

## **Managing Post-Election Hot Moments in the Classroom: A 5-Step Guide**

Faculty have expressed concern about potential conflict arising from the results of the election taking place on November 5. This message provides guidance for managing hot moments that may arise about the election when people hold divergent views on the outcome, and when faculty themselves may have strong emotions about the results of the election.

We recommend that you take a few moments before the election to review the resources available on the Center for the Advancement of Teaching's [Election Resource Guide](#) and the [Dean of Students Post-Election Resources](#). Reflect also on your own feelings about the election and consider some possible strategies to manage the situation if something said in a hot moment triggers a strong emotional reaction from you. Your self-awareness matters for helping you to stay calm and collected in difficult situations.

If hot moments do occur, here are some evidence-based strategies to assist you in managing an emotionally-charged situation: **The Five Rs: *Remind, Reflect, Regroup, Recess, Refer***

### **Remind:**

Calmly acknowledge that tensions are high and remind the persons involved of the importance of civility on campus. Remind students of any discussion ground rules you have established in your class. If you have not yet set ground rules, take this opportunity to remind students of the importance of civil discussion and work with them to create a set of guidelines.

### **Reflect:**

To bring the temperature down, provide suggestions that change the energy of the situation. You could invite them to move around the room, stretch, take a walk, or otherwise engage in silent activity that calms them. Ask students to reflect on what has happened and how they are feeling by writing or sketching quietly.

**Regroup:** Bring the class back together, reminding them again of the guidelines for discussion. Ask questions that can allow students to clarify statements that may have been unclear or misunderstood. If appropriate, explore how the discussion connects to course topics, identifying issues that could benefit from further exploration. If a few students dominate the discussion, invite new voices into the conversation. Actively seek to identify connections among students' contributions wherever possible.

**Recess:** If emotions are running too high to engage in civil discussion or if you feel unable to manage the situation, tell students that you are putting the discussion aside until the next class or provide an alternative way for students to engage with the topic outside of class.

**Refer:** Check in with those who may have been most affected by the discussion and refer them to [resources](#) that can support their mental health and well-being. Speak also with students who had difficulty engaging civilly with others in class, helping them to process how to better engage in civil discussion.

- If you are concerned about the event triggering someone or would like to connect them with resources to assist in processing the event, please contact [Tuttleman Counseling](#).
- If the disruption may have violated any policies or procedures, please contact the [Dean of Students](#). If the situation warrants it, refer students to the [Office of Student Conduct and Community Standards](#).
- *If there is ever a time when you feel there is danger to you or others, call Temple Public Safety immediately at 1-1234.*

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Adapted from [Making the Most of Hot Moments in the Classroom](#) (University of Michigan CRLT) and [Difficult Dialogues](#) (Vanderbilt University Center for Teaching). See also [Navigating the Post-Election Period With Your Students](#) (University of Michigan)