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Taking Care of Ourselves to the Care of the Other and the Care of the World

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Educational relationship Relationship

- Latin etymology □ *re-ligo* (to tie together) *and re-fero* (to bring, but also to make sense)
- The relationship is bearing axis of philosophical thinking of Twentieth Century: the human being isn't anymore an individual but is a subject which is endowed with sense in the relationship with the Other
- **Martin Buber claims that the human being needs to establish a contact the You: it necessary a mutual exchange which shapes the two subjects..**
- The relationship shapes those who are connected inside them and it is a vehicle of education, learning and Bildung





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Educational relationship Two questions:

- 1) Is it possible educating without a relationship?
- 2) Is every relationship able to educate?





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Relationship

1) Education **has always a relational and communicative nature**, because it is precisely in the exchange that happens the passage of knowledge and educational meaning

2) **Every relationship treats and surrenders education.**

Communication is at the base of the relationship: the relationship is the bond of sense between two subjects, what is the **communication**?





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Communication is a *conditio sine qua non* of human life and of social order

Communication is not a unidirectional process, but it provides interaction:

interaction is a sequence of moves (like in the game of chess) which are regulated by rules
It is necessary to include the context in the study of communication.

Educational communication





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Educational communication (Mariani, 2012)

Dialogue: it means to take care of a communicative relationship and make it really authentic, transparent and open to each other:
it necessary to focus on interlocutor, listening and question yourself.

Listening: there can be no dialogue without listening. It creates, supports and regulates the dialogue: it means to give importance to the other and to promote an active and introspective listening, able also to reflect on emotions.

Support: it is a device useful to accompany the subject in the educational process, encouraging and enhancing him (emotionally, socially, cognitively)

Empathy: capacity of understanding the other putting yourself in other shoes: it essential for taking care of ourselves and for taking care of the other.



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Meta-communication is a “side step”, a “look from afar” compared to the situation in which we are immersed: deconstruction and self analysis.





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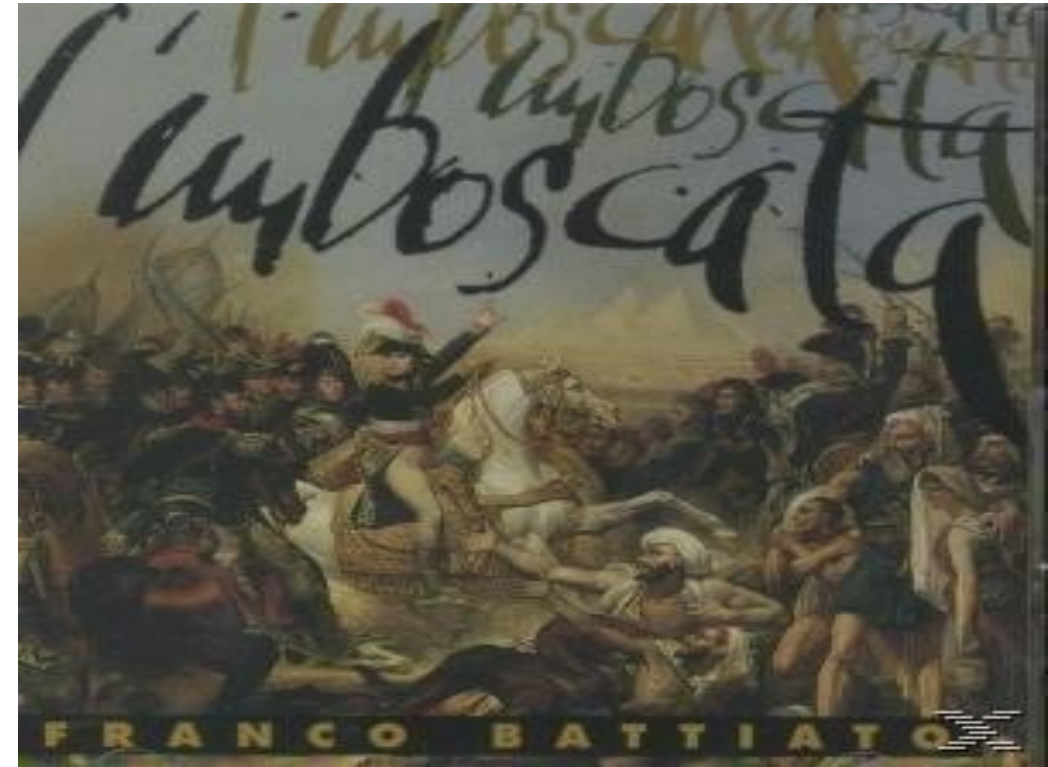
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From relationship to care

F. Battiato, *La cura* – 1996 *L'imboscata* “[...] because you are a special being...”

<https://www.youtube.com/watch?v=fiPbrZwXfbU>

It is not a love song: it is dedicated to his soul





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The **care** is a relevant and strategic category in pedagogy: it is a pedagogical “**first**”, because it is an **assumption** and a **precondition** of every theoretical and every practical educational action.

Taking care of ourselves Taking care of the other Taking care of the world





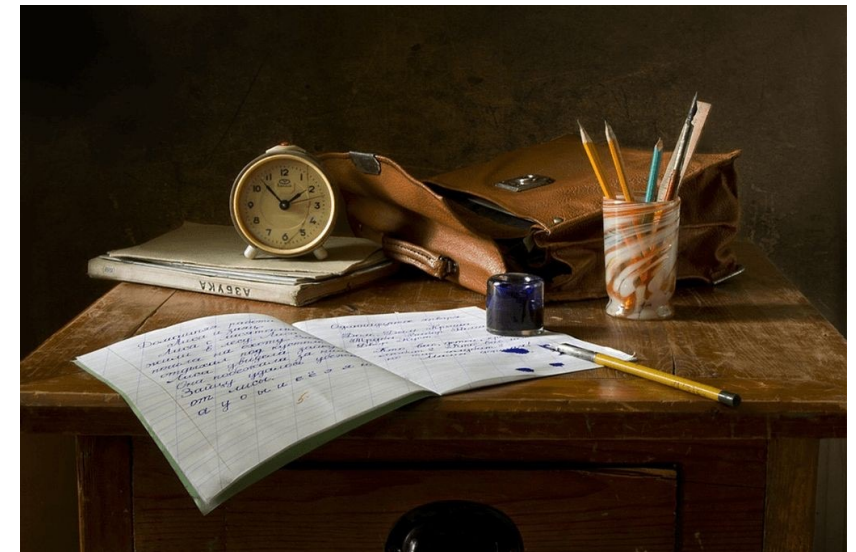
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Taking care of ourselves: the human beings are **gardeners** (non only “marauders or “barbars”, like Nietzsche says) of themselves. If we take care of ourselves and if we try to understand our individuality, then we can **recognise the Other**.

How can we take care of ourselves? Autobiography, reading, writing, traveling, spiritual exercises...





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Taking care of the other: it is necessary to overcome the egocentric and objectivistic models of subjectivity: we should donate ourselves to the other, like a “face”, recognizing the other like absolutely other, respecting their **vulnerability**. □ ethic of responsibility





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Taking care of the world: it is necessary to take care of the place in which we live, of our actions, of our way of having experiences □ it means acting in a responsible and conscious way.

The goal should be **cultivating humanity** (Nussbaum) and understand that the human development precedes the economical development.

Agenda 2030: ecology, differences, sustainability, ecc.





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Knowing ourselves to take care of ourselves

Apology of Socrates (Plato): the educator should urge the pupils to take care of themselves □
searching an orientation useful to give sense to their time.,

Alcibiade: taking care implies “knowing yourself” (*nosce te ipsum*) of the Delfi’s Oracle.

If we take care of our existence, we could learn the techniques which allows us to form our “being-there” and which allows us to self-educate.





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Knowing ourselves is a prerequisite for taking care of ourselves.

Not only to know ourselves, but also **thinking ourselves** (Hannah Arendt): thinking ourselves is a **mental activity** which reflects on our experience.

Taking care of ourselves is a **practice of spirituality**, which needs techniques of transformation of ourselves □ Michel Foucault claims that some strategies could be useful: techniques of meditation, reflective analysis of our experience, examination of conscience, spiritual exercises

Thinking reflexively could turn on a light in ourselves, which is able to illuminate our life.





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Activity 2

A “text” for “taking care of ourselves”. Each teacher should indicate on this forum a “text” (intended as a poetry, a song, a painting, a clip of a film), inserting the whole segment or the relative link, which concerns taking care of ourselves and explaining the reason for their choice.



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Watching at least one of those videos

each teacher should write the reasons why they chose this video and write how it relates to their teacher experience (maximum 3000 characters, including spaces).

Guy Winch, *Why we all need to practice emotional aid*

https://www.ted.com/talks/guy_winch_why_we_all_need_to_practice_emotional_first_aid?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Brené Brown, *The power of vulnerability*

https://www.ted.com/talks/brene_brown_the_power_of_vulnerability?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Martha Nussbaum, *The fragility of Goodness* <https://www.youtube.com/watch?v=tWfK1E4L--c>

Martha Nussbaum, *Examined Life* <https://www.youtube.com/watch?v=cbcGbflpFzI>

Martha Nussbaum, *Creating capabilities* <https://www.youtube.com/watch?v=AoD-cjduM40>



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Activity 3

Wikireferences. Each teacher should indicate a book or an article which could be useful as a reference of this module. The reference should not have been chosen by another teacher before.