INFUSING THE SEM:
HEAD, HEART, GUT WORK/EXPLORATORY/FUN SESSION
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WE TEACH WHO WE ARE
~ WAICUNAS, REYES-QUINTELA
(SEE STRAND #7 – WHEN I DO NOT KNOW MYSELF)

- When I do not know myself, I cannot know who my students are.

- When I do not know myself, I cannot know my subject... I will know it only abstractly, from a distance, a congeries of concepts as far removed from the world as I am from personal truth.

- Three important paths must be taken – intellectual, emotional, and spiritual – and none can be ignored.... Reduce teaching to intellect and it becomes a cold abstraction; Reduce it to emotions and it becomes narcissistic; Reduce it to the spiritual and it loses its anchor to the world.
Good teachers join self, subject, and students in the fabric of life because they teach from an integral and undivided self; they manifest in their own lives, and evoke in their students “a capacity for connectedness.” They are able to weave a complex web of connections between themselves, their subjects, and their students, so that students can learn to weave a world for themselves. The methods used by these weavers vary widely; lectures, Socratic dialogues, laboratory experiments, collaborative problem-solving, creative chaos.

The teacher within is not the voice of conscience but of identity and integrity. It speaks not of what ought to be, but of what is real for us, of what is true. It says things like, “This is what fits you, and this is what doesn’t.” This is who you are and this is who you are not.” This is what gives you life and this is what kills your spirit – or makes you wish you were dead.”
YOUR PURPOSE

- https://www.youtube.com/watch?v=YEtYPOJ5Zzc
SETTING AN INTENTION IS LIKE DRAWING AN ARROW FROM THE QUIVER OF YOUR HEART.

BRUCE BLACK

INTENTIONS LEAD TO CONSCIOUS CHOICES WHICH LEAD TO CONSCIOUS OUTCOMES
INTEGRITY

Alignment of belief, thought, word and action

Belief: thought supported by emotion that fuels action
INNER AUTHORITY

A person’s inner authority is the essence that supports them in making conscious choices, remaining committed to those choices and the ability to follow through on those choices with action.

Some Characteristics: Ability to hear and follow inner guidance; Reflects and impacts the state or condition of the internal landscape; Supports one in hearing and deciphering the needs and opinions of others; A function of self-value and self-worth; The foundation of self-confidence
“TODAY YOU ARE YOU, THAT IS TRUER THAN TRUE. THERE IS NO ONE ALIVE WHO IS YOUPER THAN YOU.”

— DR. SEUSS

What is differentiation?
CREATION TIME

How might this look at your school and in your life? Take some time to brainstorm ideas about how what you’ve learned during the morning strand can be used to infuse the SEM in your classroom and school. Consider the following:

• How do you want to provide a nurturing and creative classroom environment that promotes risk-taking?
• How can you meet the social emotional needs of your students through infusing SEM?
• How can you support your students in finding their passions?