APPENDIX A
WHO AM I?
Create 2 simple eco-maps of you
YOU ARE CIRCLE     ADD LINES FOR CONNECTIONS      SOLID     = STRONG
ADD OTHER CIRCLES FOR SYSTEMS
DASHED     = TENUOUS
HEAVY DASHED = STRESSFUL/DYSFUNCTIONAL
ARROWS FOR DIRECTION OF CONNECTION

MY HISTORY    AGE 16

1. Think about all systems in your adolescence and plot them out
2. Are you comfortable with what you see?
3. Are there influences from your adolescence that influence you now?
4. Compare it to the student samples Who do you resemble most?
5. Do you see mentors/tormentors, are they reflected in your current environment

MY PRESENT    NOW

1. Do the same for your present life
2. Are there surprises that you need to take time to digest?
3. Do influences of past & present environments impact your work?
4. Think about how this plays out in your work now?
5. Does this explain responses to current students?

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APPENDIX B

WHO AM I REFLECTION Reflect and Journal

ECO-MAP REFLECTION

Surprises from eco-maps

________________________________________________________________________________________

________________________________________________________________________________________

Student you most resemble, reflect on this

________________________________________________________________________________________

________________________________________________________________________________________

Response to students (comfort zone)

<table>
<thead>
<tr>
<th></th>
<th>Comfortable</th>
<th>so/so</th>
<th>uncomfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Achiever</td>
<td>1------------2----------------------3--------------------------4------------------5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average One</td>
<td>1------------2----------------------3--------------------------4------------------5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closed Student</td>
<td>1------------2----------------------3--------------------------4------------------5</td>
<td></td>
<td></td>
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</tbody>
</table>

Mentors from your past

________________________________________________________________________________________

________________________________________________________________________________________

How this plays out

________________________________________________________________________________________

________________________________________________________________________________________

Tormentors from your past

________________________________________________________________________________________

________________________________________________________________________________________

How this plays out

________________________________________________________________________________________

________________________________________________________________________________________

Strong influences from adolescence on your current environment (come to accept these)

________________________________________________________________________________________

________________________________________________________________________________________

Areas of self-protection resulting from past and/or present environments (come to accept these)

________________________________________________________________________________________

________________________________________________________________________________________
REFLECTION OF YOU AS YOU

What are your passions outside of education?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What are your strengths/talents/skills/gifts?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

REFLECTION OF YOU AS AN EDUCATOR

What brought you to education?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What excites you in education?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What do you want to share of this with your students?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

IDENTITY & INTEGRITY

Be who you are, accept who you are and share who you are. Working from this place of openness is where trust begins to occur.

Identity refers to the personal environment of the educator. It is the whole of the unique and different forces in the educator’s life. It is all of the systems and relationships of the individual’s environment.

WHO IS THE EDUCATOR YOU ARE?
WHO DO YOU BRING INTO YOUR WORK?

Passions outside of education
Excites you within education
Brought you to education
Influences from your past
Strengths/Talents/Skills
Areas of Self-Protection
Additional pieces of you

Integrity refers to becoming more real by acknowledging the whole of the self. It is the process of self-discovery including consideration of all of the influences involved in the personal environment and how those are acted on outwardly.

WHAT PIECES DO YOU CELEBRATE?

WHAT PIECES DO YOU HAVE AN AWARENESS OF AND ACCEPT?

REFLECTION
APPENDIX D
AUTHENTICITY AND CONGRUENCE

Students have radar for authenticity. Students watch to see if you are you say you are. This is where trust starts.

Authenticity is sharing oneself by relating in a sincere, honest, natural, genuine, open and at times quite spontaneous manner. Relating to another authentically is doing so in a natural, non-contrived manner. The educator’s words and actions are in tune with his/her feelings and identity. Congruence is bringing a consistent realness and honest openness of self to the classroom. Congruence is the matching of behavior and content of communication so that the authentic self is represented.

Consider your identity. Now begins the work of sharing your identity in an authentic and congruent way. There are countless strategies to share you with students. The five strategies listed are based on research and observation of master teachers at work.

PASSION: SHARING ENERGY WITH STUDENTS
• “This is important to me and I am sharing it with you, therefore you are important to me.”
• Connects your relevance to students
• An invitation to know you
• Authenticity & Congruence

CREATIVITY: SHARING PASSION & HUMANITY
• Share ideas and excitement in education
• Risk taking for the sake of learning
• Authenticity

LISTEN INTO VOICE: SHARING BELIEF IN STUDENT
• Matches words of caring & belief with action
• Honor students experience and knowledge
• The importance is in believing there are answers, not actually getting them
• Congruence

VULNERABILITY: SHARING HUMANITY
• Opening yourself up to students
• Authenticity

STORY: SHARING HUMANITY, PASSION & CREATIVITY
• Invites students into your world
• Allows students to see you in a different way
• Share your beliefs, hopes and “fears”
• Connecting emotions with students
• Authenticity & Congruence
**PASSION** Sharing energy with students
An invitation to know you
Authenticity & Congruence

Fill in the blanks
Reflect on Appendix C Identity & Integrity

I am passionate about:

________________________________ _____________________________

*Example*   Travel   Rocks

For the following reasons:

________________________________ _____________________________

________________________________ _____________________________

________________________________ _____________________________

*Example*   see wildlife   uniqueness
learn cultures   great to play with

**CREATIVITY** Sharing passion and humanity
Get excited!
This is the fun part!
Share ideas and excitement in education
Authenticity

Different ways I can share my passion with students:

________________________________ ______________________________

________________________________ ______________________________

________________________________ ______________________________

*Example*   photo albums in classroom   stories involving rocks
dish of rocks for students to play with

Ideas   **VISUALS ARE IMPORTANT – GAMES, SCRAPBOOK, PICTURE**
**LESSON TAUGHT THROUGH PASSION**
**LESSON INCLUSIVE OF PASSION**

**REFLECTION**

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

NOTE: Creatively sharing yourself and your passion does not need to be a constant creative act. Think about the photo albums or a dish of rocks.
LISTEN INTO VOICE  Sharing belief in students
Matches words of caring & belief with action
Believing there are answers, not actually getting them
Congruence

ACTIVITY
Find a topic/lesson/discussion once a week that you can ask a question for the purpose of:
the opportunity to listen, not to get answers.
affirming to students that you believe in them and value their input.

POSSIBLE QUESTIONS:

What are your thoughts about……?
What do you expect/want to learn in this unit?
What do you believe about…..?

When you are met with silence or “I don’t know” from some students, allow time for silence.

Select a student.
Offer a sincere comment, with eye contact to a student that needs to trust you.

“I believe you do have an idea.”
“Yes, you do know what you expect.”
“Your thoughts/ideas count.”

Other feedback you get is an added benefit and shows you to be listening and open to listening.
This will become a shorter activity as students know you to be genuinely interested in their input

ADDITIONAL REFLECTION
How do you ask questions?
Check your purpose and your style.
How does this reflect on your presentation of self?
Are your actions congruent with your words?
VULNERABILITY Sharing humanity
Sharing humanness not weaknesses, areas of self-protection or personal life
Sharing humanness is not the same as giving up power
Authenticity

ACTIVITY
Think of a time of ‘safe vulnerability’ in your past
EXAMPLES
- 1st Date Nerves
- Failing Your Driving Test
- Learning to Ride a Bike
- Sent to the Principal
- Sent out into the Hall
- Fear of the Dark
- Threw Up/Fainted at School

All show vulnerability as a young person.
What is the emotion/vulnerability in the situation you chose? _______________________________
Can students relate to this?
Does this show another side of you?

STORY
Purposeful use of sharing yourself
Invites students into your world
Allows students to see you in a different way
Share your beliefs, hopes and “fears”
Connecting emotionally with students
Authenticity & Congruence

ACTIVITY
Choose the story from your past
Put it together using the following structure

BEGINNING          SET THE STAGE
MIDDLE            BODY OF STORY (share the emotion)
END               MEANING & HUMANITY

Build characters, emotions, physicality and details.

STORY DEVELOPMENT  Example THE BEAR IN THE OUTHOUSE

Beginning – Set the stage  What is an outhouse? Can you tell me about an outhouse?
Establish Character  Me, little girl, chubby leg,
Set Emotion  Resistance to outhouse “it stinks!”
Show Physicality  “IT STINKS” plugging nose, crinkle face, talk nasal
Add Detail  At the lake, hot summer morning, outhouse waaayyy across yard in the lilacs
YOUR STORY BEGINNING

Characters

Emotion

Physicality

Detail

Middle – The body

Characters

Emotion

Physicality

Detail

YOUR STORY MIDDLE

Characters

Emotion

Physicality

Detail

End – Meaning & Humanity

Character

Emotion

Physicality

Humanness

YOUR STORY END

Characters

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Emotion

Detail

REFLECTION ON HUMANNESS – what did you share of yourself?

• Share your story with another person – ask for constructive feedback
• Listen to another’s story – offer constructive feedback
• Practice 2 more times
  ▪ Let it become natural
  ▪ Add in what fits
  ▪ Relax & enjoy

• Be open to stories, they will come
• Look for opportunities to use them
• Practice & Practice
• HAVE FUN & BE YOU