Unit 2

Book Chapter 2: Vulnerability: The Emotion I Discovered. Use this unit’s seven stages and U02.X1–X5 integration extension. See the synchronized resource matrix for related figures and card practice.

Naming Present Vulnerability

Chapter connection: Vulnerability: The Emotion I Discovered

1 Understand

Vulnerability names a present felt experience of exposure or susceptibility within this framework. You can describe it using your own words without proving why it occurred. Feeling exposed and facing an actual danger are different questions. The feeling deserves acknowledgment; the event still needs investigation. A proportionate response considers evidence, personal boundaries, others' rights, and the responsibility of the role.

Learning outcomes After this unit, I can:

1. Describe vulnerability without assigning intention.

2. Distinguish felt exposure from evidence of danger.

3. Demonstrate a proportionate clarification and identify needed assistance.

Essential language Vulnerability: a personally reported experience of exposure. Inference: a conclusion that goes beyond direct observation. Proportionate response: action suited to the actual concern and responsibility.

2 Investigate

A teacher hears a student say, ‘I do not understand why we have to do this.’ Several classmates look up. The teacher feels exposed and wants to insist that the student stop questioning the lesson. No threat or immediate safety event is described.

Use the fictional case or a bounded present example. Optional personal reflection may remain private. Use Form A for additional response space.

U02.2a Name the teacher's reported experience in plain language. What might feel at stake, and what remains unknown?

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U02.2b Which words are observable? Which account of the student's purpose would be an inference?

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U02.2c What would distinguish a learning question from a safety concern? Identify information you would need without inventing a reporting threshold.

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U02.1 evidence Explain one essential term in your own words during discussion, in a written note, or through an agreed accessible response. A personal disclosure is not required.

Unit 2 expectations and action

3 Examine expectations

The teacher may expect an explanation to be accepted immediately. Classify this expectation and distinguish it from the student's learning question.

U02.3a State the expectation and classify it as a wish, prediction, shared commitment, or verified requirement. What evidence supports that classification?

U02.3b Separate what I hope others will do from my own responsibility. What could repeating this expectation and response teach? Use Form B for a fuller review.

4 Apply the Reset

Use the unchanged five steps in this case. Immediate duties govern. These applications do not add steps or prescribe a completion time.

U02.4a Recognize Name the experience and distinguish it from external facts.

U02.4b Reorient Identify the present purpose, responsibility, and what cannot wait.

U02.4c Regulate Select appropriate support, an accessible aid, or a manageable next action.

U02.4d Reframe Write an accurate interpretation and identify uncertainty.

U02.4e Repeat State the response to enact or practice and what would require correction.

5 Choose and communicate

U02.5a Prepare an instructional clarification that does not ask the student to reassure the teacher.

U02.5b Pair one instructional question with listening and the next appropriate action. Identify what new information would change the response route. Identify the applicable standard, source, aid, or assistance; mark missing details for verification. Use Forms C and D.

Unit 2 practice and participation

6 Practice and review

Changed condition The student explains that the assignment directions use an unfamiliar term.

U02.6a Demonstrate a brief clarification and listen to the answer. Explain what changes if new facts create an actual safety concern; use the applicable official procedure rather than extending the exercise. Record what you actually said and did in the demonstration, not only what you intended.

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U02.6b Record the expectation of reassurance, if any, the actual response, and one action to retain or revise. Feeling uncomfortable is not itself a failed practice. State the feedback, correction, next attempt, and evidence to review. Use Forms E and F.

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Repetition check Repeated practice is examined for accuracy, context fit, support, and follow-through. Counted attempts, emotional relief, or another person’s compliance alone do not establish development.

7 Extend participation

U02.7a Imagine a friend questioning a plan. Describe your feeling separately from the friend's intention. Write a question that preserves the friend's right to disagree.

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U02.7b Compare private and professional or public participation: what commitment remains relevant, and what changes in authority, consent, boundaries, words, and process? Include one private action, one professional action, and an owner and review point for each. Use Form G.

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Review the seven stages Check that you can explain, investigate, examine expectations, apply the original Reset, choose words with action, revise practice, and examine a second context. Record an unresolved support need without converting it into a character judgment.