

BOOK STUDY GUIDE



The following questions are meant to offer you suggestions for how to reflect on the learning from each chapter. I suggest you alternate between independent time to reflect on your own and time with your colleagues to reflect together. You may want to view the videos that go along with each chapter with your colleagues before you begin your discussions. Following each set of reflection questions is an extra challenge. The challenges are meant for you to take some immediate action. Have fun with them, and playfully lean into whatever comes. They are called challenges because they may push your edges a bit. That is likely where the most impactful learning will happen. Don't feel the need to do all of this or to do this in the order presented here. Make it your own. Choose the questions and challenges that speak loudest to you. Add in your own, and change the sequence to match your most pressing goals.

CHAPTER 1

- What would the people across my entire life say is my most unique strength?
- Apart from what others might say, what do I consider my most unique talent or strength?
- How does my authentic self show up in the classroom?
- **Challenge:** Ask your students to name and list your unique strengths as a teacher. Then ask your colleagues and mentors to do the same. Take ownership of the list.

CHAPTER 2

- What are my core beliefs about teaching?
- What are my core beliefs about learning?
- Is there a person who I attribute my core beliefs to—a parent or a mentor, or a body of work or research?
- What or who nourishes my beliefs?
- **Challenge:** Make your own Golden Circle, and list your why, how, and what. Then share it with your colleagues, and ask for feedback on how much this seems true to them as your learning partners.

CHAPTER 3

- How do my current teaching practices align with my core beliefs?
- What is one topic I want to practice deliberately? How might I make my students aware of it so they can be part of the practice?
- When in my life did I feel personally powerful? What were the conditions? Was I alone or with others?
- How do colleagues enhance my moments of personal power? What do they do or say?
- How might I act to bring about more frequent powerful moments as a teacher?
- How might I create the conditions for students to have these same moments of feeling powerful?
- **Challenge:** Create a priming routine, and practice it for at least two weeks straight daily. Record how it went each day. Then examine its impact on your sense of personal power.

CHAPTER 4

- What is working well in terms of my relationships at school? With colleagues? With students?
- What do I consider a core strength when it comes to developing positive communication?

- What is a possible aspect of relationship-building I want to get better at?
- Who do I feel most in conflict with at school, and how can I apply the strategies in this chapter to bring about a more constructive relationship?
- **Challenge:** Initiate and create a celebration of some kind with your students and/or colleagues. Notice how the relationship feels before and after.

CHAPTER 5

- What helps me to succeed in meeting goals?
- Is there someone at school who I know would be a motivating person for my professional growth?
- Is there a student I've taught that, for whatever reason, I feel I was less than effective with? How can I use that experience to set a professional learning goal?
- If I could take a yearlong sabbatical and could study anything, anywhere, what might that be? How might I connect this dream to professional growth plans this year?
- **Challenge:** Host a book club. Form a group, find a text, and facilitate some professional learning experiences with your colleagues.

CHAPTER 6

- How did I initially respond to reading the chapter on caring for myself? What might that mean?
- What is that recording that loops through my brain, getting in the way of my self-care? If I could put it in a single sentence, what would it be—and how can I turn this “I can't” mindset into “I can”?
- What boundaries do I want to create for myself? How will I do this?
- Which aspects of self-care did I most connect with, and how might I make it a reality for myself?
- How can I help my students take better care of themselves?
- **Challenge:** Enlist some colleagues in forming a Rule Number 6 Club so you help each other not to take yourself too seriously. Have fun creating some joyful experiences with one another such as watching comedy videos, practicing laughter yoga, or simply doing something fun together on a regular basis just because it brings you happiness.

CHAPTER 7

- What would my own Teach Like Yourself Manifesto say?
- What qualities do I think my students will remember most about me?
- How am I hiding a bit of my true teacher self? What would it look like to show up a bit more as myself?
- How can I choose to accept myself even more than I do right now?
- How do I describe myself as an educator?
- If I had to give a brand-new teacher a single sentence of advice, what would it be?
- **Challenge:** Make a one-minute video of yourself explaining what it means for you to teach like yourself. Tweet it with the hashtag #teachlikeyourself, post it on our group Facebook page (<https://www.facebook.com/groups/teachlikeyourself>), and then tag another teacher and enlist him or her to do the same.