

An illustration in the background shows several stylized human figures in various colors (pink, blue, grey) holding up glowing lightbulbs. Behind them are large, light blue gears. The overall theme is one of collective effort, innovation, and engagement.

# Engaging With Self To Better Engage With Others

Mathew White, Nagoya University of Foreign Studies  
Sophie Muller, Nagoya City University

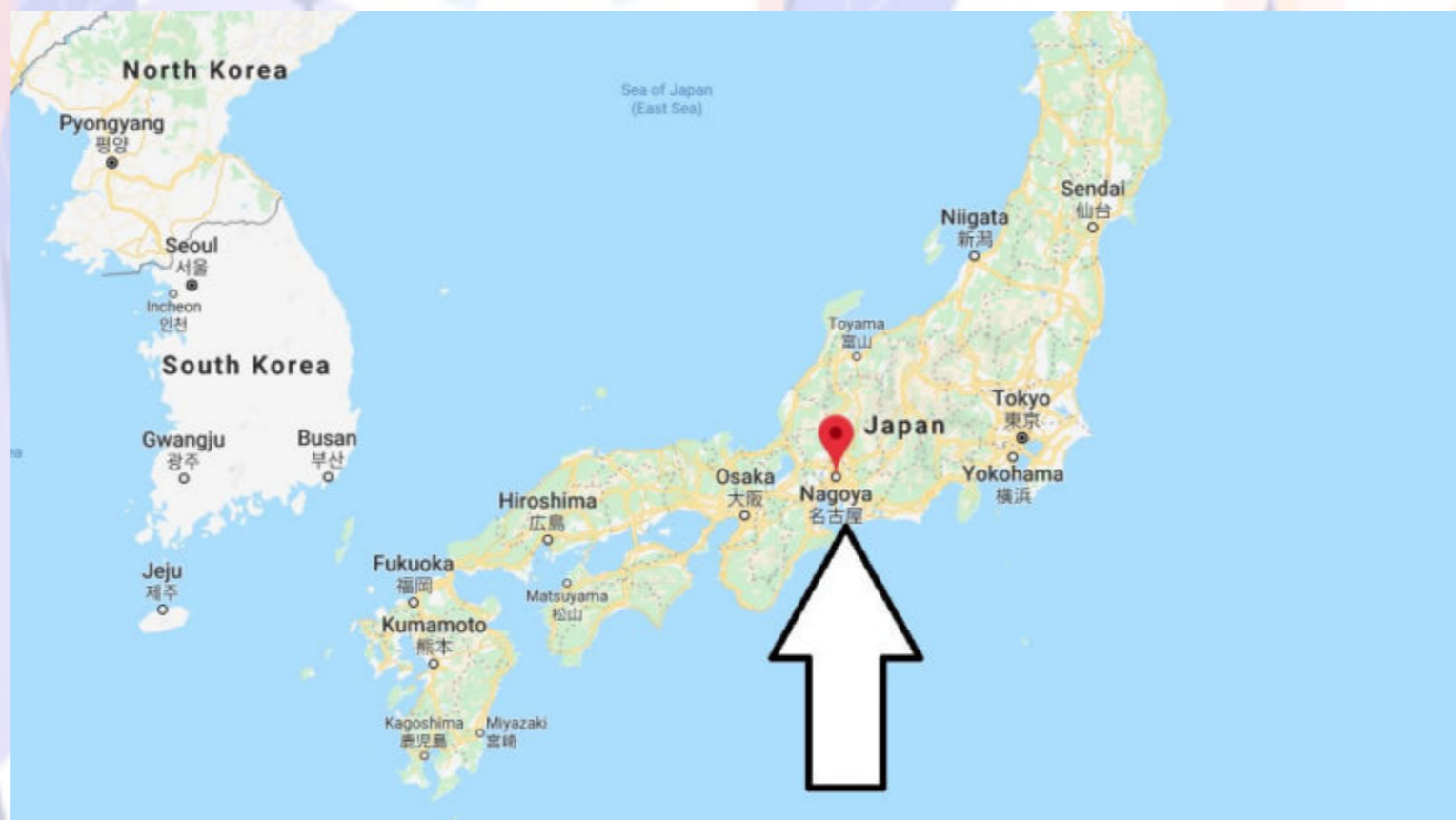
# Duck Activity

The background features a stylized illustration of several people in various poses, some holding up glowing lightbulbs. The scene is overlaid with large, semi-transparent gears and leaves, creating a sense of creative activity and collaboration.

- Let's engage your minds
- 6 pieces of Lego
- 2 minutes to make a duck
- Keep your duck a surprise
- Now you can share your masterpiece
- Please keep your Lego handy

# Engaging With Self To Better Engage With Others

**Mathew White**, Nagoya University of Foreign Studies  
**Sophie Muller**, Nagoya City University



# Sophie Muller, Nagoya City University

Emotional check-in\*:

“ I feel like a butterfly in full flight”



\*The Get-Lit Players presentation at  
CATE 2020, February 21st, 2020

# Person-Centered Approach

## PCA

- Developed by Carl R. Rogers, 1970s-1980s
- Started in psychology, and then spread to education, peace work, and many other fields
- Today: introduction of the PCA as taught to Japanese university students

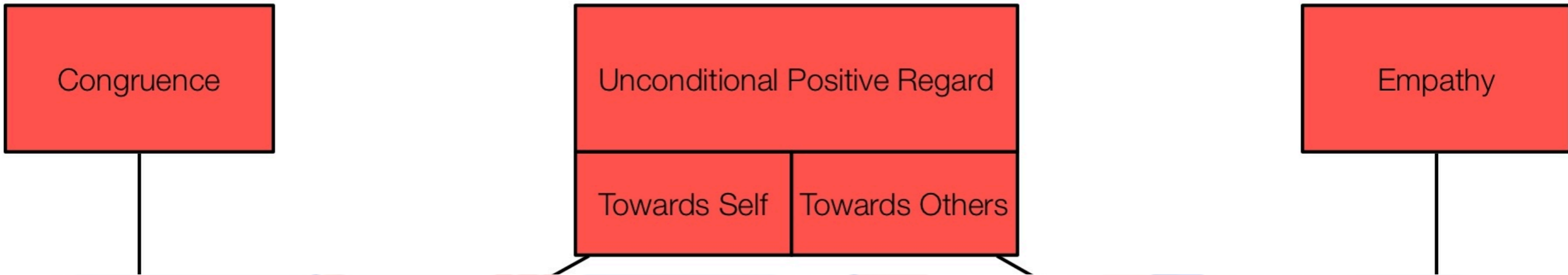
- 2 contexts:

Mathew: 2-year seminar, for 3rd & 4th-year students, English education majors

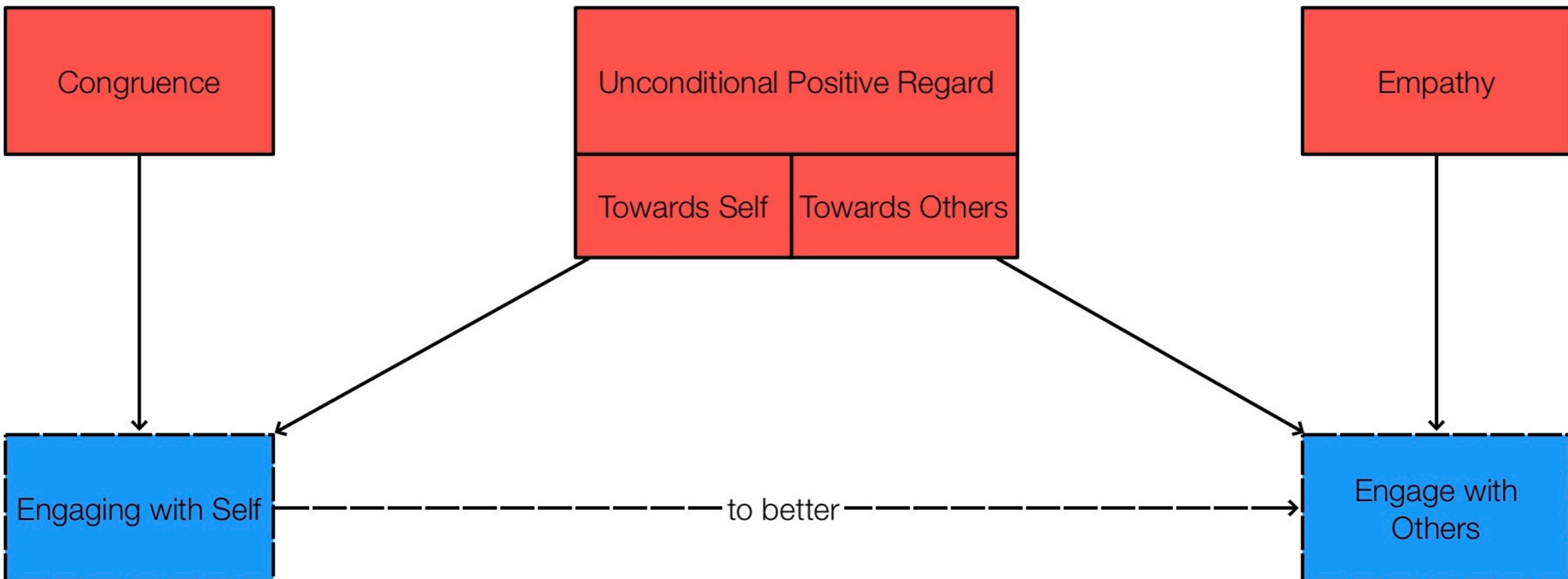
Sophie: 8-week course (eight 90-minute classes), for 1st-year students, all majors

- Possible to adapt to many teaching situations

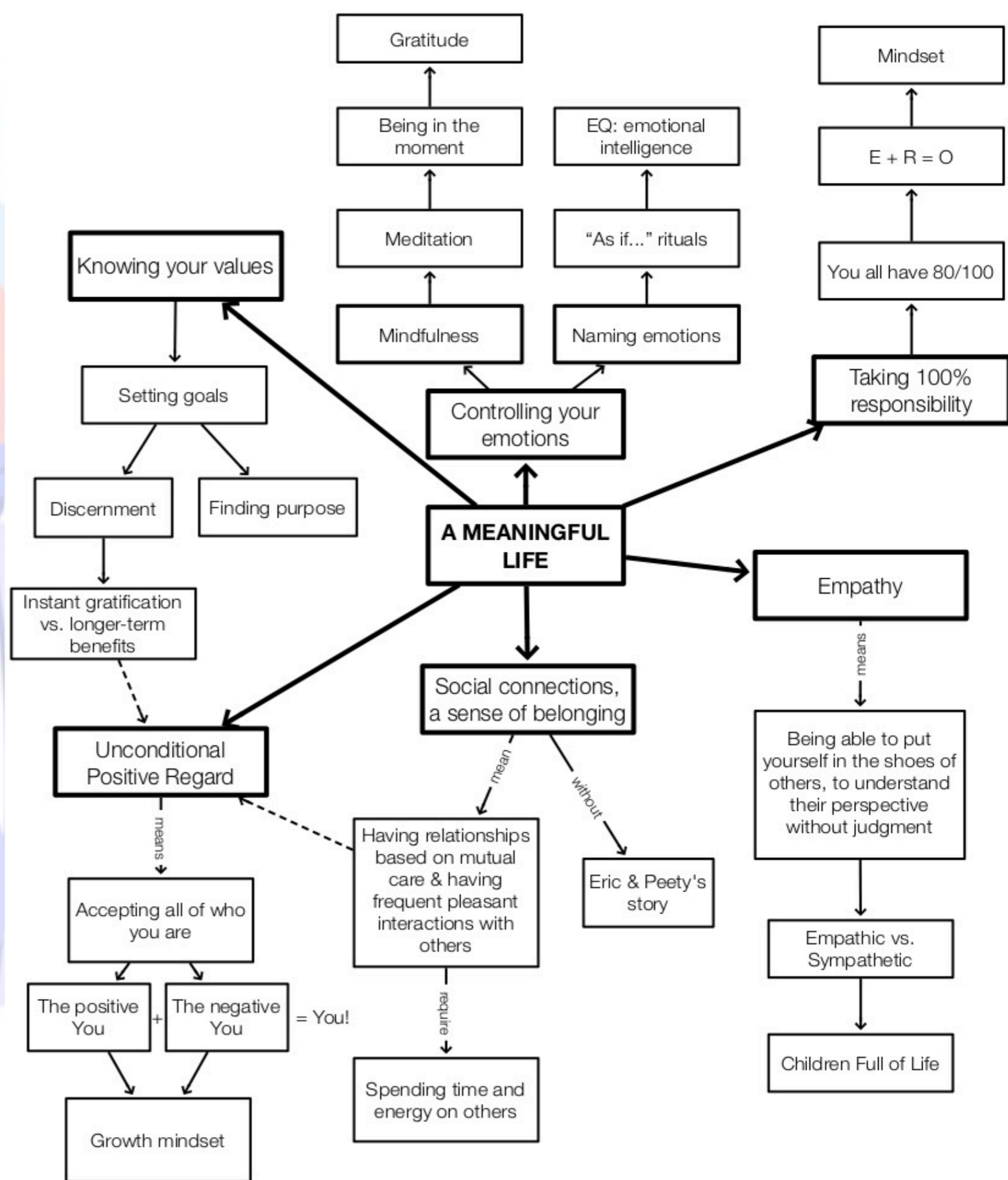
# The PCA's 3 Core Principles



# The PCA & Our Title



**How we teach the PCA's 3 core principles so that students can engage with themselves, to be able to better engage with others**

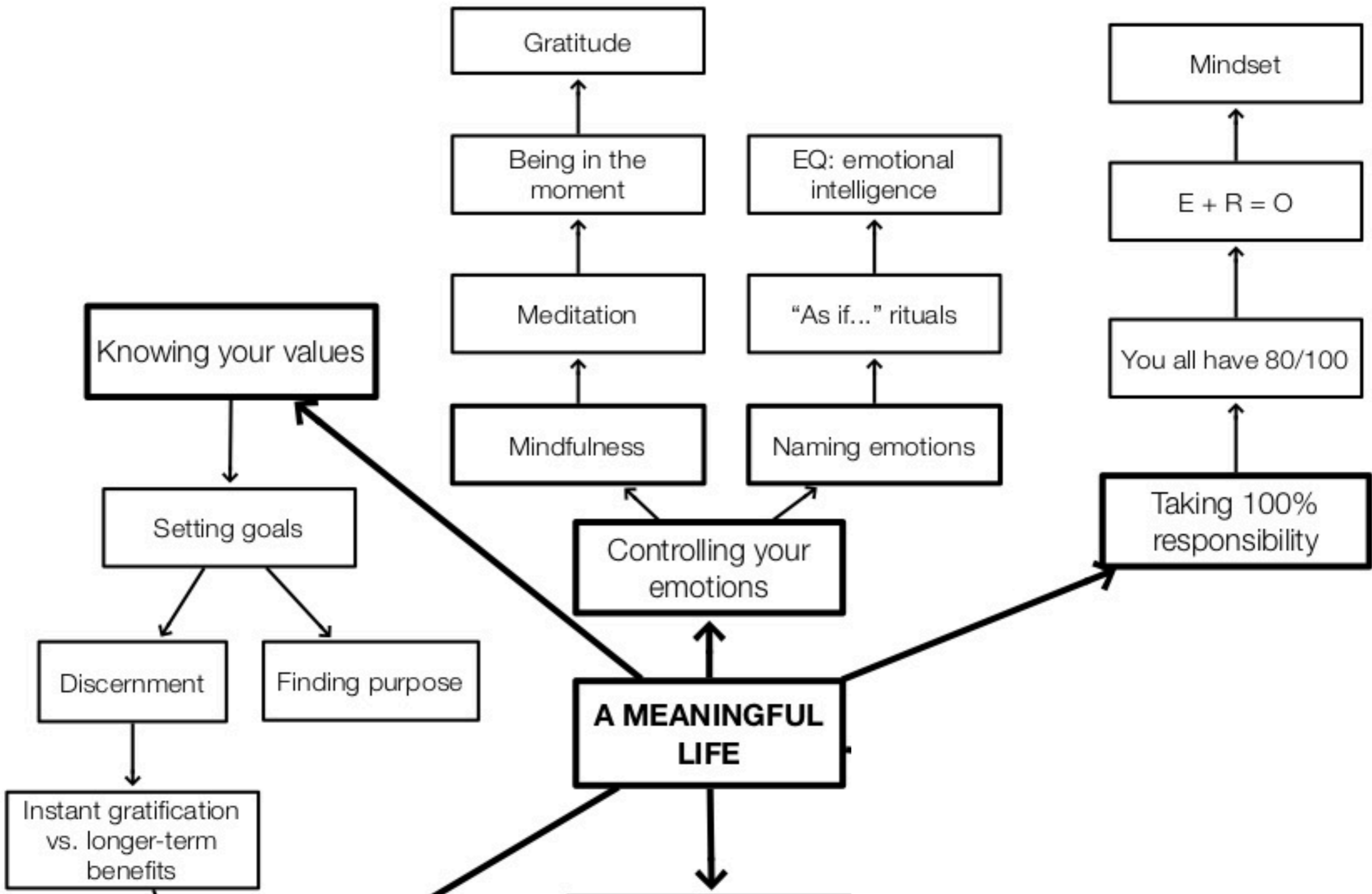


The background features a stylized illustration of four people in various poses, each holding a glowing lightbulb. The scene is overlaid with large, semi-transparent gears and leaves, symbolizing industry, growth, and interconnectedness. The color palette is soft, with pastel blues, pinks, and greys.

## **CONGRUENCE / ENGAGING WITH SELF**

- Being real: no social or protective masks
- Implies knowing who you are
- Our students: 18 to 22 years old
- Most have never had opportunity to think about who they are
- 4 weeks on congruence



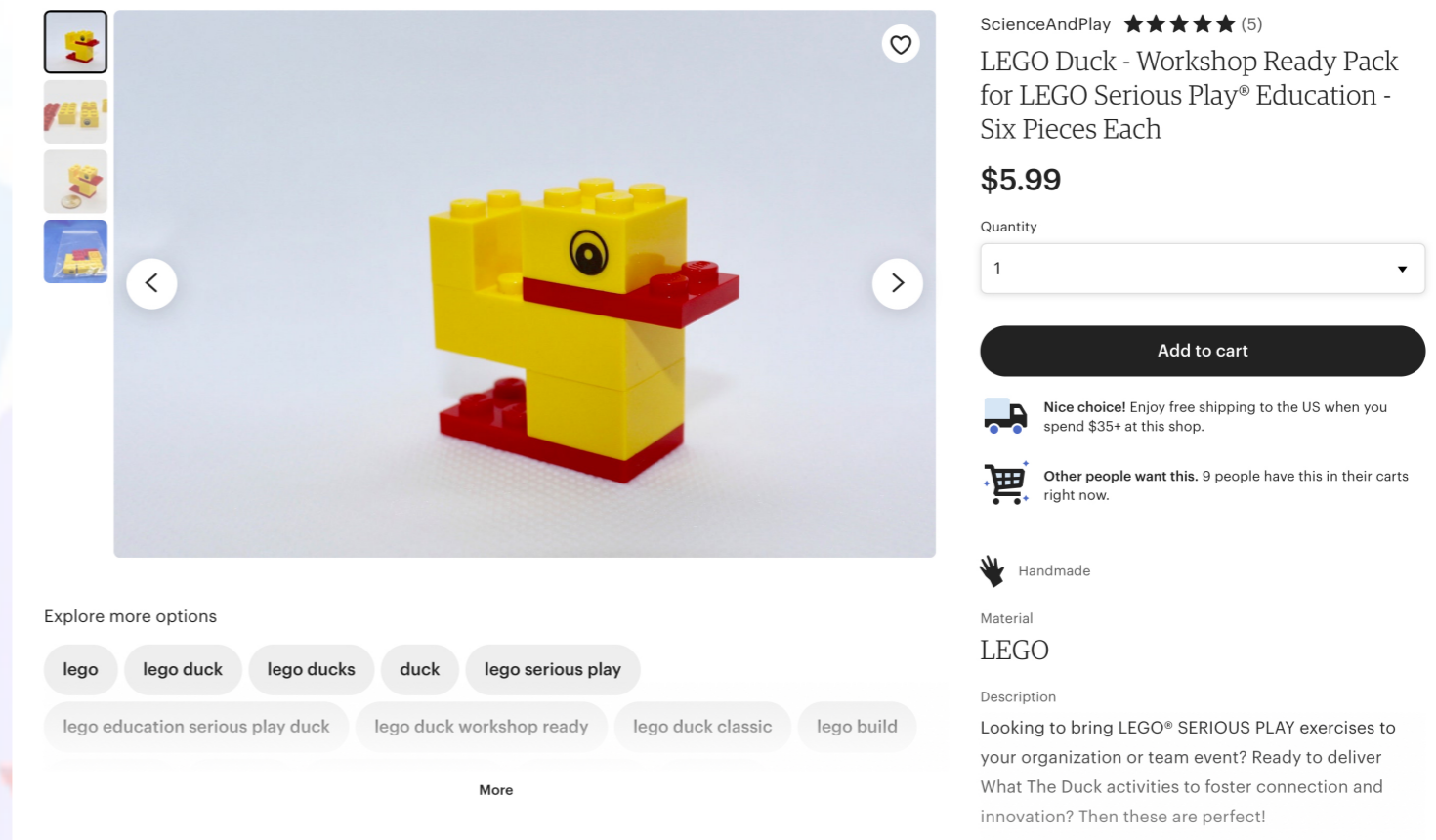


# Unconditional Positive Regard (UPR)

- Your duck!
- Student's comment: duck = symbol of humanity
- “Even though all the ducks were different, they came from the same legos, and I believe it is the same with people. Even though we are all different, we all come from the same things that make us human.”
- Our differences make us who we are, but we're humans after all, worthy of being considered with Unconditional Positive Regard!

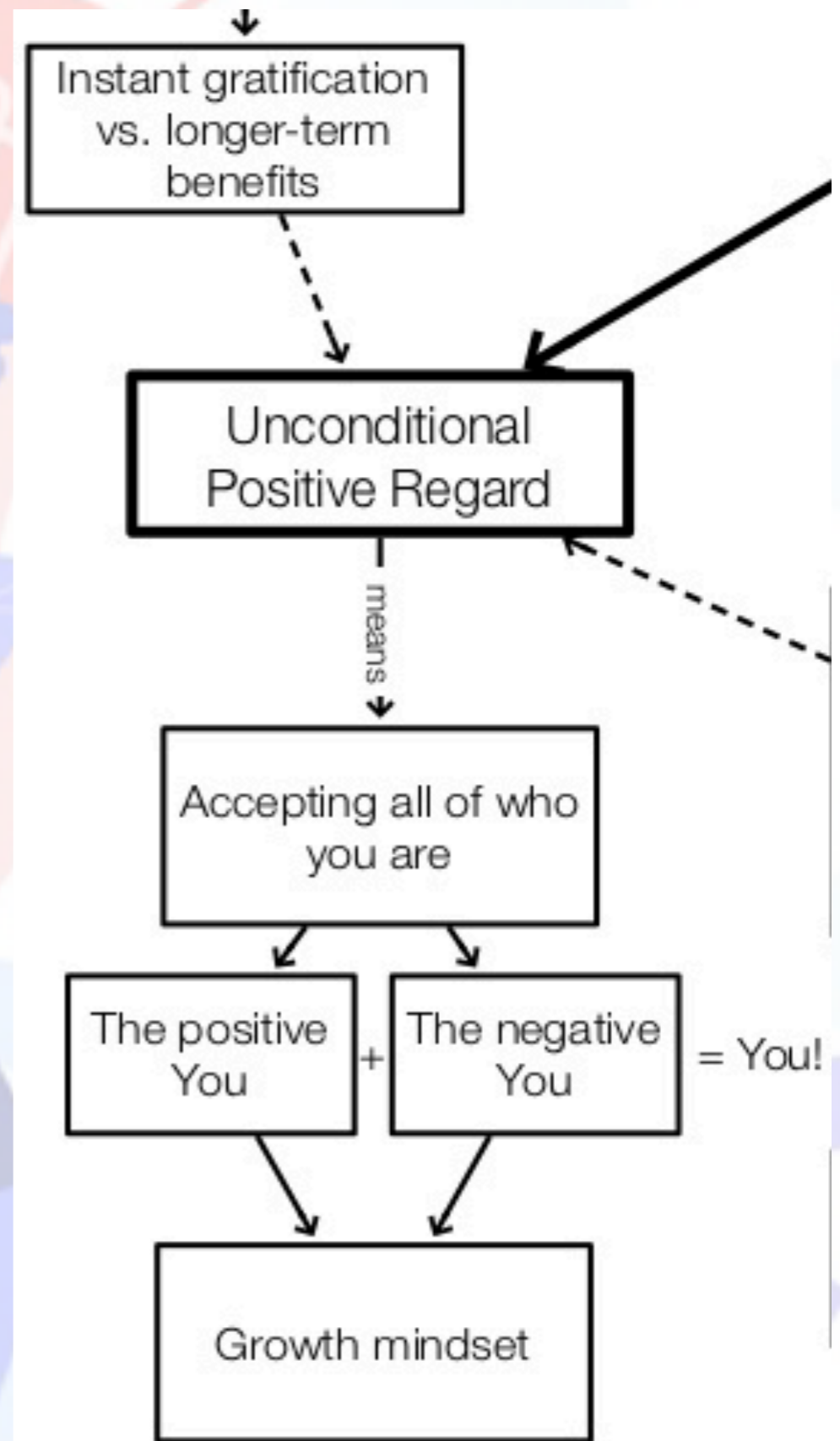
# Duck Activity

- Inspired by Lego Education workshop
- Ordering your own sets of Lego duck
- Please put the 6 pieces of Lego back in the bag
- Thank you for your cooperation



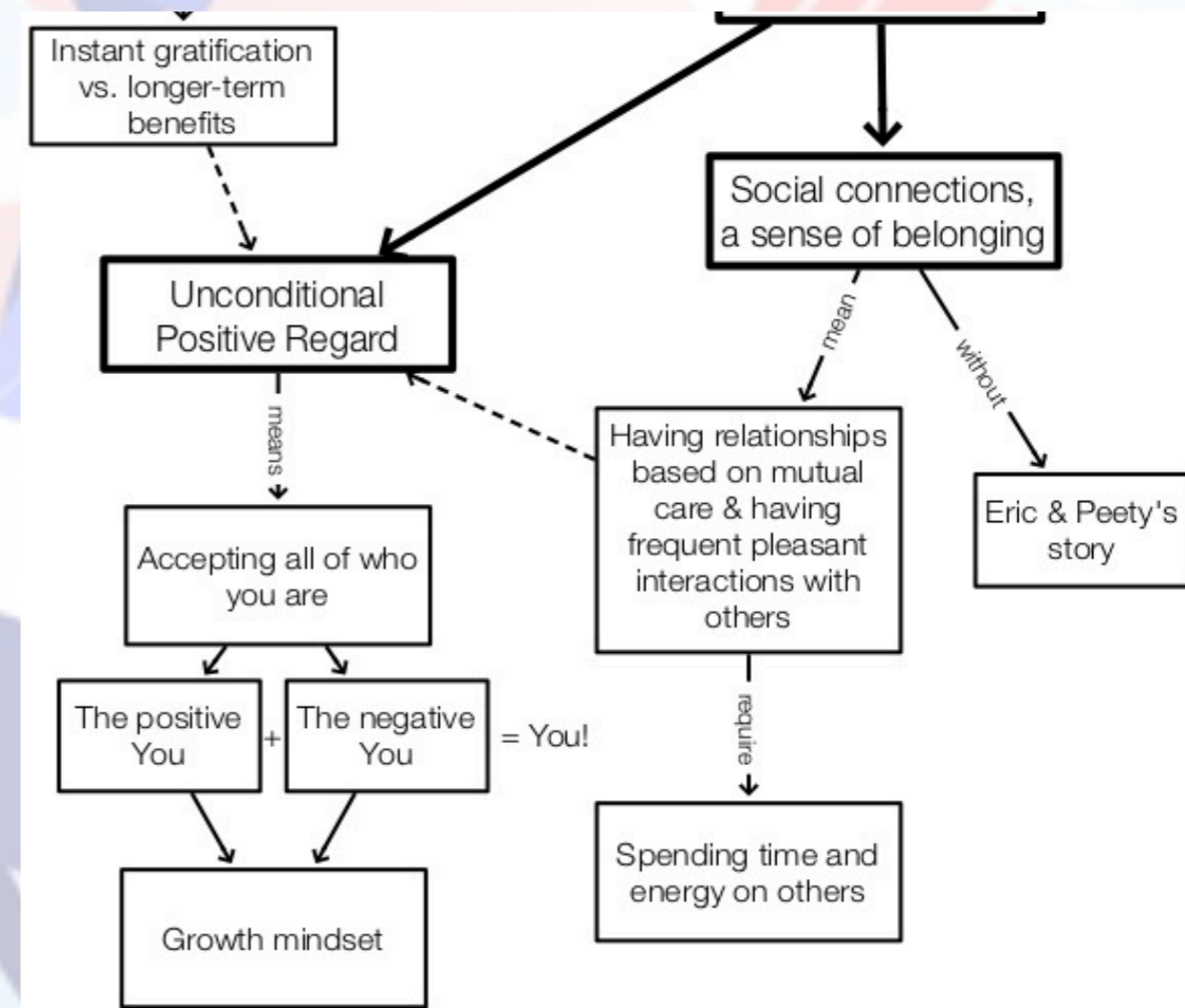
# UNCONDITIONAL POSITIVE REGARD / ENGAGING WITH SELF

- Instant gratification: marshmallows (Stanford Uni. experiment, late 1960s)
- Students asked to find ways to overcome them: think about how to get out of bad habits
- BUT also told: **“The curious paradox is that when I accept myself just as I am, then I can change.”** Carl R. Rogers, *On Becoming A Person*
- Emphasize attitude of acceptance to enable change



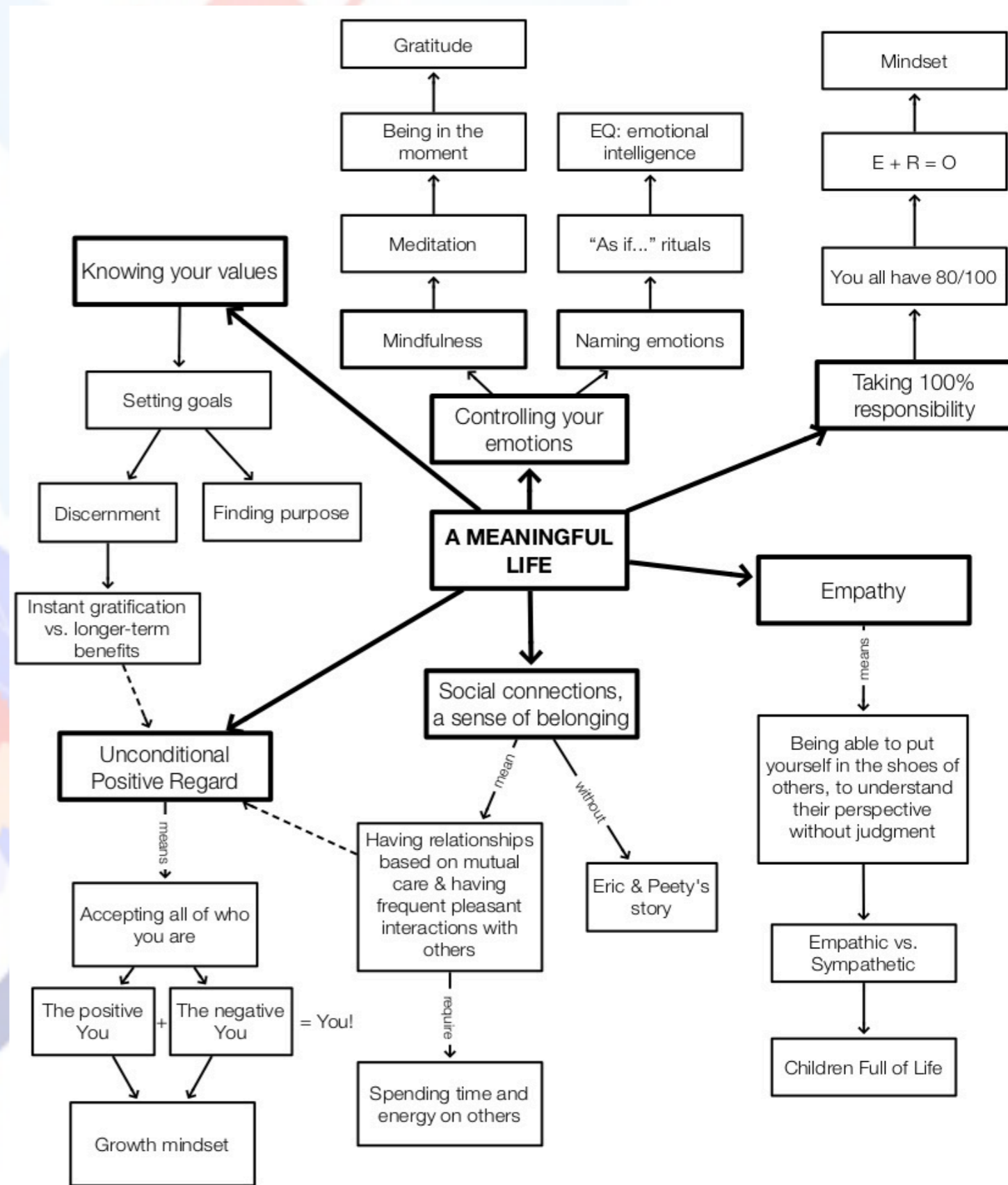
# UNCONDITIONAL POSITIVE REGARD / BETTER ENGAGE WITH OTHERS

- Mainly focused on Self due to time constraints
- Towards Others fully part of 1 or 2-year curriculum
- Towards Self = necessary start
- When you can show UPR to yourself, easier to be this way with Others
- Social connections: mutual care greatly enhanced when showing UPR towards Others
- UPR towards Others necessary for empathy

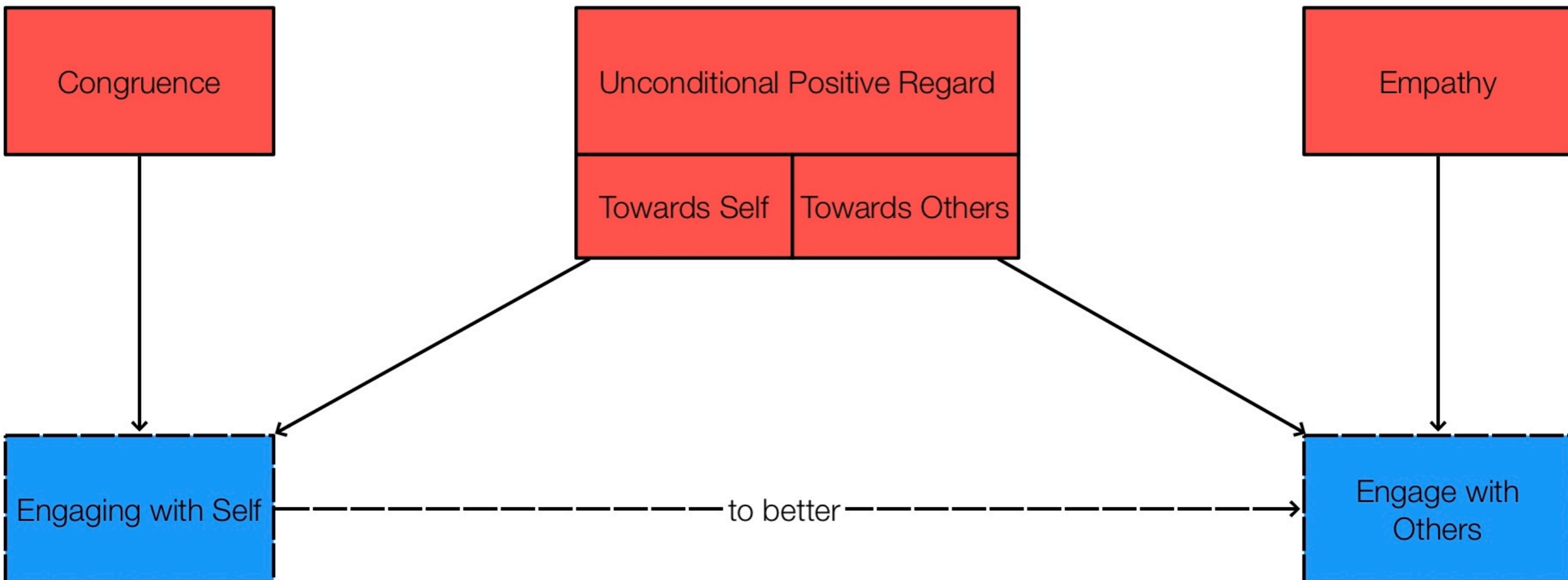


# EMPATHY / BETTER ENGAGE WITH OTHERS

- Builds on UPR: not judging much easier when UPR is a way of being
- Builds on congruence so that being empathic isn't a burden
- When you know who you are, much harder to get lost in Others' worlds & feel overwhelmed

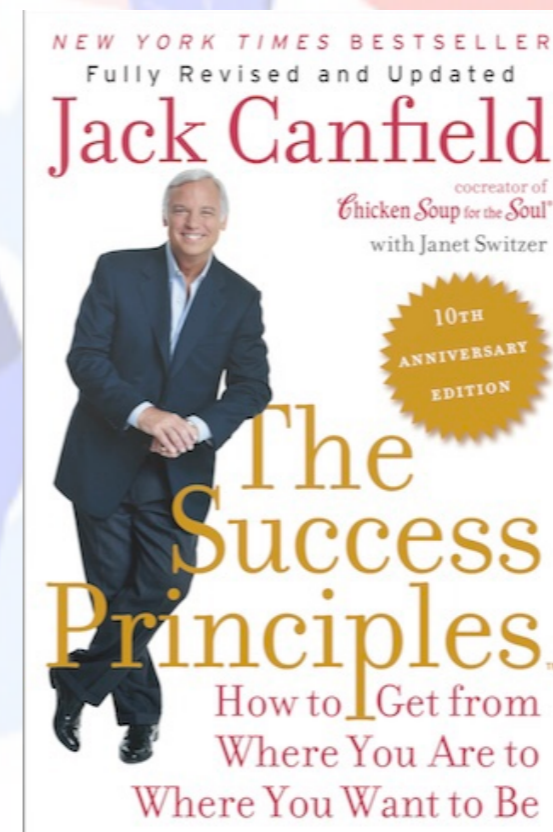
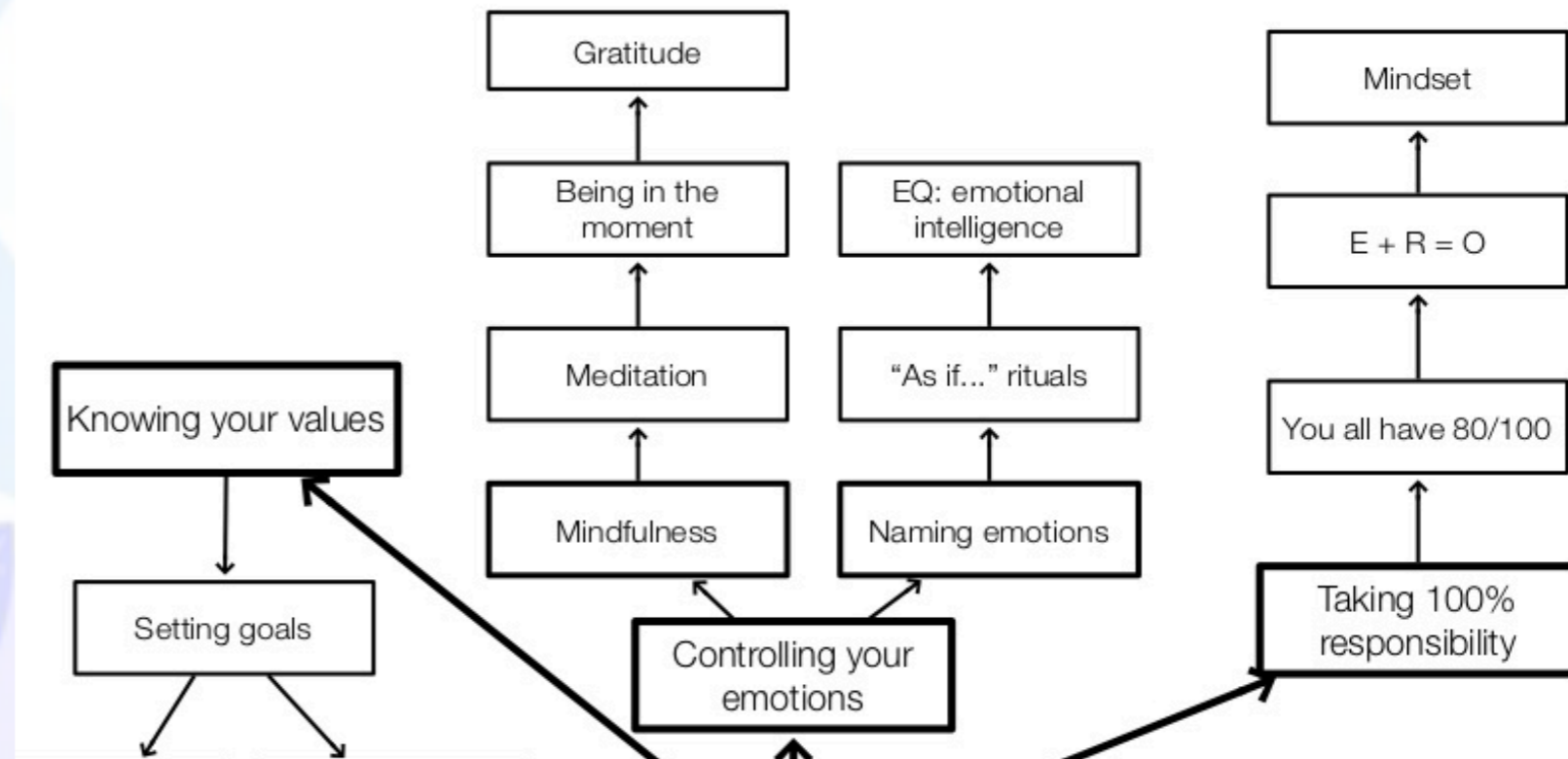


# Summary



# Activities

- Some of the most meaningful and impactful for students
- **Event + Response = Outcome**
- In class, students read an adapted extract of *The Success Principles*, Jack Canfield, 2005, p. 5-7





# Event + Response = Outcome

The background features a stylized illustration of several people in various poses, some holding glowing lightbulbs. Interspersed among the figures are large, light blue gears. The overall color palette is soft, with pastel blues, pinks, and greys.

Students' reflection for following class

- Step 1. Describe an event (E) you responded (R) to in a way that was less than ideal.
- Step 2. Describe your response (R) to the event (E).
- Step 3. Describe the outcome (O).
- Step 4. What responses could have led to a better outcome?

# Event + Response = Outcome

## Example:

1. Event: I was walking to the store. A man almost hit me on his bicycle. He scolded me for the way I was walking.
2. Response: I told him that he should use his bell.
3. Outcome: He told me I should go back to my country. We both were angry.
4. A reaction I could have had: I could have focused on the fact that he was upset/scared because we almost had an accident, but that we fortunately did not, smiled, apologized, and we both could have left happier.

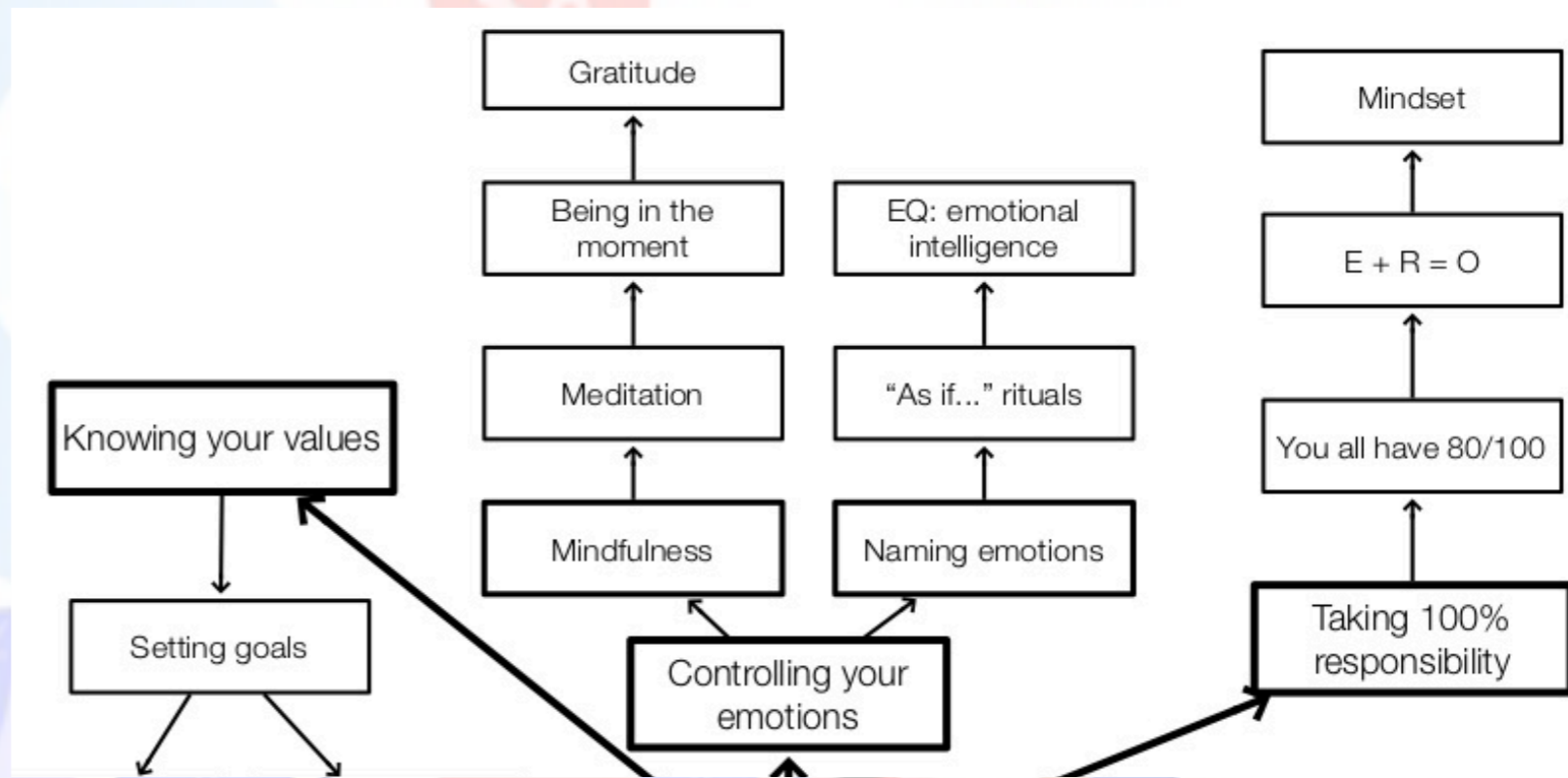
# Event + Response = Outcome

A background illustration featuring several stylized human figures in shades of blue and red. Some figures are holding glowing lightbulbs, while others are holding large gears. The scene is set against a light blue background with soft, abstract shapes, suggesting a collaborative and creative environment.

In a few minutes, be prepared to:

- Step 1. Describe an event (E) you responded (R) to in a way that was less than ideal.
- Step 2. Describe your response (R) to the event (E).
- Step 3. Describe the outcome (O).
- Step 4. What responses could have led to a better outcome?

# Activities

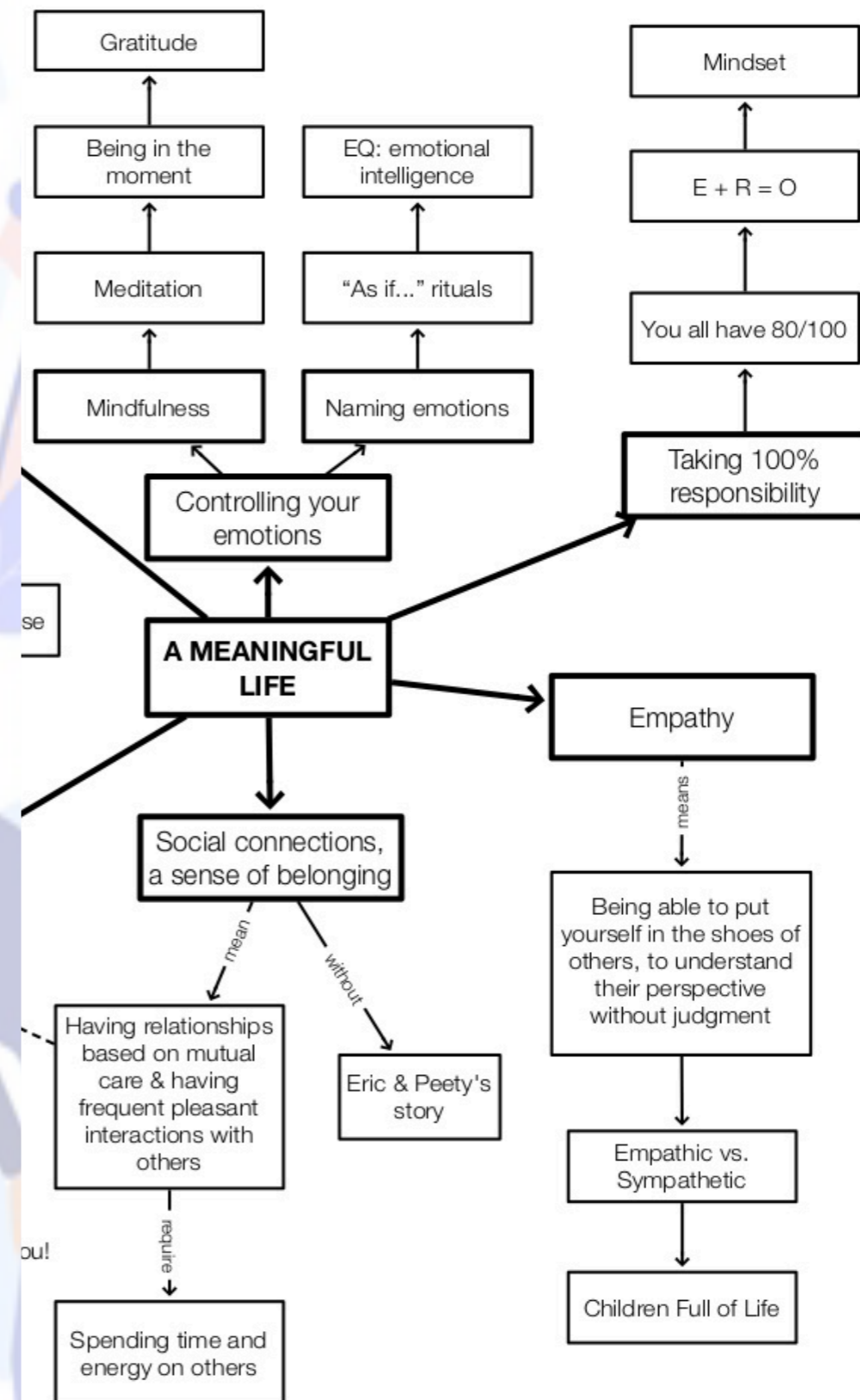


- Meditation
- Why?
- Andy Puddicombe says it very well in his TED Talk: *All It Takes is 10 Mindful Minutes*
- “... we rely on our mind so much, yet we don't take care of it.”



# Activities

- Empathy vs. sympathy
- Brené Brown, “On Empathy”, The RSA, Dec. 10, 2013, from *The Power of Vulnerability* talk
- <https://www.youtube.com/watch?v=1Evwgu369Jw>



# Brené Brown, “On Empathy” The RSA, Dec. 10, 2013



# Empathic listener

Listens by:

- Taking perspective
- Staying out of judgment
- Recognizing emotions
- Communicating about recognized emotions

Only then could advise or cheer if the person asks for it

# Sympathetic listener

Only listens to be able to....

... cheer, “silverline”, and advise

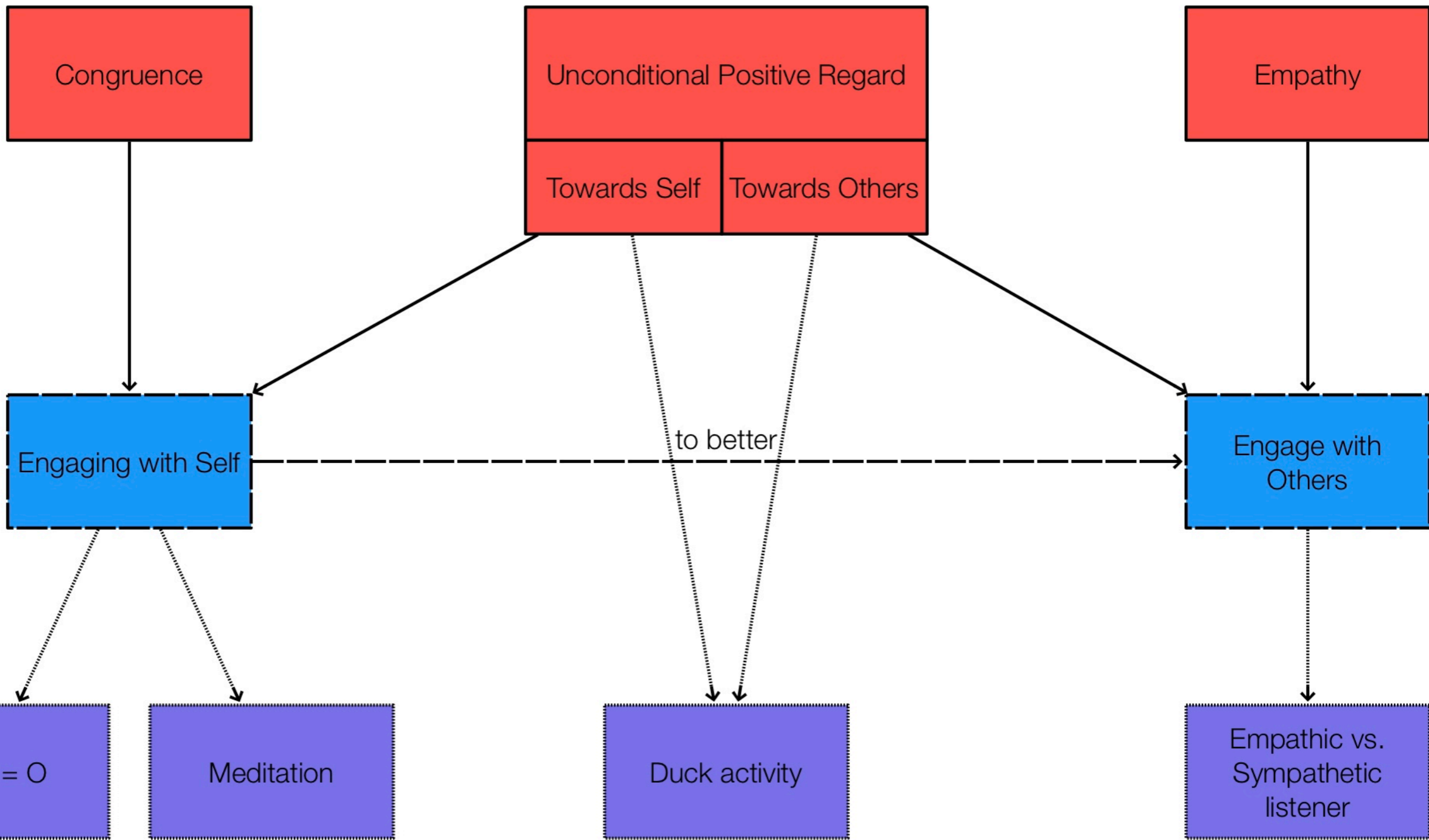
The background features a stylized illustration of three people holding up glowing lightbulbs. The scene is filled with various symbols of industry and innovation, including several interlocking gears in shades of blue and red, and large, stylized leaves in blue and purple. The overall aesthetic is clean and modern, with a focus on collaboration and creative thinking.

# Being empathic

- Partners A are going to share something that has been bothering them
- Partners B are going to do their best to be empathic listeners
- A few minutes for partners A to think
- Let's engage!



# Summary



# Conclusion

For students to be more engaged with themselves and others, think Person-Centered Approach (**PCA**)

\*\*\*\*

Looking for your **input** to cater to a wider audience of students: very self-conscious in terms of culture, but would benefit from having materials to which students from other races, sexual identities, religions, ... can connect

\*\*\*

Thank you for your present and hopefully future engagement

# Contact Information

**Website:** in remodeling process with new content

<https://learningpotentials.weebly.com/building-resilient-working-communities.html>



## Emails

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