

Journaling Prompts - Part A: Linguaging and the body

“Something you feel will find its own form.” — Jack Kerouac

Can you remember any times from your own life when something you felt found its own form? In general, does this quote seem true to your experience, why or why not?

How skillful are you at allowing your “gut,” “heart” and the rest of your body to provide meaningful information about how to navigate in the moment and through your life in general? How important is it to you to attune to the information available to you in your body beyond your conscious thoughts?

Exercise your imagination and picture how your life would be different if you devoted more of your attention to your gut and heart level feelings. And how about if you devoted less attention to them?

For you personally, what is the relationship between the feelings in your body (i.e. emotions) and your intention?

Journaling Prompts - Part B: Doing “The Coco”

Co-creation

Can you describe three situations where you participated in situations that would not have emerged if it weren’t for the interplay between you and another person or other people? Does co-construction seem like an appropriate way to account for any aspects of the dynamism of experience (either within language-based communication or more generally in life)? Why or why not?

In what contexts or venues can you most clearly see agency and active co-construction at play? Co-construction fronts the agentive, empowered, co-activity of participants. How agentive do you feel when interacting with others (do you most often see yourself in a power-up, power-down, or neutral position)?

Co-regulation

Co-regulation highlights the constraining and contingent nature of experience—think of a hinge with mating halves and the pin that holds them together. The mutual constraint creates the desired function.

Describe how the roles people play at work (administrators, faculty, support staff, students) are mutually dependent? In other words, how do teachers, students, administrators, etc. necessarily relate to one another?

Can you describe how your students’ ability (or lack thereof) to manage their behavior influences you?

How does your ability and approach to managing your classroom influence your students?

How does your ability (or lack thereof) to maintain your equilibrium in the thick of stress affect your colleagues and students?

What practices do you employ to bring your best to your career and relationships?

By Christopher Daradics



What is the best teaching advice you've ever received, who gave it to you, and can you describe how this sharing was an example of co-regulation?

What is the most painful and impactful lesson you've learned about teaching from your students, and can you describe how this is an example of co-regulation?

After reviewing what you've written so far, list three ways you can commit to bringing more intention to your life and work. Additionally, list three ways you can commit to supporting others in cultivating and maintaining their own intention.



Created by the Center for Applied Second Language Studies, University of Oregon

