

FOR REAL



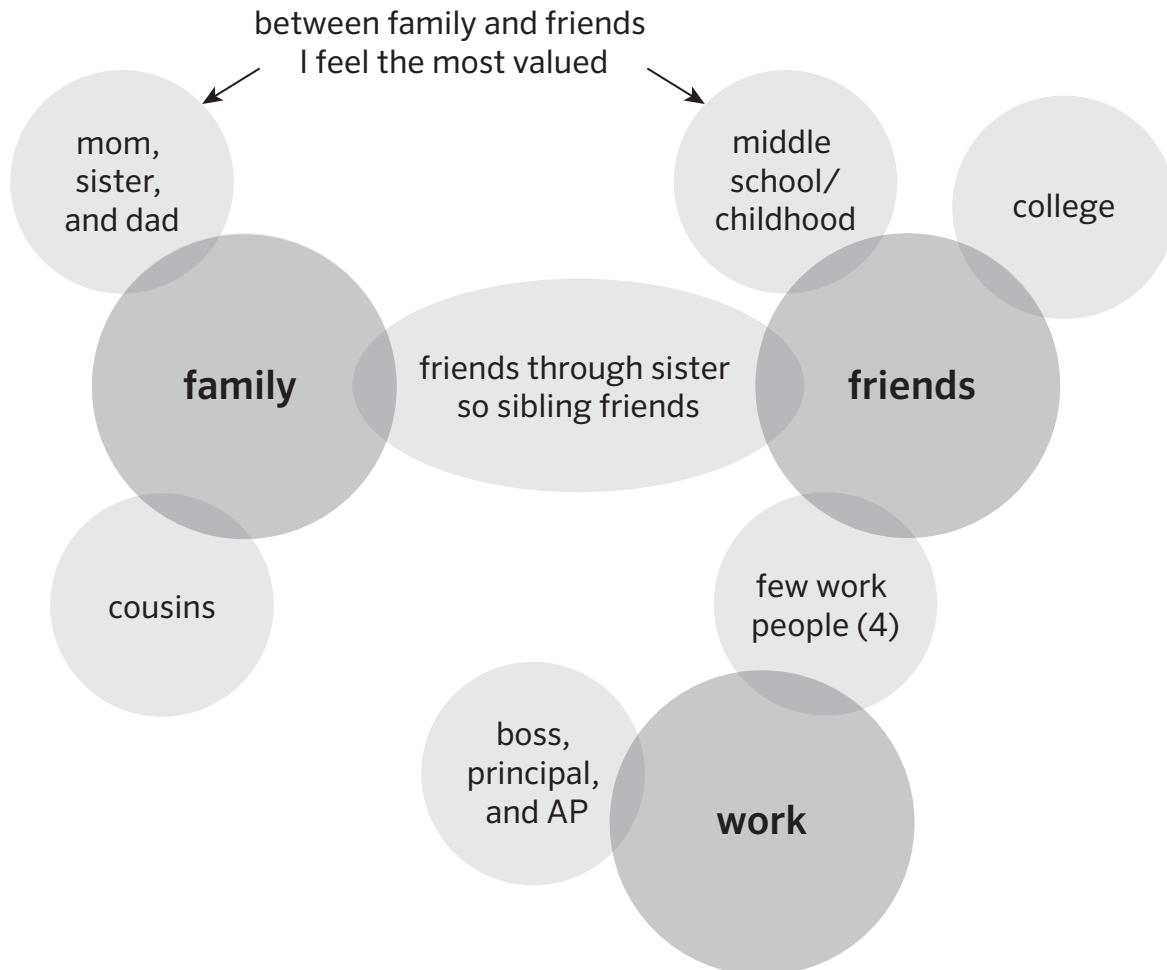
Helping Children Remain Their
Authentic Selves in a Limiting World

ALEXANDER KOPELMAN

Going Places that I never dreamed of
Seeing people that I have never seen of
feeling fears that are always felt
dealing with all the problems that are dealt
When I'm meeting people I try to be nice
but my conscience is caving in on me
like a human on thin ice
try to find who I am but I'm not quite there yet
am I a rocket scientist or in crippling debt
My sanity is shredding, somebody hear my plea
Please, somebody help me
Oh Jesus, that was the dark side of my mind
trying to stop my work, my grind
Some people expect me to be the next Einstein or
Mozart
all this pressure is poking my mind like a dart
My mind is a game and people try to play it
The skies can be a grey or a good golden
It's nice to reveal these feelings I'm
hold'n

Chapter 1: graphic 1

Self-portrait as a spoken-word poem created by eighth-grade student



Chapter 3: graphic 1

*Community map created by a participant
in an "Authenticity in the Classroom" workshop*

Hear	
Say	
Feel	
Do	
See	
Learn	

Interlude: table 1

*Empathy Map For You: In order to be more authentic with the children in your life,
what do you need to hear, say, feel, do, see, and learn?*

Hear	In order to be authentic with my students, I would want to hear what is important to them. I would like to hear how and why they are feeling a certain way. I would like to hear them talk to me about who they are. The end goal would be to listen to whatever they needed to speak about and be someone they can rely on if they ever needed advice.
Say	In order to be authentic with my students, I would like to say what is really important. I would try to discuss the most important aspects in life and not to stress things that are not a serious issue. I would say that life is too short and we all need to be better people in order to make it better. By saying this to my students, I can help them grow into good people who understand morals and respect.
Feel	In order to be authentic with my students, I would feel open—open to discuss anything they may seek council on. I would feel that they may need to discuss something major and that I need to put the students’ best interests first. I feel that if you are open and honest, you can give real and authentic advice to someone seeking it.
Do	In order to be authentic with my students, I would do whatever is necessary. It is always the student first and foremost. Give the advice and do what you think is best for that individual above all else. I need to do a good job at listening to what I’m being approached about. There are many things I can do to be authentic. These words on the assignment are a good start.
See	In order to be authentic with my students, I would see things from their perspective. If they are looking for some type of guidance, I need to be able to see where they are coming from. It is important to see what is right and wrong in the matter. This will ensure that I am being real with what is in the best interest of the student.
Learn	In order to be authentic with my students, I would learn more about the student. I would learn about them in a different aspect and relate to them on their level. I need to be interested in learning who the student is and their habits, on a personal and professional level. This can help build relationships and ultimately be true to what matters.

Interlude: table 2

Example of an empathy map created by a middle school teacher in response to the question “In order to be more authentic with your students, what do you need to hear, say, feel, do, see, and learn?”

Specific: What do you want to accomplish?

Measurable: How can you measure progress and know if you've successfully met your goal?

Achievable: Can you accomplish this goal? Do you have the resources, support, and time to do so? Does your ability to accomplish the goal depend on the actions of other people?

Relevant: How is this goal helping you achieve the larger objective?

Timebound: When is the deadline for achieving this goal? Is it realistic?

Interlude: table 3

*SMART Goal for Your Authenticity Work:
What larger objective is this goal helping you achieve?*

Hear	
Say	
Feel	
Do	
See	
Learn	

Interlude: table 4

Empathy Map For Your Kids: What do children need to hear, say, feel, do, see, and learn in order to explore and develop their authentic selves?

Hear	Everyone's voices, interesting chatter, or sometimes silence when we're listening carefully
Say	Words of affirmation, encouragement, their own stories and experiences
Feel	Safe, validated, understood, seen, motivated, encouraged, empowered
Do	Brave things, science experiments, creative things; take risks, listen carefully
See	Different perspectives, beautiful souls, different experiences, colors, and shapes
Learn	From each other, from me the teacher, from the environment

Interlude: table 5

Example of an empathy map a high school science teacher created for her students in response to the question, "What do you want people in your learning community to hear, say, feel, do, see, and learn?"

Hear	
Say	
Feel	
Do	
See	
Learn	

A Good Goodbye: table 1

Empathy Map: In order to feel loved and valuable, what does [name of child you are thinking of] need to hear, say, feel, do, see, and learn?