

APPENDIX A WHO AM I?

Create 2 simple eco-maps of you

YOU ARE CIRCLE

ADD OTHER CIRCLES FOR SYSTEMS

ADD LINES FOR CONNECTIONS

SOLID = STRONG

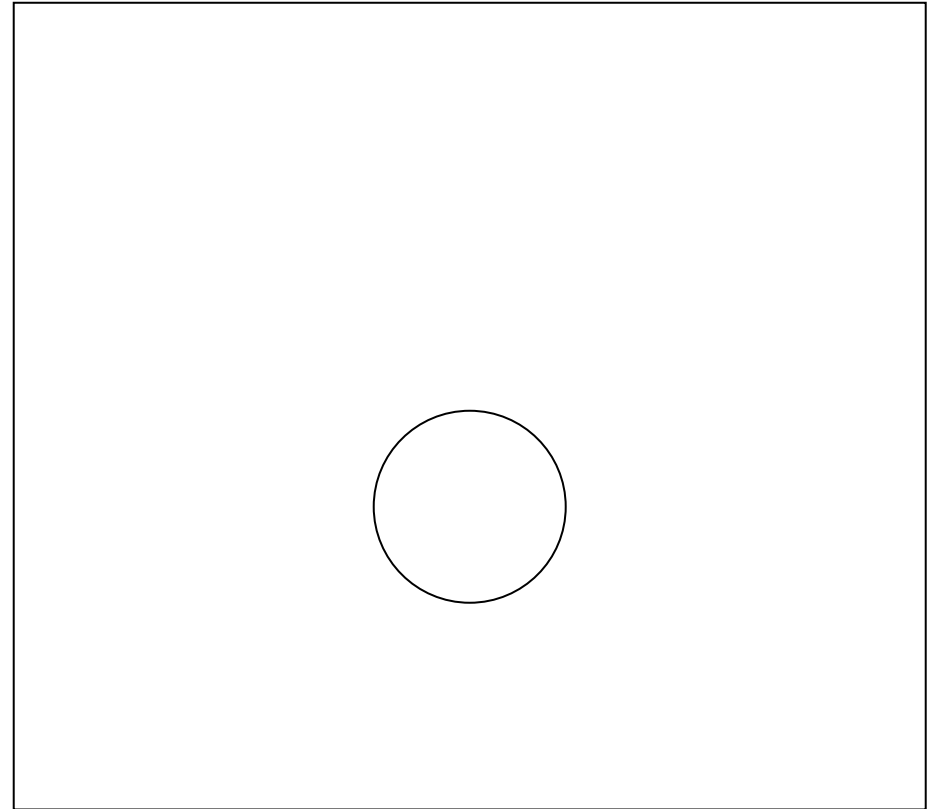
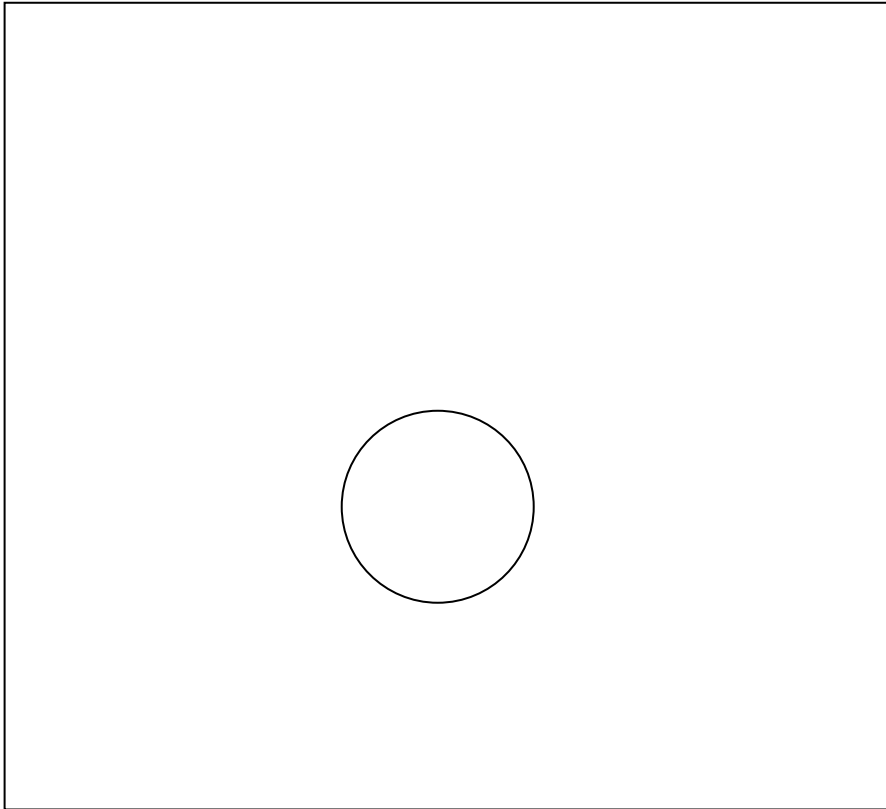
DASHED = TENUOUS

HEAVY DASHED = STRESSFUL/DYSFUNCTIONAL

ARROWS FOR DIRECTION OF CONNECTION

MY HISTORY AGE 16

MY PRESENT NOW



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

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?

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)

	Comfortable	so/so	uncomfortable
High Achiever	1-----2-----	3-----4-----	5
Average One	1-----2-----	3-----4-----	5
Closed Student	1-----2-----	3-----4-----	5

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?

APPENDIX C

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:

_____	_____
<i>Example Travel</i>	<i>Rocks</i>

For the following reasons:

_____	_____
_____	_____
_____	_____
<i>Example see wildlife learn cultures</i>	<i>uniqueness great to play with</i>

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:

_____	_____
_____	_____
_____	_____
<i>Example photo albums in classroom</i>	<i>stories involving rocks dish of rocks for students to play with</i>

*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	<i>Walk to the outhouse</i>
Characters	<i>Me, dance of a child who waited too long to go to the outhouse</i>
	<i>Bear</i>
Emotion	<i>Fear: me “There’s a bear, there’s a bear”</i>
Physicality	<i>The bear; growl and look (fear of a dancing shrieking child)</i>
	<i>The “dance”, facial expression & hands regarding bear</i>
Detail	<i>At the outhouse, lonnnng way back to the cabin, start running and running</i>

YOUR STORY MIDDLE

Characters _____

Emotion _____

Physicality _____

Detail _____

End – Meaning & Humanity	<i>Safe at the cabin, not needing to go to the bathroom anymore</i>
Character	<i>Me, wet</i>
Emotion	<i>Relief</i>
Physicality	<i>Facial expression with “I didn’t need to go to the bathroom anymore”</i>
Humanness	<i>I was a child, who waited too long, did the dance, and wet my pants when I was scared</i>

YOUR STORY END

Characters _____

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