DO TO OTHERS I ALSO DO TO MYSELF WITHIN ME.</p>

HOW TO DEAL WITH CARLOS? - rules, scoldings, punishment or conscientization?
<p>Maria reacts by saying: "Carlos, I believe you are offending yourself."</p> <p>In the collective where collective responsibility was introduced, others react by saying:</p> <ul style="list-style-type: none"> - "Carlos, you're despising yourself." - "I also think you're attacking yourself." - "What are you feeling?" <p>Consciousness instead of repression.</p>

HOW NOT TO BE OFFENDED?

- Remember that you have already learned that you should not be offended. That is why you are easily offended. Do not try to change this but be aware of it.
- Who is responsible for your way of feeling? The other has no power of control over your feelings.
- Remember: Whoever attacks the other, first attacks themselves in their way of feeling and thinking, reaching even their physiological activity (negative feeling means distortion, stress).

HOW NOT TO BE OFFENDED - continued

- If you still feel offended, it means that you, like all of us, have a habit of criticizing and depreciating yourself in your way of feeling and thinking about yourself.
- The other awakens the conscience of your self-repression. You react by trying to suppress this consciousness, thereby denying yourself. Do you think you want to do this consciously?
- This principle applies to all other feelings such as anguish, fear, anger, sadness... A feeling that you try to repress causes a general repression of all your feelings.

CRITICISM AND DEMANDS IS FELT LIKE AN OFFENCE

Criticism and demands are associated with devaluation - fear, offended

Criticism implies in demands and requirements - revolt

The oppressed was taught to

- criticize and blame oneself,
- and even more, deny it's way of feeling,
- and blame others for it's feelings

CENSOR ATTITUDE (ALIENATION)

Objective:

hide the perception, close the eyes, run away or fight the conscience

Typical emotion:

- anguish, fear, anxiety, disappointment, depression
- nervousness, irritation, anger, aggression
- neurotic stress

Conduct linked to censorship

- rigidity, authoritarianism, intransigence
- false goodness, indifference, neglect

CENSORING TECHNIQUES

Many explanations and justifications

- lay blame on others
- to consider oneself as the victim of others
- attitude of moralism
- attitude of omission, indifference
- focus on error, continued criticism, habit of complaining
- use of drugs, food, medicine, exchange-relations
- alienation, escape to fantasies
- projection: What the person feels that others are doing to them is what they are doing with themselves. What a person does to others, they think others are doing to them.
- psychosomatization: headache, muscle tension, gastritis, repetitive colds, stress, cancer, circulatory and heart diseases, ...

VICTIM OR VICTIM ATTITUDE?

- We are victims of competition, demands, injustice, oppression, threat and danger. It is unreasonable to expect justice, equality and solidarity.
- Victim attitude occurs when I demand that it must not be as it really is. If I judge another, I give power to them, because by judging, I refuse to see the truth.
- Victim attitude means a struggle against consciousness (against freedom and love), against oneself - chronic disappointment, powerlessness, the feeling of annihilated, depression, aggression... burnout.

**I MADE AN ERROR, AND WAS CRITICIZED!
IN THIS WAY MY INHIBITIONS ARE STRENGTHENED.
DO WE WANT TO BREAK THIS UNHEALTHY CIRCLE?**

- When I make a mistake I get criticism from others and myself. I feel fear and not to be accepted, rejected. This reduces my motivation to hit/do the right. (Vanderlei Luxemburgo, Brazilian football technician).
- Instead, I should have to be valued.
- How? The error is accepted naturally, you can learn only through experience. The educator/teacher/manager reinforce the consciousness of human richness in me.

LISTEN TO VALUE

PRINCIPLES: Listen actively to the person, their version about the situation with unconditional respect. Do not change anything.

- 1 Which kind of difficulties and challenges do you have at you work/studies and in your collective?
- 2 What are you feeling having these difficulties? Apply to them *Respect for feelings*.
- 3 What are your suggestions for dealing with these difficulties?
- 4 What are the first steps to accomplish your suggestions?

VALUE REALIZATIONS

- The objectives/goals planned for the past period?
- What objectives/goals were achieved?
- What objectives/goals have not been achieved?
- Raise the factors that helped achieve the goals.
- Raise the factors that hindered or created difficulties.
- With the factors above prepare a new planning for the following period with the following aspects:
 - 1 new goals/objectives to be achieved
 - 2 goals/objectives that were not achieved
 - 3 how to strengthen the factors that facilitate the achievement.
 - 4 how to prevent the factors that hindered the realisation.

INVERSION = love means weakness and insensitivity means strength; good is evil and evil is good

ENVY = not wanting to see

WHAT DON'T THEY WANT TO SEE?

- the good, the beautiful
- possibilities, development
- love, happiness

DO NOT WANT = WANT TO ELIMINATE

- especially in themselves
- in others, in reality, in life

INVERTED CRITIC

- 1 Become conscious of your way of feeling (anguish, irritation, anger...). Do you respect your way of feeling?
- 2 Observe, and if appropriate, ask and speak with total respect about their possible feelings so that they do feel respected and valued.
- 3 Reinforce the consciousness of the human richness in them, for example, for a restless person with lack of concentration, you may say: You awake in me consciousness of joy, initiative and concentration. Or talk about the importance of their work and knowledge and show how they are preventing/denying their possibilities with their habit of
 - demanding beyond themselves and others and/or
 - devaluing their knowledge, skills, and human richness.

- 3 TOOLS FOR SOCIAL VALUING**
- 3.1 Equal direct participation
 - 3.2 Commitment through valuing
 - 3.3 Self-knowledge by the group
 - 3.4 Empowered majority

EQUAL DIRECT PARTICIPATION

- Introduction and discussion on *Human and social valuing* and *Social concept of human being*
- Perhaps each one tells about their life history and together apply *Respect for feelings*
- Discuss, raise consciousness and organize direct participation — equality in decision-making
- Combine rules and consequences for infringements
- Organize meetings with the spirit of valuing
- Discuss and raise consciousness about solitary leadership

COMMITMENT THROUGH VALUE

COMMITMENT is based on:

- 1 How is your dream in life?
 - What does your work/activity mean in relation to your dream in life?
 - With which kind of feeling do you come to your activity?
- 2 Your feeling of belonging to the collective? Are the following principles applied:
 - Unconditional valuing of all members
 - Increasing direct participation in important decision-making and planning of activities

SELF-KNOWLEDGE BY THE GROUP 1 of 3 pgs.

- If the collective finds it interesting, it may suggest that each one makes a description about the history of life, for everyone to know each other informally.
- Maybe recall something about *Social concept of human being*.
- Maybe apply *Respect for feelings* to learn to respect the importance of feelings and freedom to feel.
- Possible reflection on each one's difficulties, each one writes a short reflection on:
 - 1 their understanding of the objectives and principles of the collective;
 - 2 the degree of their commitment;
 - 3 their difficulties in your work

SELF-KNOWLEDGE BY THE GROUP 2 of 3 pgs.

- The neighbor (or yourself) reads your reflection.
- The collective makes questions to understand better.
- The collective asks what you are feeling in this situation.
- The collective asks how you are thinking and planning to deal with your difficulties. It can offer ideas and suggestions.
- Reinforce consciousness of *human richness* in each of the participants.
- Reading, understanding and acceptance of *inhibitions* in all

SELF-KNOWLEDGE BY THE GROUP 3 of 3 pgs.**CONSCIENTIZATION OF IRRITATING HABITS OF ACTION**

- The collective makes a list of negative habits, such as
 - Habit to talk a lot and interrupt others
 - Failure to comply with collective decisions
 - Need to devalue, mock and offend
 - Habit to be late
 - Habit of not performing their duties
 - Habit of self-praise
 - Habit of acting in an authoritarian and personal way
- Each reflects with themselves which of them they identify in themselves easier. Or this is discussed in pairs or subgroups.
- Perhaps in turns, each is put as the object of attention and the group manifests their perceptions about the person regarding the list.
- Close the meeting with valuing

EMPOWERED MAJORITY**EVERY HUMAN BEING IS TRYING TO DO SOMETHING GOOD FROM THEIR POINT OF VIEW**

- The collective chooses a problem and turns it into a challenge
- They discuss and discover the benefits/pleasure that the actual habit of action is providing or has already provided to collective (1)
- Discuss desired change, what would be the ideal habit of action?
- Try to see and list all benefits/pleasure that the ideal habit of action can bring (2)
- Comparison between the benefits of the actual habit of action (1) and the benefits of the ideal habit of action (2)
- Choose whether to keep the current action (1) or change (2)
- If the decision is to change, train the ideal action habits (2)

HOW TO DEAL WITH STRESS

HEALTHY OR UNHEALTHY STRESS?

- Every situation requires a certain level of stress, the ideal (optimum) stress.
- Wanting is like a stress accelerator. WANTING IS STRESSING.
- Unhealthy stress appears when we want more than is balanced. We evaluate needs and resources in an exaggerated or underestimated way.

HOW TO DEAL WITH STRESS

1 of 2 pgs

- Apply *Respect for feelings*:
 - Take a few minutes. Close your eyes. Breathe consciously.
 - Which kind of symptoms do you feel in your body. Feel the parts of your body: symptoms as tension, pain or tiredness. They are useful alarms, your alarm system is functioning – good. learn to listen to them and learn to respect your body.
 - Turn your attention to your feelings. Feel consciously your feelings: joy..., anguish, anger... Avoid thinking about causes but put all your attention on your feelings. No critics, no demand to change you way to feel.
- Talk about your problem, ask for help – this is love.
- Demands to solve problems make them become chronic.
- Be aware of your stress habits (inhibitions, see table below).

HUMANS RICHNESS

- 1 Feel, see, hear, smell, taste
 - 2 Memory (recollect the past)
 - 3 Intuition, "sixth sense"
 - 4 Love, kindness, responsibility, concentration, modesty
 - 5 Courage, initiative, endurance
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 - 11 Special talents; singing, math...
 - 12 Learning; knowledge, experience
 - 13 Physical abilities, beauty, strength
- HEALTH/BALANCE

INHIBITIONS

- 1 Habit to feel anxiety, fear, dissatisfaction, anger, shame, incapacity, sorrow... and react by suppressing these feelings
 - 2 Censor consciousness: react with fear/anger towards consciousness
 - 3 Idealize yourself and others (demanding, perfectionism, grandiosity, limitlessness)
 - 4 Inversion, envy, spitefulness: to concentrate on the negative, to feel, think, act in a denial way
 - 5 Egoism, egocentrism
- IMBALANCE/STRESS

HOW TO DEAL WITH STRESS

2 of 2 pgs.

- Accept your inhibitions, do not try to eliminate them, keep them in your memory activated, and train new habits of action.
- Create a vision of the ideal situation (utopia), focus on it. Avoid being a firefighter. Keep your feet on the ground (humility).
- Prepare a practical action plan. Adapt to what can not be changed.
- To formalize your situation, prepare a report on your difficulties to your coordinators.
- Work must be a source of joy and human growth.

DEMANDS, PRESSURE, INSECURITY... SUGGESTED TOOLS

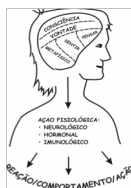
- demands, pressure on me, 'being strict to myself'; how to deal with stress, know yourself
- stress from lack of funding, lack of security in the job market, Brexit; respect for feelings, inverted critic
- presentations, job interviews; respect for feelings, know yourself
- competition, more and best; equal direct participation
- critiques, respect for feelings, know yourself
- ethical problems; respect for feelings, equal direct participation
- conflicting emotions; respect for feelings, know yourself
- social science students in vulnerable states, post-traumatic stress; respect for feelings, listen to value
- unrealistic demands in terms of teaching. "I love teaching *well*": *know yourself, how to deal with stress*

LISTEN TO VALUE

Example: to meet a person with post-traumatic stress

- Listen to them, what they can tell about. Silence is also communication, listen actively to silence. Do not try to change their perception on the fact.
- Take time, apply to them *Respect for feelings*. Try to help them stand up in their feelings. Ask about feelings, ask to describe any of the feelings. Tell, all feelings are important. We have total freedom to feel.
- Look keenly and kindly at their eyes. They feel that they are rejected, as they reject themselves.
- Go speaking, we believe: what we do not see, does not exist; what we start to see, begins to exist. We react against the fact, against the consciousness of the fact, against ourselves – blocked, *post-traumatic stress disorder*.
- Have time, do not expect results. Go on...

WORKING WITH SCIENCE IS LIKE
WALKING ON THE PATH HEADING TO UTOPIA,
THE MORE YOU KNOW,
THE MORE YOU DISCOVER
HOW LITTLE YOU KNOW.



CONSCIENTIA institute in partnership with:
MST Landless Landworkers' Movement
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