

The SEE Learning
COMPANION

**SOCIAL,
EMOTIONAL
& ETHICAL
LEARNING**

Educating the Heart and Mind

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Center for
Contemplative Science and
Compassion-Based Ethics



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UNIVERSITY

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For more information, please visit compassion.emory.edu

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THE DALAI LAMA

FOREWORD

The time for social, emotional, and ethical learning has come.

In today's world, we are all interconnected. The challenges that face us, and that will face future generations, require cooperation across national, ethnic, and religious boundaries. We must see each other not as adversaries or competitors for limited resources, but as brothers and sisters living together on the only planet we call home. Therefore, we need a new, up to date way of thinking, one that acknowledges our interdependence and the necessity of resolving problems and instigating change through dialogue and collaboration. Our compassion cannot be limited only to those who look like us or who share our citizenship or religion; it must be extended to encompass everyone on the basis of our common humanity.

All religions advocate compassion, but to involve the whole of humanity we need an ethical approach with universal appeal: a secular ethics that nurtures such basic human values as empathy, tolerance, forgiveness and love. Recent research has shown that such values can be cultivated through learning and practice on the basis of common sense, experience and scientific findings. They can be integrated in heart and mind not through the enforcement of rules, but through the voluntary application of reason and investigation.

I am pleased that Emory University and its Center for Contemplative Science and Compassion-Based Ethics have adopted this approach in their Social, Emotional, and Ethical Learning (SEE Learning) program. Its focus is on educating the whole child. SEE Learning incorporates the most current educational practice and research, in order to be of the greatest benefit to schools, educators, and students. I deeply value the collaborative relationship with Emory University that began more than twenty years ago, based on our common appreciation for the value of educating the heart and mind.

The large number of advisors and collaborators involved, who include not only my dedicated friends at Emory University but also committed experts in different countries, demonstrate that ethical learning is a worldwide initiative.

From the beginning SEE Learning has been intended for international implementation and has evolved from the cooperation of people belonging to different cultures and nations, often speaking different languages.

The establishment of a worldwide initiative to educate the heart and mind has been a long-cherished dream. I would like to thank the many individuals and organizations that have supported this work in various ways. I encourage others involved in education to take up this program and explore its potential to help teachers and students. It is my hope that through our collective efforts we can make a meaningful contribution to the flourishing of humanity for many generations to come.

23 January 2019

FOREWORD

When I wrote *Emotional Intelligence* in the mid-90s the book made an argument for what could be called “emotional literacy,” educating children about their own emotions, how to handle them well, and how to empathize with others – and how to use that human skill set to have harmonious relationships and make sound social decisions.

Since those days this view has been spreading; now schools around the world reflect the understanding that a full education goes beyond the bare academics to educate students in these ways. That movement has been called “social/emotional learning,” or SEL. The best curricula are based on state-of-the-art scientific findings about emotions and the brain.

But important pieces of what students should master have been missing from such programs. Some of this became apparent to me when I worked with the Dalai Lama on the book *A Force for Good: The Dalai Lama’s Vision for Our World*. Educating the heart forms a key part of his vision for a better world; helping students gain an ethical compass based on compassion, and acting from that sense throughout their lives, is integral to our moving in a positive direction. As he puts it, the “people of the 20th century” have created the global problems—a growing gap between rich and poor, increasing “us-versus-them” battles, and the heating of our planet—that the “people of the 21st century” will have to solve.

Education is key. As the Dalai Lama has been saying for decades, we need to incorporate basic human values and a sense of universal responsibility into education. In short, the Dalai Lama sees teaching compassion as an essential. And so it makes great sense that he called for, and now enthusiastically supports, the SEE Learning curriculum developed at Emory University.

It’s no accident that SEE Learning was developed at Emory University. HH the Dalai Lama holds the position of Presidential Distinguished Professor there, the culmination of an academic relationship that began in 1998. SEE Learning embodies the key points the Dalai Lama has long advocated as part of every student’s education. His writings in books like *Beyond Religion*, *Ethics for a New Millennium*, and others have been key sources for the SEE Learning framework.

So, too, has the book I co-authored with Peter Senge, *The Triple Focus: A New Approach to Education*. We called for an education that inculcates compassion, as well as one that sharpens attention on the one hand, and opens students’ focus to understand the larger systems, from economics to earth science, that shape our lives.

SEE Learning has been brilliant in finding ways to integrate all these pedagogic innovations into the classroom. I’d call SEE Learning SEL 2.0, showing the way to the future direction for this critically important educational approach.

Daniel Goleman, PhD

Author of *Emotional Intelligence*

Co-founder of the Collaborative for Academic, Social, and Emotional Learning

Acknowledgments

Emory University's program in Social, Emotional, and Ethical Learning (SEE Learning) is the result of the efforts of a great number of individuals, many of whom offered their time, services, energy, and hard work without thought of compensation or even acknowledgment. As they number in the several hundreds, it would be very difficult, if not impossible, to list here the names of all the expert advisors, writers, researchers, teachers, counselors, administrators, staff and students who contributed meaningfully to the creation of the program and its materials. To each and every person who contributed in any way, the SEE Learning team at Emory University offers our sincere thanks and gratitude, and we hope that the program—now and as it continues to grow and develop—reflects your collective commitment, insights, hopes, and vision.

A number of individuals with enormous experience in education, developmental psychology and research have generously served as expert advisors in the development of the SEE Learning framework and curriculum. Among these we would like to especially thank Dr. Daniel Goleman, Dr. Mark Greenberg, Dr. Thupten Jinpa, Dr. Robert Roeser, Sophie Langri, and Tara Wilkie. We owe an immense debt of gratitude to our expert advisors Dr. Kimberly Schonert-Reichl, who has especially contributed to the curriculum development, the SEE Learning Companion, and the research and assessment arm of SEE Learning, and Linda Lantieri, who has carefully overseen the curriculum development, educator preparation, and many other aspects of the program. We express our sincere gratitude also to our expert advisor Elaine Miller-Karas and the Trauma Resource Institute, for advising and supporting the program and generously permitting the use of important materials on trauma and resiliency. These advisors have patiently and expertly guided and shaped SEE Learning over a number of years, for which we are deeply thankful.

The writing of the curriculum was a collective effort and reflects the work and expertise of dozens of teachers and curriculum writers. We especially thank curriculum writers and consultants Jennifer Knox, M. Jennifer Kitil, Molly Stewart Lawlor, Emily Austin Orr, Kelly Richards, Julie Sauve, Jenna Whitehead, and Jacqueline Maloney, who also contributed to the implementation section of the SEE Learning Companion. We are so grateful to those who were engaged in the book design and production process, including Brook Bolen, Ann McKay Bryson, and Estella Lum, as well as XD Agency for development of the online SEE Learning educator preparation platform.

We are immeasurably grateful to the schools and school administrators who partnered with us to pilot the SEE Learning program in classes, including the Paideia School, the Kindezi School, Woodward Academy, Atlanta Jewish Academy, and Excel Academy in Georgia, USA; the Peoria Illinois school district; Aspen Public Schools, Aspen Country Day School, and Aspen Chapel; the Tong-Len School in Dharamsala, India; and others. From among these and other schools, a highly experienced team of primary, secondary and post-secondary school educators have played important roles in creating ideas for curricular content, piloting SEE Learning in their classrooms, and providing crucial feedback. Among these are Nicolas Alarcon, Katherine Bandrowski, Martha Caldwell, Carri Carver, Penny Clements, José Cordero, Ryder Delaloye, Tyson Deal, Aiden Downey, Rosalynne E. Duff, Barbara Dunbar, Jonathan B. Grainger, Mary Hastings, Elizabeth Hearn, Tally Johnson, Ben Knabel, Megan Noonan, Connie Zimmerman Parish, Jonathan Petrash, Bonnie Sparling, Tricia Underwood, Annette Wawerna, Connie White, and Lindsay Wyczalkowski.

We thank our dozens of international partners and the members of the International SEE Learning Advisory Group, who worked and continue to work to ensure that SEE Learning can be of use around the world and in multiple languages, countries, and cultures. We are especially grateful to Veer Singh and the Vana Foundation in India; Geshe Lhakdor, Chairman of the Education Council and Director of the Library of Tibetan Works and Archives, Dharamsala, India; Mr. Tsewang Phuntso, Executive Director of Tibet House Brasil; TibetHaus Frankfurt, Dr. Corina Aguilar-Raab and Silvia Wiesmann-Fiscalini; Istituto Lama Tzong Khapa in Italy; and Mr. Richard Moore and Children in Crossfire in Northern Ireland.

SEE Learning is a project of Emory University's Center for Contemplative Science and Compassion-Based Ethics and each member of the Center's staff contributed to the development of this program, many in essential ways. The development of SEE Learning has been spearheaded and directed from the start by Dr. Lobsang Tenzin Negi, Executive Director of the Center. From the beginning, the program has also been shaped by the work of Dr. Brendan Ozawa-de Silva, Associate Director for SEE Learning, who with Dr. Negi has served as primary co-author of the framework and has overseen the writing of the curriculum and other aspects of the program. All members of the Center staff have contributed to the program, and we are grateful especially for the immense contributions of Carol Beck, Timothy Harrison, Geshe Dadul Namgyal, Tyralynn Frazier, Tsondue Samphel, Lindy Settevendemie, Tenzin Sonam, and Christa Tinari for their essential work in the development of SEE Learning. We are also thankful for the guidance and support of the Center's Advisory Board, representing schools across the university, and in particular its two co-chairs, Dr. Gary Hauk and Dr. Robert Paul. We are also very grateful to the wider Emory University community for its invaluable support, including the office of President Claire Sterk, Dean of Emory College Michael Elliott, and the many other departments and offices of the university that have contributed to the Center, its establishment, and its ongoing work.

Finally, we offer our deepest thanks to H. H. the Dalai Lama, without whom this project would not have been possible, for his inspiring vision and his constant support, including the support of the Office of the H. H. the Dalai Lama in Dharamsala, and the Offices of Tibet around the world. In many ways, SEE Learning is the culmination of a relationship between the Dalai Lama and Emory University that goes back over 20 years and that was founded on a vision of cross-cultural and interdisciplinary collaboration for the benefit of humanity. The Dalai Lama has strived tirelessly for the promotion of basic human values and what he calls "secular ethics" in all areas of society, especially in his vision for education as an "education of heart and mind." The SEE Learning program seeks to be an example of the potential of this far-sighted and universal approach. The Dalai Lama has also been crucial in personally helping to provide and secure the initial funding for the SEE Learning program, without which none of this work would have been possible. We are immensely grateful to the Gaden Phodrang Foundation of the Dalai Lama, the Yeshe Khorlo Foundation, and the Pierre and Pamela Omidyar Fund for their generous financial support. The funding provided by these three organizations allowed the establishment of the Center for Contemplative Science and Compassion-Based Ethics at Emory University and for the Center to confidently embark upon the development and global implementation of the SEE Learning program. We are also deeply appreciative of the generous assistance provided by the Walton Family Foundation and the Robins Foundation, as well as by Lexie and Robert Potamkin and Joni Winston. We are humbled by the commitment to the potential of SEE Learning as evidenced by all of these kind gifts, and hope that many future generations will benefit meaningfully as a result.

With gratitude,
The SEE Learning Team

1

Introduction

Social, Emotional, and Ethical (SEE) Learning is both an international program designed to foster social, emotional, and ethical learning in K-12 (kindergarten through high school) classrooms around the world and a framework that can be used for all levels of education, including higher education and professional learning. The SEE Learning program is based on the SEE Learning framework, which owes its existence to a number of pioneers, scientists, researchers, and educators who have creatively and thoughtfully explored education as a vehicle for maximizing the flourishing of present and future generations. The framework builds on work by the Social and Emotional Learning (SEL) community, in which cultivating positive emotional regulation, self-compassion, and interpersonal skills have been observed to improve both academic growth and individual well-being outcomes during critical stages of childhood development.

This chapter provides an overview of the SEE Learning framework and describes its overall structure. Subsequent chapters detail each component contained within the framework. These are followed by a section on implementation and a glossary of terms. The SEE Learning program contains not only the framework, but also a curriculum based on this framework, showing how its material and structure can be translated into a sequence of specific lessons (called learning experiences) that support students' growing understanding and skills. The program also contains resources for educator preparation and training, implementation, and assessment. The curriculum is available in different versions tailored to specific age ranges, as a separate volume, as are the other resources for implementing the SEE Learning program.

A Non-sectarian Approach to Ethics

SEE Learning is intended to serve as a framework that can be used across countries and cultures, as well as in schools that may be religious or non-religious. Its approach to ethics is not based on any particular religious, cultural, or ethical tradition, but rather on the approach of “secular ethics”—a non-sectarian approach to universal ethics that can be acceptable to people of any or no religious faith. Just as SEE Learning aims to facilitate greater “emotional literacy” in students, it also seeks to promote “ethical literacy.” This is understood not as adherence to specific externally imposed ethical mandates, but as the cultivation by students of skills and understanding that can promote behaviors that are conducive to their own and others’ well-being. A number of pioneers who have thought through the possibility and promise of such an approach to ethics, and what it can contribute to our society and our world, have significantly influenced this framework. Foremost among these is the Dalai Lama, who has called for a holistic approach to education that cultivates, alongside traditional academic subjects, a benevolent and ethical mindset grounded in the basic human values that can be discerned through common sense, common experience, and science. The Dalai Lama’s writings and thinking on secular ethics and its implementation in education stem from more than four decades of conversations with prominent scientists, educators, and leaders of the world’s religions, and they have been complemented by a range of thinkers across a variety of disciplines in recent years. Moreover, the Dalai Lama has had a relationship with Emory University that extends back over twenty years. This relationship is dedicated to fostering cross-cultural and interdisciplinary collaboration, and has led to pioneering research in areas such as the science of compassion. Its overarching purpose has been to support the realization of both his and the university’s vision of an education of heart and mind.

The idea that cultivating basic human values can benefit oneself and others is rapidly gaining ground as research demonstrates throughout the world the connection between ethical values and flourishing. The United Nations’ 2016 edition of the World Happiness Report contains a chapter on secular ethics, which notes that “We should assess human progress by the extent to which people are enjoying their lives—by the prevalence of happiness and, conversely, the absence of misery... [W]e should in all our dealings truly wish for the happiness of all of those we can affect, and we should cultivate in ourselves an attitude of unconditional benevolence.” The report goes on to cite the Dalai Lama’s statement that “We need an approach to ethics that can be equally acceptable to those with religious faith and those without. We need a secular ethics.”¹

In concert with such approaches, the conception of ethics reflected in this framework is based on an inclusive stance, and in no way suggests opposition to any religion. It is based on common

¹ Layer, Richard. “Promoting Secular Ethics.” Ed. Helliwell, J., Layard, R., & Sachs, J. (2016). World Happiness Report 2016, Update (Vol. I). New York: Sustainable Development Solutions Network.

sense, common experience, and science, built around a foundation of common humanity and interdependence. As noted, SEE Learning is intended to serve as a master framework that can be instantiated in a variety of ways. Therefore, alongside the standard curriculum developed for SEE Learning, there may emerge multiple individualized programs employing this framework, each with distinctive characteristics that are best suited to the needs and contexts of the students being taught. While many programs may wish to retain the non-religious categories and practices presented in the SEE Learning framework, some programs may choose to implement SEE Learning in a way that draws on and includes the religious or cultural values of that school or community.

Since it seeks to base its approach on common experience, common sense, and science, SEE Learning is inspired and informed by scientists and researchers in the fields of psychology, education, and neuroscience, who are exploring the nature of basic human values and prosocial emotions and competencies, and how these can be taught and cultivated. SEE Learning also draws from the experience of educators and teachers who have piloted the curriculum with children of various ages in schools in several countries. These experiences suggest that the approach presented in this framework has great potential to be beneficial, as well as practical, for implementation in a variety of school settings.

SEE Learning is grounded in the idea that education can, and indeed should, be expanded to foster the values and competencies that lead to greater happiness for both individuals and society at large, an idea that is rapidly gaining support in a variety of circles. Increasingly, research suggests that it is unwise for education to focus solely on cognitive skills while neglecting emotional intelligence development such as emotional awareness and social skills, the ability to cooperate and collaborate with others, and the ability to deal constructively with conflict when it arises. Nobel-prize winning economist Dr. James Heckman, who advocates for the inclusion of life skills in education, cites research indicating that success in life depends on these skills, which are just as important as performance on cognitive aptitude tests.² Increasingly, employers in multiple fields are recognizing the importance of life skills when it comes to hiring criteria.

The intention behind SEE Learning is to create an inclusive and comprehensive framework that can be used in any educational environment and at all levels of education to teach social, emotional, and ethical competencies, no differently from how students are taught mathematics, foreign languages, science, or any other academic subject. The framework acknowledges the importance of practical

² Heckman, James J. and Tim D. Katuz. *Hard Evidence on Soft Skills*. National Bureau of Economic Research, June 2012.

application, not merely theoretical knowledge. It is intended to be specific enough to guide the theory and practice of how secular ethics can be incorporated into the classroom, while remaining broad enough that individual teachers and schools can approach secular ethics education in a way that is responsive to their own culture, the needs and abilities of their students, and the unique opportunities and challenges that may be present.

In line with this approach, SEE Learning does not attempt to advance any sectarian moral agenda, nor should it preclude or supersede the role of family or culture in helping children constructively engage the challenges of life. SEE Learning will work best when educational efforts in the classroom are supported by and mirror the efforts made by parents and society at large. While SEE Learning provides a framework for curricular content, it also recognizes that a true education of social, emotional, and ethical competencies depends not only on curriculum but also on the environment in which learning takes place.

Relationship to Social and Emotional Learning (SEL) and Distinctive Features of SEE Learning

The SEE Learning framework builds on the innovative work done in Social and Emotional Learning (SEL) and other educational initiatives that seek to introduce holistic education into schools. Those familiar with Dr. Daniel Goleman's work on emotional intelligence or the five sets of competencies identified by CASEL (Collaborative for Academic, Social and Emotional Learning)³ will no doubt find resonance between these approaches and the SEE Learning framework. Additionally, the framework is deeply influenced by Daniel Goleman and Peter Senge's book, *The Triple Focus: A New Approach to Education*. Where schools already have existing SEL programs, SEE Learning can be used to complement these programs. No background in SEL, however, is required to understand SEE Learning.

While building on the pioneering work done by the SEL community, SEE Learning adds components that are often not found in SEL but that have been suggested as additions by some of the founders of SEL. The first of these is an emphasis on cultivating the skill of attention. Attention is a fundamental skill that impacts all aspects of learning. Despite this, it has largely been neglected as an explicit focus for traditional education. As Goleman notes, "Because it is such an essential element of helping children better manage their inner worlds and enhance learning, training in attention seems an obvious next step for SEL."⁴

³ <http://www.casel.org/social-and-emotional-learning/core-competencies>

⁴ Goleman, Daniel and Senge, Peter, *The Triple Focus: A New Approach to Education* (Florence, Mass: More Than Sound, 2015), 27.

Second, SEE Learning adds to SEL a more comprehensive focus on ethics. As noted, this is not an ethics based on a particular culture or religion, but rather one grounded in basic human values such as compassion. The benefits of kindness and compassion are explored in SEE Learning, and students are taught material and practices that can contribute to a greater ability to care skillfully for themselves and others. Growing scientific evidence supports the notion that a compassionate, caring attitude is beneficial not only to others but also to oneself in terms of physical and emotional health, and the implications of such an attitude for social well-being are clear. Goleman has pointed out the absence of this critical component in schools: “It’s not enough just to know how other people think or feel; we also need to be concerned about them and be ready to help. I think this is a vital life skill for both kids and adults, and such an addition to SEL would be an important next step for schools.”⁵

Third, SEE Learning incorporates the latest developments in trauma research and trauma-informed care to provide a way for educators and students to explore emotions, self-regulation, and reflective practices in the safest and most effective way. It does so through a strengths-based resiliency lens, meaning that it is appropriate for all students, including both those who have suffered from trauma and those who have not. Because all students, and indeed all human beings, experience varying levels of safety and threat, all students can benefit from learning about their nervous systems and how to regulate stress through body-based practices and the cultivation of “body literacy.” These practices provide students with immediate tools for dealing with stress that can be used on a daily basis, thereby reducing hyper- and hypo-activity, and helping them to be better prepared for learning. These tools, which have proven very popular with educators and students alike, also serve as an important foundation for the subsequent cultivation of emotional awareness and focused attention. SEE Learning also recognizes that resilience can be fostered on individual, interpersonal, social, and cultural levels, and that a holistic approach that recognizes how individuals exist within, and contribute to, systems, will provide the most lasting and beneficial solutions.

Lastly, SEE Learning includes a focus on increasing awareness of interdependence and systems thinking. In our increasingly dynamic and globalized world, both personal success and ethical action require a sophisticated appreciation of how we relate to and depend on each other. Schools recognize the need to prepare students to be global citizens who can navigate an increasingly complex world in a responsible way that can contribute to their own and others’ flourishing. SEE Learning both includes explicit teaching of systems thinking to students and adopts a systems approach itself. A systems approach—namely one that recognizes that we exist within and are affected by interdependent

⁵ Goleman and Senge, *The Triple Focus*, 30

systems—is the logical next step for programs that focus on helping students learn practices of self-care and other-care.

By incorporating systems thinking and recognizing the importance of cultivating resilience at cultural, structural, interpersonal, and individual levels, SEE Learning also provides an important contribution to the issue of equity. Equity is the idea that people should have fully sufficient opportunities to succeed and to meet the basic requirements for survival and flourishing in our societies, and that systems should reflect this principle by ensuring that no particular group is comparatively disadvantaged and that inequities are not perpetuated systemically. The field of education is increasingly recognizing equity as an important area of social concern. Targeted solutions to equity issues, however, often stop at the level of policy level solutions without expressing how structural changes are to be effected and maintained. The SEE Learning framework suggests that effecting and maintaining long-lasting structural changes that increase well-being in society for all requires addressing the cultivation of basic human values, such as a recognition of common humanity and a recognition of interdependence. By demonstrating how the structures that ensure equity or allow for inequity connect with cultural and basic human values, SEE Learning provides an approach for addressing the root causes of inequity and its perpetuation in ways that can involve students and can be explored along with them.

2

The Three Dimensions and Three Domains

SEE Learning is fundamentally based around three dimensions, which broadly encompass the types of knowledge and competencies it seeks to foster in students: (1) Awareness, (2) Compassion, and (3) Engagement. Furthermore, these three dimensions can be approached in three domains: (1) Personal, (2) Social, and (3) Systems. This framework builds on the evidence-based work of SEL and parallels the model suggested in Goleman and Senge's *The Triple Focus*: a focus on self, a focus on others, and a focus on interdependence and systems.

The three dimensions of SEE Learning—Awareness, Compassion, and Engagement—relate intimately to each other and are therefore depicted as overlapping. Each contains a set of specific competencies that can be taught individually but are best understood within the context of the whole (see *Figure 1*).

In order to take constructive action – individually or collectively – first one must become aware of the issue or problem. Second, one must care and develop an emotional investment that generates motivation to act. Finally, one must act skillfully.

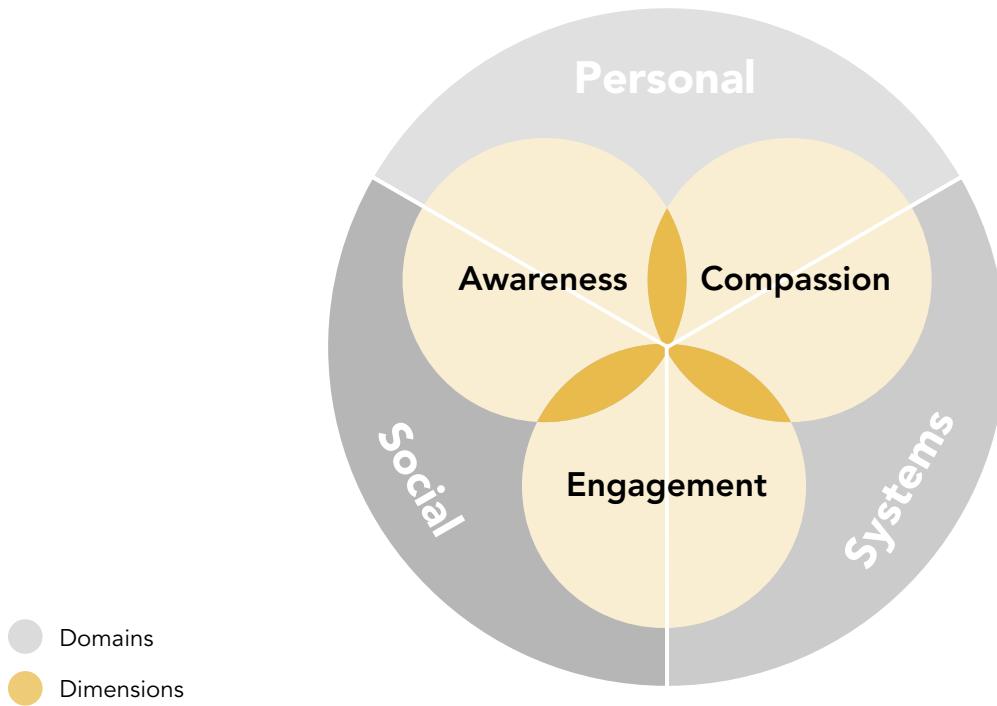


Figure 1: Domains and Dimensions

It is the trifacta of awareness, compassion, and skillful engagement that can yield the most beneficial results for self and others.

This parallels the idea of “head” and “heart” and “hand.” SEE Learning breaks things down to these dimensions to help students grasp each individually and then collectively. The sections of this chapter briefly outline the three domains and three dimensions. They are described in greater detail in chapters 4-6, each of which explores a single domain in depth.

Compassion

The SEE Learning framework is grounded in the principle of compassion, which lies at the center of the three dimensions of SEE Learning. Compassion refers to cultivating a way of relating to oneself, others, and humanity as a whole through kindness, empathy, and a concern for both happiness and suffering. Since the values in SEE Learning are not based on injunctions but rather on personal insight and understanding, the cultivation of compassion and kindness cannot happen by merely instructing students to behave in a compassionate way. Critical thinking is crucial to the dimension of compassion. This is not just any kind of critical thinking, but a specific type that seeks to understand the individual needs, wants, and values of oneself and others. This includes the ability to discern what will bring about one’s own and others’ long-term well-being. When this mindset is extended beyond oneself, it

includes recognizing and discerning the needs of others and ultimately coming to recognize common humanity on a larger scale.

In many ways, the other two dimensions serve as supports for the dimension of compassion: awareness of our own mental states and the mental life of others—especially their experiences of happiness and suffering—is essential for cultivating self-compassion and compassion for others. Awareness of interdependence and the broader systems within which we and others exist is essential for effective engagement as global citizens oriented by compassion. Similarly, the actual practices of engagement and the skills required for compassion—whether oriented in the form of self-care, toward others around us, or toward wider communities—must be learned and in turn become both expressions of, and supports for, compassion and care.

Dr. Thupten Jinpa, a noted scholar of compassion and the developer of Stanford University’s Compassion Cultivation Training program, defines compassion as “a sense of concern that arises when we are confronted with another person’s suffering and feel motivated to see that suffering relieved.”⁶ Dr. Jinpa goes on to note that “Compassion offers the possibility of responding to suffering with understanding, patience, and kindness, rather than, say, fear and repulsion... Compassion is what connects the feeling of empathy to acts of kindness, generosity, and other expressions of our altruistic tendencies.”⁷

Too often, compassion is mistaken for weakness—for letting others get what they want at one’s own expense, or even accepting bullying or other negative behaviors. In SEE Learning, however, compassion is always understood as courageous compassion. It does not imply weakness or an inability to stand up to injustice; on the contrary, it describes a stance of concern and consideration toward others that stems from, and results in, greater inner strength. Since ethics refers to the way we behave and interact with each other, scholars have recognized that consideration for others and their experiences of well-being and suffering lies at the heart of all ethical thinking.⁸

At the heart of the SEE Learning framework, therefore, is an understanding of what compassion is and how to bring a deeper understanding to students, teachers, and all those involved in the learning environment. Compassion should ideally be present at each stage of SEE Learning. It provides

⁶ Jinpa, Thupten. *A Fearless Heart: How the courage to be compassionate can transform our lives* (Avery, 2016), xx.

⁷ Jinpa, *A Fearless Heart*, xx.

⁸ See for example the work in cultural psychology and moral psychology by Richard Shweder and Walter Sinnott-Armstrong; in other fields, this point has been made by Martin Buber, Emmanuel Levinas, Arthur Schopenhauer and others.

the initial context for SEE Learning and the way it is introduced and taught in a school setting; it informs and contextualizes each competency as it is being taught; and it represents a desired long-term outcome of SEE Learning: that the entire school community exhibits and embodies greater compassion on a daily basis to promote each individual's flourishing, the flourishing of the community, and to make contributions to the wider world.

For the individual competencies of SEE Learning to have their deepest resonance in students and in the learning environment, it is important that compassion becomes a conscious stance in schools that implement SEE Learning. When teachers, parents, and others in the school community model compassionate behavior in their activities and in the way they relate to students and one another, this stance becomes integrated into the general school environment. Having compassion as an agreed upon communal value helps teachers nurture this inclination in their students.

It is well known that conditions in the learning environment can have a significant bearing on student outcomes. SEE Learning therefore recommends that teachers and administrators personally invest in exploring the program's concepts and practices so they can further cultivate positive relations between themselves and others and embody the curriculum being taught to their students. If a school is teaching SEE Learning but exhibits limited inclusion of the values, competencies, and foundational principles of SEE Learning as demonstrated by the behavior of its teachers and administrators, and the nature of its school structures, then students will recognize this discrepancy. This dissonance may cause students to have a more difficult time engaging with and internalizing the pedagogical material. A recent review article on school climate notes the benefits of positive school climate, including reduced violence and bullying and an improved learning environment. It goes on to state, "The process of teaching and learning is fundamentally relational. The patterns of norms, goals, values, and interactions that shape relationships in schools provide an essential area of school climate. One of the most important aspects of relationships in schools is how connected people feel to one another. From a psychological point of view, relationships refer not only to relations with others but relations with ourselves—how we feel about and take care of ourselves."⁹

For children with vulnerabilities, it has been shown that there are more negative outcomes for susceptible children in unfavorable environments¹⁰ and positive outcomes for susceptible children in favorable environments. There is also a growing body of research showing the beneficial effects of

⁹ Thapa, A., Cohen, J., Higgins-D'Alessandro, A., & Guffey, S. (2012). School climate research summary: August 2012. School Climate Brief, 3, 1-21.

¹⁰ Bakermans-Kranenburg MJ, van Ijzendoorn MH. Research Review: genetic vulnerability or differential susceptibility in child development: the case of attachment. *J Child Psychol Psychiatry*. 2007 Dec;48(12):1160-73.

kindness and care on stress hormone release and immune function in children and even animals.¹¹ In terms of learning outcomes and physical health, compassion and kindness in the learning environment matter profoundly.

Awareness

Awareness refers to cultivating a nuanced, first-person understanding of thoughts, feelings, and emotions. It pertains to the ability to perceive inner and outer phenomena in an increasingly sophisticated way, including one's own inner life, the presence and needs of others, and interdependence as a feature of one's own life and of the systems within which one exists. Cultivating this type of awareness requires practice and the refinement of attention, and SEE Learning approaches attention as a skill that can be cultivated just like any other. By learning to attend to one's own inner states, to the presence of others, and to wider systems, one is able to develop what Goleman calls "inner, other, and outer focus."¹²

Engagement

One may have awareness of a need or opportunity, and also a sense of care and concern, yet still lack the ability to take action skillfully and engage effectively. This is why engagement is the third dimension of SEE Learning. Engagement refers to the methods by which one puts into practice what one has gained from the awareness and compassion dimensions. This dimension refers to learning the behaviors and habituating the attitudes, dispositions, and skills that are conducive to personal, social, and communal well-being. This includes practices of self-regulation in the personal domain; social skills and the ability to relate to others in the social domain; and in the systems domain, engagement as a global citizen who is aware of larger systems and acts conscientiously and compassionately within them.

The Three Domains

By accepting compassion as the foundation on which SEE Learning education is built, the stage is set to help students become more mindful of physical and verbal actions, and to abandon actions that are harmful to themselves and others. This leads to the first domain of SEE Learning, the Personal, which is focused on care of the self. The second domain, the Social, expands this focus to encourage

¹¹ Miller, J. G., Kahle, S., Lopez, M., & Hastings, P. D. (2015). Compassionate love buffers stress-reactive mothers from fight-or-flight parenting. *Developmental psychology*, 51(1), 36. Keltner, Dacher. "Darwin's Touch: Survival of the Kindest." *Psychology Today*, February 11, 2009. Albers, E. M., Marianne Riksen Walraven, J., Sweep, F. C., & Weerth, C. D. (2008). Maternal behavior predicts infant cortisol recovery from a mild everyday stressor. *Journal of Child Psychology and Psychiatry*, 49(1), 97-103.

¹² Goleman and Senge, *The Triple Focus*.

students to develop an awareness of others that includes empathy and compassion, as well as the development of effective interpersonal skills for relating to others. Lastly, the Systems domain is oriented toward helping students develop the types of awareness, values, and skills that pertain to broader communities and the world at large so that they can become responsible decision-makers and effective global citizens.

The Personal Domain

SEE Learning is intended to help students at an individual level, in their interactions with each other and with their families, and as global citizens who make responsible decisions that benefit themselves and others. Although all three of these domains can be approached independently and in any order, to a great extent the Social and Systems domains find their support in the domain of the Personal. If students are to learn to care for others and engage in sophisticated ethical decision making, they must also learn to take care of themselves. If they are to learn to attend to the needs of others and of wider communities—even the entire world—they must learn to attend to their own needs and inner life. In the context of SEE Learning, this means developing “emotional literacy” and the skills that support it, such as attention. Emotional literacy has many aspects. It consists of the ability to recognize and identify emotions, to connect emotions to a larger context including one’s own needs, to develop discernment with regard to the effects of emotions, and to navigate emotions successfully. Ultimately, emotional literacy allows students to refrain from reactive and impulsive behavior that could harm oneself and others, while having the calmness of mind necessary to make sound decisions that are in one’s own best long-term interests. As such, it is a crucial skill for the student’s ability to flourish.

The Social Domain

Emotional literacy and the ability to self-regulate are skills of unquestionable benefit for students during their studies and throughout their lives. But because human beings are social by nature, the ability to relate well with others is of equal importance. Although in the past we may have thought of this ability as inborn and immutable, scientific research suggests that prosocial traits can be cultivated through learning, reflection, and intentional practice. The results of such cultivation include measurable changes in the brain, body, and behavior, with associated benefits for physical, mental, and social well-being. Based on the mounting evidence, an education that is meant to help children thrive should offer students not only the skills of self-regulation, but should also include essential skills to promote social flourishing. In this context, the word “Social” refers to immediate interpersonal interactions.

The Systems Domain

We do not, however, solely interact with each other one-on-one. In our increasingly complex world, compassion alone is not enough to reach the ultimate goal of effective ethical engagement in the

world; it must be complemented with responsible decision-making based on an understanding of the wider systems within which we live. Without knowing how to engage a situation from multiple perspectives or evaluate a course of action and its likely consequences over time, even actions motivated by kindness can result in negative, unintended outcomes. The world in which students are growing up is increasingly complex, global, and interdependent. The challenges that face current and future generations are expansive and far-reaching in nature, and solutions will require a new way of thinking and problem-solving that is collaborative, interdisciplinary, and systems-oriented.

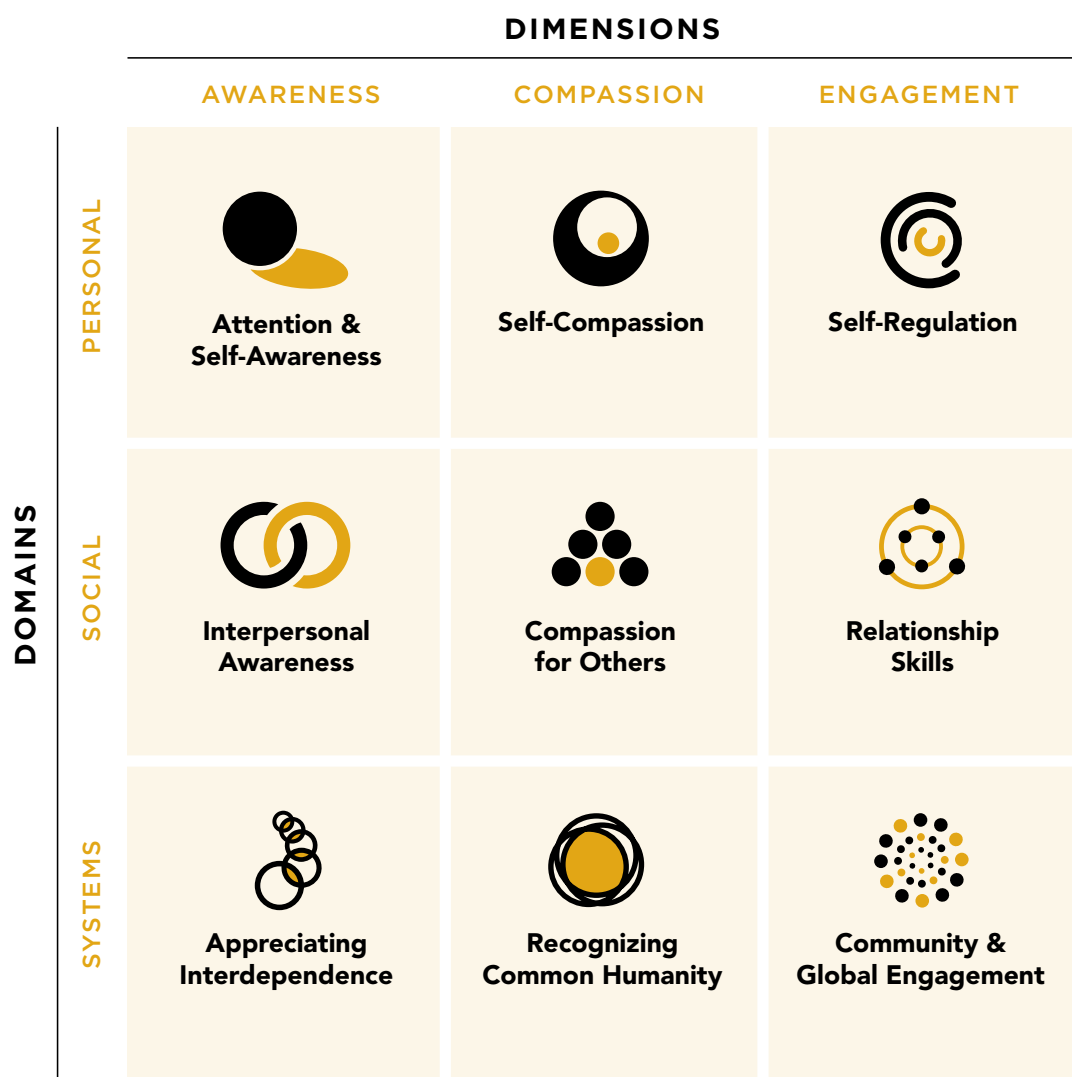


Figure 2: Nine components of the Domains and Dimensions. SEE Learning's three dimensions and three domains can be placed in a matrix that results in nine components.

Systems thinking provides one important new way of problem solving especially relevant for the modern world. Instead of seeking to reduce complex situations to a single problem and then trying to address that problem in isolation, which is often ineffective or effective only in the short term, systems thinking is a mode of inquiry that seeks to understand the causes and conditions that give rise to that problem in context, and then address the components and processes of the system itself in order to solve not only the current problem, but future possible manifestations of it as well. This approach, and how it can be explored with students of various ages, is covered in greater detail in the subsequent chapter dedicated to systems and systems thinking.

The three dimensions and three domains can be visualized in chart form (see *Figure 2*). Since each dimension will be explored within each domain, this yields nine components. For ease of understanding, each component is also given its own name.

In some cases, a linear approach will make sense in teaching SEE Learning, since certain topics build on and depend to a degree on others. Thus, for example, advances in the Personal domain, such as the acquisition of a degree of emotional literacy, will set the stage for moving into the Social and Systems domains, where the literacy that students gained in examining their own emotions can then be applied to others and to broader systems. Similarly, the skills gained in the dimension of Awareness are employed and expanded upon as one moves into the dimensions of Compassion and Engagement. However, it is not necessary to follow a strictly linear approach in every instance, as the focus is on building capacities across all nine components and all are highly interrelated.

3

The Pedagogical Model

Three Levels of Understanding

SEE Learning also employs a pedagogical model in which students are guided to move through three levels of understanding as they gain proficiency in the fundamentals of each competency (see *Figure 3*). This is because developing character strengths and values requires not merely the acquisition of knowledge, but realizing that knowledge on a personal level and then deeply internalizing it. In the first level, received knowledge, students learn by listening, reading, discussing, exploring, and experiencing. This level exposes students to basic information and experiences related to the competencies and helps them develop a rich understanding of each one.



Figure 3: Pedagogical Model

While essential, this level of knowledge is not sufficient on its own, because such knowledge has not yet become personal. Students should also be encouraged to use their critical thinking to investigate the topics deeply, using many different lines of approach, and apply them to their own situations so that they can reach the second level of critical insight. This refers to “a-ha moments” in which students gain personal insight, connecting the knowledge they have received to their own lives and existence. At this level, the knowledge is not merely received but has led to a new perspective on the world; it has become the students’ own knowledge. Each learning experience in the SEE Learning curriculum provides several “insight activities” for achieving these new perspectives over time.

These new perspectives may not be stable at first, so in order for them to become character strengths and personality traits in the deepest sense, repeated familiarization is necessary. Therefore, teachers are encouraged to help students reinforce these insights through reflection practices also contained in the curriculum. This leads gradually to the level of embodied understanding. Critical thinking facilitates the acquisition of knowledge at each of these successive levels of understanding.

This pedagogical model implies exploration by students on their own, not direct instruction. The teachers’ role in SEE Learning is often that of a facilitator rather than instructor. Students are encouraged to think for themselves and embrace their questions. This is the only way to progress through the three levels of understanding.



Figure 4: Key Learning Threads

Key Learning Threads

To facilitate the acquisition and internalization of knowledge and skills at each of these three levels of understanding, SEE Learning identifies four Key Learning Threads (see *Figure 4*). These key learning threads are pedagogical components that function as the principal avenues for exploring, critically assessing, and internalizing the various topics and skills of SEE Learning. They are called learning threads because they should be evident in the curriculum and thereby become woven through the entire program, allowing knowledge and understanding to build and deepen over time on a firm foundation.

The first of the key learning threads is *critical thinking*, which forms an essential part of SEE Learning at every stage. Within the context of SEE Learning, critical thinking can be understood as the exploration and investigation of topics and experiences through logical reasoning, multiple perspectives, dialogue, debate, and other related activities in order to reach a deeper and more nuanced understanding. Critical thinking is essential in SEE Learning because the emotional and ethical literacy being cultivated in the program cannot be imposed from the outside-in or in a top-down manner, but should arise and develop on the foundation of a firm personal understanding that is consistent with personal experience and the realities of the world. As a result, the key learning thread of critical thinking in SEE Learning involves encouraging students to explore the nature of making sound arguments and engaging in sound reasoning, and to discover the process of asking the right questions, rather than having the right answers. Critical thinking also involves the cultivation of “epistemic humility:” an openness to the possibility of being wrong; the realization that one’s knowledge is always partial and limited and can be informed by other information and perspectives; and the recognition that one’s views can develop and change over time. This in turn facilitates the ability to engage in dialogue, discussion, and debate without the emotional reactivity that can hinder such activities when individuals become too attached to their own positions or lose sight of the possibility of learning more.

The second key learning thread is *reflective practices*. Reflective practices are activities in which students direct attention toward their inner experience in a sustained and structured way in order to develop a deeper personal understanding and internalize the skills and topics covered in their learning. These are “first-person” practices in the sense that students seek direct experience of aspects of the material being covered through attention, observation, and reflective examination. As such, this may involve practices such as attending to bodily sensations, cultivating attention on the breath, noticing the momentariness of thoughts and emotions, and noticing the effects of certain thoughts and emotions on one’s body and mind. The reflective practices of attention support a second category of reflective practices involving analysis and critical thinking, such as reflecting

on a certain topic with sustained attention and investigating it from various angles. Reflective practices are key tools for developing a richer received knowledge and for deepening that received knowledge to the levels of critical insight and eventually embodied understanding. Certain schools may feel comfortable approaching reflective practices as secular contemplative practices, while other schools may wish to avoid such an approach given the association that is sometimes made between contemplative practices and religion. Some schools choose to frame these practices as focus-building experiences that support cognitive learning, based on current understanding of neuroscience and brain development.

The third key learning thread is *scientific perspectives*. Because SEE Learning approaches ethical development in large part through the cultivation of emotional literacy, it is crucial that teachers and students gradually develop an understanding of the science around emotions and other topics included in the program. In this context, “scientific perspectives” refers to modes of inquiry that depend on and are informed by prevailing scientific understanding of ourselves and the world in which we live. In particular, certain topics within the fields of biology, psychology, and neuroscience will be relevant to the material presented in SEE Learning. Teachers are not expected to be experts in these areas, and supporting materials and context are provided in the SEE Learning curriculum. The program material will be better understood and students and teachers will be more motivated to engage with it if they understand some of the science informing the approaches and topics being presented. Like common experience and common sense, science helps to provide a common foundation for an approach to ethics that is impartial with regard to culture or religion. Because science is based on empirical observation and the theorizing and testing of cause and effect, the key learning thread of scientific perspectives also supports critical thinking. It also serves as the third-person complement to the first-person approach of the key learning thread of reflective practices, yielding a well-rounded and more complete understanding of the topics in SEE Learning.

The fourth and final key learning thread in SEE Learning is *engaged learning*. This term refers to learning strategies and methods that are active, participatory, and embodied for students, in contrast to approaches where students receive material in a passive and static way. Engaged learning involves cooperative learning (group projects, student-led discussion, collaborative games); creative expression (arts, music, writing, performance); community engagement projects (such as service projects); and ecological learning (such as engaging directly with the natural world). Engaged learning is complementary to the other key learning threads and allows students to experience and further explore what they are learning in a direct, embodied, and practical way, by seeing what it is like to put into practice what they have been learning conceptually or by engaging

in a practice that they can reflect on subsequently. As with the other key learning threads, engaged learning helps facilitate the movement of students through the three levels of learning: received knowledge, critical insight, and embodied understanding.

Goals

Each of the three dimensions in SEE Learning is linked with a broad goal (see *Figure 5*). This goal is aspirational in nature and it is not intended as a benchmark by which to measure the progress of students. Instead, it indicates the direction toward which learning can take place. As illustrated by the goals, SEE Learning embraces a growth model, promoting the continuous enhancement of capabilities across the student's entire educational career.

GOALS
<p>Awareness</p> <p>Students will gain greater first-person attentiveness and awareness of their own thoughts and feelings; greater awareness of others and their mental lives; and greater awareness of interdependence as it relates to their own lives and to broader systems within which they live.</p>
<p>Compassion</p> <p>Students will cultivate skills of emotional hygiene and self-care; empathy and courageous compassion for others; and an abiding recognition of common humanity that values all people everywhere.</p>
<p>Engagement</p> <p>Students will develop increasingly sophisticated self-regulation skills and the ability to discern behavior that is beneficial to self and others from that which is not; the ability to relate productively and caringly to others; and the ability to engage effectively and confidently on a larger community and global level for broad social benefit.</p>

Figure 5: SEE Learning Goals

Figure 6: Enduring Capabilities

Component: **Attention and Self-Awareness**

1 Attending to Our Body and Sensations

Notice and describe sensations in the body, and understand how they relate to stress and well-being.

2 Attending to Emotions

Attend to and identify one's emotions in type and intensity as they arise.

3 Map of the Mind

Categorize emotions in relation to one's own experience and to existing emotion models.



Component: **Self-Compassion**

1 Understanding Emotions in Context

Understand how emotions arise within the context of underlying needs, perceptions, attitudes, and situations.

2 Self-Acceptance

Accept oneself and one's emotions by understanding their context, allowing for a relaxation of self-judgment.



Component: **Self-Regulation**

1 Balancing the Body

Regulate the body and nervous system to optimize well-being, especially when affected by stress.

2 Cognitive and Impulse Control

Direct and sustain attention on chosen objects, tasks, or experiences, avoiding distraction.

3 Navigating Emotions

Respond constructively to impulses and emotions and cultivate the behaviors and attitudes that facilitate one's long-term well-being.



Component: **Interpersonal Awareness**

1 Attending to Our Social Reality

Recognize our inherently social nature and attend to the presence of others and the roles they play in our lives.

2 Attending to Our Shared Reality with Others

Appreciate what we share with others on a fundamental level, such as wanting to experience happiness and avoid hardships, having emotions and body states, and other common experiences.

3 Appreciating Diversity and Difference

Appreciate that part of our shared reality is the diversity, uniqueness, and difference of individuals and groups, learning to respect those differences and the way they add to our collective life.



Component: **Compassion for Others**

1 **Understanding Others' Feelings and Emotions in Context**

Understand others' feelings and reactions in relation to the situations in which they occur, and understand that, like oneself, others have feelings caused by needs.

2 **Appreciating and Cultivating Kindness and Compassion**

Value the benefits of kindness and compassion and purposefully nourish them as a disposition.

3 **Appreciating and Cultivating Other Ethical Dispositions**

Value and foster development of ethical dispositions and prosocial emotions such as forgiveness, patience, contentment, generosity, and humility.



Component: **Relationship Skills**

1 **Empathic Listening**

Listen attentively with the purpose of more fully understanding others and their needs.

2 **Skillful Communication**

Communicate compassionately in a way that empowers self and others.

3 **Helping Others**

Offer help to others according to their needs and proportionate to one's ability.

4 **Conflict Transformation**

Respond constructively to conflict and facilitate collaboration, reconciliation, and peaceful relations.



Component: **Appreciating Interdependence**

1 **Understanding Interdependent Systems**

Comprehend the interrelated nature of our world and the methods of systems thinking.

2 **Individuals within a Systems Context**

Recognize how all individuals exist within a systems context, and how they affect and are affected by that context.



Component: **Recognizing Common Humanity**

1 **Appreciating the Fundamental Equality of All**

Extend the realization of fundamental equality and common humanity to those outside one's immediate community and ultimately to the world.

2 **Appreciating How Systems Affect Well-Being**

Recognize how systems can promote or compromise well-being on cultural and structural levels, such as by promoting positive values or perpetuating problematic beliefs and inequities.



Component: **Community and Global Engagement**

1 **Exploring One's Potential for Effecting Positive Change in Community and World**

Recognize one's own capacity to individually or collaboratively effect positive change based on one's abilities and opportunities.

2 **Engaging in Communal and Global Solutions**

Explore and reflect on creative and collaborative solutions to issues affecting one's community or the world.



Enduring Capabilities

SEE Learning's 'Enduring Capabilities' are similar to higher-order learning outcomes, in that they specify what students should be able to do better as they progress through the program. However, they are distinguished from specific learning outcomes that are tied to age and grade level. This is because Enduring Capabilities are skills and types of knowledge that students can continue to return to, reflect upon, and more deeply embody throughout their educational experience and entire lives (see *Figure 6*). In the following chapters, the enduring capabilities are explained under each component of the framework, but a list is provided here for reference.

In each component of SEE Learning, educators will seek to facilitate learning on all three levels of understanding—received knowledge, critical insight, and embodied understanding—by introducing material, helping students deepen their understanding so that they can achieve critical insights, and then reinforcing this knowledge and these insights through practice and repeated familiarization. Despite the specification of Enduring Capabilities, SEE Learning is not designed to be prescriptive in nature. Furthermore, while the SEE Learning curriculum is designed to build the skills and values associated with the objectives of a particular dimension, it should be noted that competencies across dimensions are mutually reinforcing, and teachers can make connections between a topic addressed within one dimension to those associated within the other two areas. That being said, one of the strengths of SEE Learning is that it provides specific strategies for developing key skills in each of the three dimensions so that they are mutually reinforcing.

4

Exploring the Personal Domain

The first of the three domains is the Personal domain, which refers to the student's own inner life as an individual.¹³ In this domain, the three dimensions of SEE Learning are taught through the components of *Attention and Self-Awareness*, *Self-Compassion*, and *Self-Regulation*. These are briefly outlined here and described in greater detail below with a section on each. *Attention and Self-Awareness* refers to directing attention to become increasingly aware of mental and physical states and what they may indicate about one's level of stress and well-being, one's emotions, and so on. In addition to the first-person or "subjective" dimension of students attending directly to their bodies and minds so that they are aware of what is going on inside, this component also includes learning about emotions from a third-person, or objective, perspective. This involves learning about types and characteristics of emotions, in order to develop what can be called a "map of the mind." When a first-person ability to recognize emotions and body states as they arise is combined with this map of the mind, students establish the basic foundation for emotional literacy.

¹³ This is a heuristic division (i.e., intended for clarity of presentation), because it is understood that students' individual identities cannot be separated from social and systems domains.

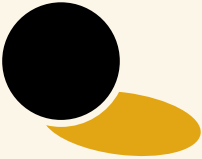
Building on this, the next component of *Self-Compassion* addresses how to make sense of emotions in their larger context. This involves investigating the fact that emotions do not arise out of nowhere, but have causes and often arise from needs. As students learn how their attitudes, perspectives, and needs contribute to driving their emotional reactions, this recognition leads to a deeper, second level of emotional literacy. It can also lead to greater self-acceptance. By understanding that emotions come not just from external triggers but also from underlying needs, students can use this knowledge to develop a more realistic attitude toward themselves, becoming less self-critical with regard to the emotions they feel and relaxing self-blame and self-judgment. This can also help in developing a sense of self-worth and a recognition of one's own value and values. The two interrelated topics in this component are "understanding emotions in context" and "self-acceptance."

Attention and Self-Awareness

The goal of the Personal domain is for students to be able to combine a direct, first-person awareness of what their bodies and minds are telling them with third-person information about the mind and body. This is the first step toward emotional literacy. In other words, students learn to directly recognize an emotion such as anger in their own experience by attending to their bodies and minds, while also having gained an intellectual understanding of what anger is by having learned about it as an emotion. It is the combination of these types of knowledge (direct first-person observation and acquired third-person knowledge) that makes for increasingly powerful self-awareness. These two types of knowledge could also be called subjective and objective, since the former arises internally through direct perception and experience, while the latter is learned about externally and secondhand. (Note that this usage of "subjective" refers to personal experience, not something that is merely a matter of opinion or taste.) The subjective would therefore involve coming to notice what happiness, anger, or excitement looks like within oneself, in one's body and mind, whereas the objective would involve learning information about what is understood about these emotions and mental states in general (such as in scientific models).

The three main topics in this component are *attending to our body and sensations*, *attending to emotions*, and the *map of the mind*. Each can be articulated as an enduring capability (see *Figure 6*), and each is helpful and useful on its own, as well as when combined with the others. The first two refer to cultivating direct personal awareness of the body and mind, while the third refers to developing general knowledge about the mind and emotions.

We begin with *attending to our body and sensations*. This refers to helping students pay attention to what is happening to their bodies on the inside, at the level of sensations. When attended to, the

Domain: Personal	Component: Attention & Self-Awareness
Dimension: Awareness	
 Attention & Self-Awareness	
Enduring Capabilities: <ol style="list-style-type: none"> 1 Attending to Our Body and Sensations Notice and describe sensations in the body, and understand how they relate to stress and well-being. 2 Attending to Emotions Attend to and identify one's emotions in type and intensity as they arise. 3 Map of the Mind Categorize emotions in relation to one's own experience and to existing emotion models. 	

body is a constant source of information about the state of our nervous system. Emotional states are typically accompanied by changes within the body, involving heart rate, tightness or relaxation of muscles, feelings of heat or coolness, feelings of expansion or contraction, and so on. The nervous system responds very quickly to situations, such as perceived threat or safety, and it does so in a way that often seems to bypass higher cognition and executive function—what we could call the conscious brain. Therefore, noticing what is happening in the body can often inform a student of his or her emotional state faster than attuning solely to the mental aspects of the experience. Because what is happening inside the body happens on the level of sensations and is often not consciously apprehended unless one pays particular attention to it, it is necessary to help students practice attending to sensations.

The practice of attending to sensations in the body has been given various names, including “mindfulness of sensations,” “tracking,” and “reading the nervous system.” Within the context of SEE Learning, tracking contributes to the development of emotional literacy, but even on its own has been shown to be helpful in a variety of contexts. For example, tracking is used in interventions for people who have suffered from trauma, because of the way trauma affects the nervous system. All children go through experiences that can be perceived as scary or threatening, so students participating in SEE

Learning programs need not have suffered from serious or “big T” trauma (although some will have) to benefit from practices that involve attending to the body and sensations. However, since experts advise that even just noticing and attending to body sensations can lead to a retriggering of past trauma, it is highly recommended that tracking be taught together with other skills, such as grounding and resourcing.¹⁴ These are explained in detail in the upcoming section on Self-Regulation. This way, students are equipped with methods for helping them return their bodies to a place of safety and resilience from the start. Even so, teachers and facilitators will want to be mindful of how experiences are being received by individuals, and give extra support as needed.

By learning to attend to their nervous systems through awareness of the sensations in their bodies, students will gradually learn to detect the signs of stress and well-being. A greater awareness of sensations, which can be cultivated through practice, will help them to realize when their bodies are in a state of well-being—what trauma expert Elaine Miller-Karas calls “the resiliency zone” or “zone of well-being.”¹⁵ Similarly, they will start to notice more quickly when they are out of that zone, either due to hyper-arousal (anxiety, excessive anger, agitation) or hypo-arousal (lethargy, feeling depressed). This awareness is the first step in learning to balance the body and return to a state of physiological well-being, which is a precondition for acting in the best interest of oneself and others.

The next enduring capability is *attending to emotions*. Learning to attend to and regulate the body provides a foundation for attending to emotions and feelings, because the calmer and more settled the body is, the easier it is to focus on the mind. Further, increased awareness of the body heightens the sensitivity and accuracy of emotional awareness because bodily sensations serve as important markers of emotional experience. For students to develop emotional literacy, externally provided knowledge is insufficient; it must be complemented by personal insight. Students need to develop emotional awareness, the ability to recognize and identify emotions as they arise in the present moment. When emotions become too powerful, they have the potential to overwhelm us and even drive us to actions that we might later regret. Although emotions can develop very quickly, they typically start as a spark before they become a raging fire. If caught at that early stage of being just a spark, emotions can often be dealt with more easily. But to do that, students must develop the ability to notice emotions and feelings as they are arising in the present moment. Fortunately, this is a practice that can be learned and improved upon over time. While emotional awareness is more fully cultivated in the Compassion dimension, here it takes the initial form of simply attending to, noticing, and being able to describe emotions and feelings as they arise.

¹⁴ Miller-Karas, Elaine. *Building resilience to trauma: The trauma and community resiliency models*. Routledge, 2015.

¹⁵ Miller-Karas, *Building resilience to trauma*.

As mentioned, the point of these practices is to help students develop a “first-person” understanding of emotions, that is, a personal understanding that arises from their own experience. Because such an understanding cannot be taught from the outside, this requires a practice component where students actively engage in the process of noticing, recognizing, and identifying their emotions. Practices such as mindfulness are especially useful here.

Noticing emotions and feelings is greatly aided by having a map of the mind, which is the final enduring capability in this component. The map of the mind is a metaphor that refers to helping students develop an increasingly sophisticated conceptual understanding of emotions and mental states. The ultimate aim of this map, just like a physical map, is to provide students with a resource that can help them navigate their own emotional landscape. Students can be guided in the development of this map through discussion and reflection, informed by age-appropriate scientific material on the effects of certain emotions on their bodies and relationships. The purpose of the map of the mind is to provide conceptual models that enable students to identify the different families of emotions, their common features, and what gives rise to and promotes these emotions. These conceptual models may be basic and introductory for very young students, and can draw from the most recent scientific research for older students.

For example, by grouping emotions into “emotion families,” students learn about the nuances and intensities of emotions, as well as their shared features. Students also learn that most emotions are not inherently destructive, but may become destructive when they are inappropriate to the context and situation. Fear, for example, can be constructive, as it can protect us from danger, but it becomes counterproductive when it reaches the point of anxiety. The psychologist Paul Ekman, one of the leading researchers on emotions, has created the Atlas of Emotions, an online resource used as a reference in SEE Learning that can help students gain greater emotional literacy.¹⁶

The map of the mind serves as a guide for this cultivation of emotional awareness. For example, if a student learns that irritation is a mild emotional state that can lead to anger and that unchecked anger can result in full-blown rage, they can then recognize a subtler form of an emotion before it turns into an unmanageable emotional state. A first-person exploration of emotions and the cultivation of emotional awareness can serve as a way of deepening one’s understanding of the models of emotions presented in the map of the mind, or can even serve as a testing ground for whether those models hold true for the student when compared against the evidence of their own experience. Specifically, this can include practices such as types of mindfulness, reflecting on past experiences involving strong emotions, and introspective and contemplative practices.

¹⁶ <http://www.paulekman.com/atlas-of-emotions>

Self-Compassion

The dimension of Compassion in the Personal domain is explored under the heading of *Self-Compassion*. Since self-compassion is easily misunderstood, Dr. Thupten Jinpa points out what it is not: self-compassion is not self-pity, indulgent self-gratification, or merely high self-esteem, which is based on evaluations of self and others.¹⁷ In SEE Learning, self-compassion refers to the process of genuine self-care, particularly of one’s inner life. The component of self-compassion centers around a further vital aspect to the development of emotional literacy, which is the ability to understand emotions in a wider context that includes one’s own needs. This additional layer of emotional literacy also allows for self-acceptance, because understanding why emotions arise and how they relate to their needs allows students to relate to their emotions with less self-judgment. By seeing emotions more clearly and understanding that they are transient, arise from contexts, and are therefore not fixed and immutable aspects of themselves, students can develop greater self-confidence and self-acceptance. This self-confidence and self-acceptance create the foundation for navigating emotions, accepting criticism, and dealing with set-backs constructively and with resilience, preventing such disappointments from leading to excessive self-criticism or a loss of self-worth. The two enduring capabilities of this component are *understanding emotions in context* and *self-acceptance*.

Domain: Personal	Component: Self-Compassion
Dimension: Compassion	



Self-Compassion

Enduring Capabilities:

- 1 Understanding Emotions in Context**
Understand how emotions arise within the context of underlying needs, perceptions, attitudes, and situations.
- 2 Self-Acceptance**
Accept oneself and one’s emotions by understanding their context, allowing for a relaxation of self-judgment.

¹⁷ Jinpa, *A Fearless Heart*, 29.

Understanding emotions in context is greatly aided by critical thinking, particularly as it relates to students' values, needs, and expectations. Whereas in cultivating self-awareness, students learned to attend to their inner world of thoughts and emotions, and to identify emotions, here students explore and come to understand how an emotional reaction to a situation is prompted not only by an external trigger, but also by their own perspectives and attitudes, rooted in a perception of their own needs. A situation that triggers an emotional state of anxiety may result from a desire for more certainty in a situation where that may not be possible. An event that triggers anger may result from a need to be respected. And hopelessness or frustration may result from a desire for an immediate change to a situation that may require more time or patience. Seeing that inner expectations and attitudes play a central role in generating emotions adds an important dimension to emotional literacy. From this, students can learn that a change in inner attitudes, expectations, and perspectives can result in long-term positive changes in habitual patterns and tendencies.

As students gain these insights, they are in a better position to recognize and appreciate their own personal value and cultivate an abiding sense of self-worth and confidence, while learning to identify unrealistic expectations that could lead to unhealthy self-judgment. By recognizing how emotional reactions often stem from needs, they can also begin to critically assess those needs, not all of which may be equal. This can involve differentiating needs from wants by coming to a deeper appreciation of their own values and an understanding of what will lead them to a life that exhibits those values, as opposed to short-term wants that may not lead to long-term well-being.

Recognizing the broader context in which emotions arise in one's life also supports the *self-acceptance* aspect of self-compassion. Self-acceptance is of great importance, as anger in our societies is increasingly turned inward. Excessive self-criticism, self-hate, and self-loathing are damaging not only to individual health and happiness, but they can cause tremendous harm if they trigger violence toward self or others. Reinforcing self-esteem is not the best solution, since self-esteem is based on comparisons with others, and research suggests that inward and outward aggression often manifest when a person's high self-esteem is threatened. A better method is helping students cultivate inner fortitude, resilience, humility, and courage by coming to a greater understanding of their emotional lives, allowing them to relax perfectionistic idealization and move toward realistic expectations of themselves and others. When a student has limited understanding and awareness of their emotional life, they will have greater difficulty tolerating challenges, hardships, and setbacks and will be less likely to seek opportunities for change and constructive action.

Modern culture is incredibly effective in teaching young people a host of unrealistic notions about themselves and others through television, films, and other forms of media. All too often young people

compare themselves to idealized celebrities or believe they should be performing like a “Superman” or “Wonder Woman,” free from imperfections or limitations. These impossible-to-reach standards lead to unnecessary mental anguish, and that frustration may in turn manifest as depression and self-blame, even to the point of physical self-harm or hostility and violence directed toward others.

A realistic perspective regarding one’s own limitations is crucial to circumventing this toxic cycle. By developing patience and understanding about their difficulties, students can become both motivated and able to reorient themselves away from these injurious mental states and behaviors. At the same time, students can learn to see that they have self-worth independent of their performance or their ability to meet arbitrary standards set by themselves or others. This sense of self-worth that is not dependent on external circumstances can serve as a powerful support for individual resilience.

In SEE Learning, students cultivate self-acceptance by reflecting on topics such as the inevitability of certain forms of disappointment and distress. It is not possible to be the best at everything, to win all the time, to know everything, or to never make a mistake. In fact, disappointments, challenges, and mistakes are inevitable facts of life. While it may appear discouraging to consider this reality, these insights do not actually undermine motivation but rather build resilience, because students will come to a better understanding of the process that leads to achieving one’s goals—a process that requires patience, effort, and the ability to work through setbacks. Losses, vulnerabilities, limitations, imperfections—even aging, sickness, and death—are inescapable aspects of the human condition, and reflecting on this fact so that it becomes an embodied understanding prepares one to better face such difficulties when they inevitably arise. Furthermore, despite one’s best efforts, most outcomes depend on a wide variety of causes and conditions, many of which are outside of one’s control. Thus systems thinking, which involves recognizing these larger contexts, can play a very helpful role here as well. With a more realistic view in place, students can face the world with greater confidence and efficacy, seeing more clearly what is within their ability to address and then doing their best to achieve their goals.

Self-compassion involves kindness to oneself, and it is also a source of inner strength, resilience, and courage. It is not about pretending that things are okay when they are not; rather, it is based on a realistic assessment of one’s capabilities and how one can influence the wider reality. Without education in this area, students may feel that they should be able to do more when they cannot; similarly, they may feel disempowered and not recognize the abilities they have to influence the things they can. As Dr. Jinpa notes, “In cultivating self-compassion, we don’t evaluate ourselves according to our worldly successes, and we don’t compare ourselves with others. Instead, we acknowledge our shortcomings and failings with patience, understanding, and kindness. We view our problems within

the larger context of our shared human condition. So, self-compassion, unlike self-esteem, lets us feel more connected with other people, and more positively disposed to them. Finally, self-compassion lets us be honest with ourselves... [it] promotes a realistic understanding of our situation.”¹⁸

Humility is part of being honest with oneself and is an important aspect of self-compassion. Seeking to instill constructive pride in students is reconcilable with humility, because humility is not thinking of oneself as less than one’s abilities, but rather is a realistic and honest assessment of one’s capacities. Contrary to popular belief, research suggests humility is a contributor to success and achievement and is an opposing factor to self-criticism and self-hate, since it represents the opposite of the unrealistic expectations that lead to a sense of personal failure. Students can be shown how even historically esteemed figures who accomplished great good in society had limitations, and they often expressed a humility that was not in conflict with their abilities and achievements.

Self-Regulation


When considered as a whole, the topics covered in the Personal domain can be understood as focusing on the cultivation of emotional literacy: the ability to identify the nature and context of one’s emotions and to know how to effectively navigate them. Without an ability to negotiate the complexities of this inner terrain of mind and emotions, students may not be able to overcome deep-seated habitual patterns that are limiting their capacity for self-control and their freedom. It is therefore essential to cultivate a deeper level of emotional awareness along with the tools to discern and regulate potentially destructive emotions. Since the purpose of successfully navigating one’s world of emotions is to live a healthy, happy life, developing emotional literacy can also be described by using the metaphor of cultivating good emotional hygiene. With physical hygiene, one engages in practices that mitigate unhealthy conditions and that facilitate well-being. Similarly, cultivating emotional literacy involves helping students clearly distinguish between emotions that may be harmful to their well-being from those that are beneficial. These specific tools and skills can be used by students to avoid emotional hijacking and instead act in ways that help them to succeed and flourish.

Far from being selfish or opposed to ethics, the type of self-cultivation developed in the Personal domain helps establish a basis for ethical action by enhancing the naturally resilient capacities within students. If this aspect of the SEE Learning framework is understood, it can easily be applied to the Social and Systems domains, since many of the same skills and materials pertain to those domains, where they are extended to interpersonal, communal, and global contexts.

¹⁸ Jinpa, *A Fearless Heart*, 31.

The topics and practices of the two preceding components lay the groundwork for Self-Regulation. Self-Regulation refers to the practices and behaviors that are consonant with and reinforce the insights and awareness gained with regard to body, mind, and emotions. The three topics for this component are *balancing the body*, *cognitive and impulse control*, and *navigating emotions*. Each of these connects to a corresponding topic in the Attention and Self-Awareness component (*attending to our body and sensations*, *attending to emotions*, and *map of the mind*). In many cases, it will make sense to teach these topics together. Ultimately, the goal of this component is to help students successfully navigate emotions so that they do not cause undue problems for themselves or others—in other words, so that emotions become allies rather than obstacles. In order to navigate emotions in this way, cognitive and impulse control is required, but this is not easy to cultivate if the body is stressed, in a state of hyper- or hypo-arousal, or otherwise dysregulated. Thus, the three topics fit together logically.

Domain: Personal	Component: Self-Regulation
Dimension: Engagement	



Self-Regulation

Enduring Capabilities:

- 1 Balancing the Body**
Regulate the body and nervous system to optimize well-being, especially when affected by stress.
- 2 Cognitive and Impulse Control**
Direct and sustain attention on chosen objects, tasks, or experiences, avoiding distraction.
- 3 Navigating Emotions**
Respond constructively to impulses and emotions and cultivate the behaviors and attitudes that facilitate one's long-term well-being.

To support the cultivation of cognitive and impulse control, students will benefit from practices that help them to balance the body. Without a basic level of physical regulation, it is difficult to bring about stability and clarity of mind. This in turn will make it challenging to help students make progress in the other competencies. A level of energy in the body and mind that is too high or too low will prevent stability and clarity and will make it hard for children to examine and navigate the inner landscape of their thoughts and emotions. This is especially important when dealing with children who themselves (or whose parents) have suffered from trauma, who live in less than desirable conditions, or who have suffered adverse childhood experiences. In such situations, the practices of learning to attend to and developing emotional awareness may be hindered if students do not first learn to calm and balance their bodies and minds.

In SEE Learning, balancing the body serves as an important foundation for other practices, such as the cultivation of attention and the reflective practices. Three fundamental skills in SEE Learning that balance the body and regulate the nervous system are resourcing, grounding, and tracking (see sidebar). These skills are informed by trauma care, but they are applicable to all individuals, whether or not they have suffered from serious trauma.

Balancing the body is greatly facilitated by creating a safe space. Without a sense of trust and security, students may remain in a heightened state of alert. Dr. Bruce D. Perry, an authority on brain development and children in crisis who has served as a consultant on many high-profile incidents involving traumatized children, including the Columbine High School shootings and the Oklahoma City bombing, makes this point about the learning environment:

When a child feels safe, curiosity lives. Yet when the world around us is strange and new, we crave familiarity. In new situations a child will be more easily overwhelmed, distressed, and frustrated. This child will be less capable of learning. The hungry child, the ill, tired, confused, or fearful child does not care about new things—they want familiar, comforting, and safe things.¹⁹

¹⁹ Perry, Bruce D., Creating an emotionally safe classroom, *Early Childhood Today*; Aug/Sep2000, Vol. 15 Issue 1, 35.

He then offers this advice for creating an emotionally safe classroom:

A sense of safety comes from consistent, attentive, nurturing, and sensitive attention to each child's needs. Safety is created by predictability, and predictability is created by consistent behaviors. And the consistency that leads to predictability does not come from rigidity in the timing of activities, it comes from the consistency of interaction from the teacher.²⁰

Perry points out the need to be attuned to each child's overload point and to provide time during the day for quiet and solitude so that the brain can catch up and process new information. He also suggests that, particularly with younger children, teachers can foster a sense of security by keeping the initial challenges light and the appreciations heavy.

This allows each student to experience success, mitigating any fear he or she may be feeling.

On a practical level, a safe learning environment is created when the teacher models kindness and consistency as well as patience, calmness, good humor, and vulnerability. A sense of safety is increased if tensions in the classroom are alleviated before they escalate and when expectations regarding classroom behavior are clear, mutually respectful, and agreed upon. Students need to know the consequences of serious infractions and that there will be compassionate but consistent follow-through with those consequences. For older students, a safe space may require the establishment of rules for how to conduct dialogue so that all students feel they can express themselves honestly without being attacked or undermined, thus creating a climate in which difficult discussions may take place in a productive fashion.

RESOURCING, GROUNDING, AND TRACKING

Balancing the body is related to attuning to a sense of safety rather than a sense of being under threat, due to the effect that such perception has on the nervous system. Of course, the first step is to maximize the actual safety and security of students in the classroom environment, extending this as much as possible to the entire school and community. And a sense of safety can be developed by helping students think of and practice accessing "resources." These resources can be external, internal, or imagined. External resources could include a friend, a favorite place, a pleasant memory, a family member, a pet, a favorite piece of music or musician, and so on. Internal resources could include a

²⁰ Ibid.

skill the student possesses, a positive personal aspect such as a sense of humor or a kind attitude, an enjoyable activity, or a part of the body that feels strong and capable. Imagined resources allow the student to create something that can serve as a resource, even if they haven't experienced it in person.

The point of the resource is that bringing it to mind and exploring it in detail helps to move the student into a place of resilience, safety, and comfort. It may take time to help students develop a number of resources that they can bring to mind in order to bring about a sense of greater security, but once this process has become natural, it can prove helpful in achieving this end. Once the resource has been developed, students can bring to mind their resource and then practice "tracking." This involves noticing any sensations in their bodies when they think of their resource and attending to whether those sensations are pleasant, unpleasant, or neutral. Gradually students will learn to contrast their bodies' sensations and processes when recalling their resource to how their bodies feel when they are stressed or dysregulated.

"Grounding" is also a useful sensorimotor practice in creating safety and bringing the mind back to the body. This practice involves bringing attention to any physical contact that creates a sense of support, security, safety, or well-being. This can involve touching or holding an object that is grounding or noticing where the body is supported. When paying attention to how the body is supported, students should be encouraged to change postures and notice how these changes bring about a feeling of more or less support. Like resourcing, grounding should be done in conjunction with tracking, noticing sensations in the body and allowing students to shift to pleasant or neutral sensations (or to a resource) when the students encounter unpleasant sensations.²¹ As students develop the skills of resourcing, grounding, and tracking, they will gradually develop more awareness of the processes in their bodies, allowing them to sense tension, anxiety, and stress in the early stages, before these feelings become difficult to manage.

A variety of other tools can be used to supplement these practices of balancing the body. Yoga or Tai-chi exercises have become popular in many American, Canadian, and European schools,²² and in Sweden, students routinely engage in peer-to-peer massage of the back, shoulder, and arms, although this may not be permissible or culturally appropriate in other places.²³ Listening to music, drawing, or journaling can also be good ways to help students transition into more formal activities for balancing the body. Another

²¹ Elaine Miller-Karas and her colleagues at the Trauma Resource Institute have drawn from trauma-informed care to develop the Community Resiliency Model, which describes in detail these and other practices for calming the body. Such practices can be helpful in preparing students for attention training and emotional awareness practices. These practices have been incorporated into the SEE Learning curriculum with permission.

²² See for example: Timmer, Cindy K., "Integrating yoga into elementary classrooms in order to create a foundation of serenity and health early in life" (2009). School of Education Student Capstones and Dissertations. Paper 779. Hagen, Ingunn and Nayar, Usha S. Yoga for children and young people's mental health and well-being: research review and reflections on the mental health potentials of yoga. *Frontiers in Psychiatry* (April 2014, VOL. 5, Article 35). Converse, Alexander K., Elizabeth O., Travers, Brittany G., and Davidson, Richard J. "Tai chi training reduces self-report of inattention in healthy young adults," *Frontiers in Human Neuroscience*. 2014; 8: 13

²³ Berggren, Solveig. "Massage in schools reduces stress and anxiety," *Young Children* (September 2004).

effective method is to engage in active relaxation through guided body scans, tensing and releasing muscle groups, or calming visualization practices such as the creation of a “secret garden.” Perhaps the oldest and simplest tool is the use of various breathing techniques—counting one’s breaths, engaging in deep breathing, or using rhythmic breathing practices such as the “elevator breath,” in which students raise and lower their arms as they gently breathe down to their belly for four counts, exhale out for four, and so on.

However, as noted above, since such sensorimotor practices as deep breathing or focusing on the breath have been known to lead to anxiety and other difficulties, particularly in individuals who have experienced trauma, teachers should begin by offering practices such as grounding and resourcing so that students have tools to deal with negative experiences should they arise. Care should be taken to first provide students with basic tools that work for them individually before exploring sensorimotor practices more broadly. The SEE Learning curriculum introduces these practices gradually and in a trauma-informed way.

It is important that teachers understand the difference between balancing the body and merely relaxing the body or inducing lethargy and sleepiness. The point is to develop facility with bringing about a state of physical and mental regulation most conducive to attention and learning. This is an active, resilient, and balanced state, rather than a sluggish, sleepy, or lethargic one. Therefore, practices for balancing the body should not merely involve relaxation, lying down, or nap time.

Balancing the body may be particularly challenging, but also particularly important for children struggling with difficult life circumstances, confusing emotions, or certain medical conditions. Children, like adults, have stressors, and when a child behaves inappropriately, it can often be attributed to the fact that he or she is experiencing discomfort at some level due to stress. By helping students develop the ability to balance the body, they acquire a way to cope with this immediate sense of unease. At other times, balancing the body may simply serve as a method for transitioning between healthy states of physical activity to more focused work, such as when it is time to pay attention to a lesson after a period of exuberant outdoor games.

Familiarity is key to students learning to effectively and efficiently balance the body, regardless of which technique is used. It may take a significant amount of time for younger children and adolescents to learn to regulate their bodies. As with any skill, the more often one practices it, the greater the facility. With this skill in place, students may begin learning to cultivate cognitive and impulse control more easily.

In addition to achieving a balanced body, navigating emotions depends on cognitive and impulse control, without which students would be at the mercy of their immediate emotions, feelings, and impulses. Cognitive and impulse control in turn depends on the ability to sustain attention and not get caught up in distractions, emotional or otherwise. This topic therefore relies upon the cultivation of sustained attention. In this context, the term refers to the ability of students to focus their attention on an object of their choice and to sustain that focus without undue stress or distraction. What is especially important, however, is not just any kind of attention, but attention that can be focused inward and that can note changes in the body and mind as they occur. As Daniel Goleman notes in *The Triple Focus*, attention is key to bringing about awareness as it relates to all three of the inner, other, and outer domains (called Personal, Social, and Systems in SEE Learning). Indeed, this skill of attention will be of great benefit when dealing with the Social domain, where it involves attending to inner responses to the presence and feelings of others, and the Systems domain, where it involves attending to inner awareness and responses to interdependence. Furthermore, practices for learning to attend can be combined with emotional literacy components to help students recognize and gain greater control over their emotions. Since the body often signals emotional states faster than the mind detects them, practices can be employed to notice how emotions build up in the body, allowing students to recognize physical changes as signs of emotional disturbances and catch them before they become overpowering.

The skill of attention is a necessity for developing the first-person side of emotional literacy and involves the cultivation of cognitive control. To succeed in life, students need the ability to stay focused and on task, avoiding distractions. This focus includes paying attention not simply to the teacher or the lesson at hand, but to those thoughts and behaviors that are counterproductive, such as daydreaming or passing notes, as well as to the types of behavior that are beneficial, such as listening. Rather than simply telling students to “pay attention,” SEE Learning helps students develop for themselves the crucial insights that will inform their awareness and judgment of what to pay attention to at a given time, along with the skills to pay attention and sustain it with greater ease.

Both the attentional control and the cognitive flexibility needed to redirect attention are important features of executive function, the collection of brain functions needed when one has to concentrate and think, or inhibit acting on impulse when it would be ill-advised.²⁴ When students have difficulty with attention-related self-regulation skills, it can lead to a variety of issues including trouble with reading and language development, along with poorer overall academic performance. Additionally,

²⁴ Diamond, Adele, and Lee, Kathleen. “Interventions shown to Aid Executive Function Development in Children 4–12 Years Old.” *Science*. 2011 August 19; 333(6045): 959–964

the inability to effectively regulate attention can impact students socially and make them more susceptible to acting out and peer rejection.²⁵

The ability to sustain attention is also necessary if students are to persevere with a long-term task or higher-order goal in the face of challenges; this competency is a crucial component of what some in education now term “grit.”²⁶ Grit allows students to view difficulties as a bump in the road on their way to success, rather than as a failure of individual ability or willpower. This is true especially when this persistence is framed in terms of their own values so that they understand why they are making an effort.²⁷ As Amir Raz, a cognitive neuroscientist and leading attention researcher at McGill University, suggests, “If you have good attentional control, you can do more than just pay attention to someone speaking at a lecture, you can control your cognitive processes, control your emotions, better articulate your actions. You can enjoy and gain an edge on life.”²⁸

There is also evidence suggesting that inhibition control, along with the socializing environment, contributes significantly to the development of conscience in childhood, the foundation for autonomous self-regulation,²⁹ and eventually, for responsible decision making.³⁰ Thus far, research suggests that the best methods for cultivating attentional control and inhibition are specific types of curricula and mindfulness-based practices such as meditation, martial arts, and yoga.³¹ These research results align with observations made by both Linda Lantieri and Daniel Goleman, founding figures in the Social and Emotional Learning (SEL) movement. Lantieri and Goleman have recognized the need to incorporate attention training into SEL—that is, structured methods for learning to attend to one’s feelings, thoughts, and impulses without being carried away by them—in order to provide children

²⁵ NICHD Early Child Care Research Network, “Do Children’s Attention Processes Mediate the Link Between Family Predictors and School Readiness?” *Developmental Psychology*, 2003, Vol. 39, No. 3, p.583

²⁶ U.S. Department of Education, Office of Educational Technology. “Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century,” February 14, 2013. p. vii

²⁷ Ibid. p.x

²⁸ Jackson, Maggie. “Attention Class.” *The Boston Globe*, June 29, 2008.

²⁹ Kochanska, Gvazyna, Murray, Kathleen and Coy, Katherine C. “Inhibitory Control as a Contributor to Conscience in Childhood: From Toddler to Early School Age.” *Child Development*, April 1997, Volume 68, Number 2, Pages 263-277. Kochanska, Gvazyna, and Aksan, Nazan. “Children’s Conscience and Self-Regulation.” *Journal of Personality*. Volume 74, Issue 6, 1587–1618, December 2006.

³⁰ Reudy et al. found that compared to individuals low in mindfulness, individuals high in mindfulness report that they are more likely to act ethically, are more likely to value upholding ethical standards, and are more likely to engage in a principled approach to ethical decision making. Reudy, Nicole E. and Schweitzer, Maurice E. “In the Moment: The Effect of Mindfulness on Ethical Decision Making.” *Journal of Business Ethics*, September 2010, Volume 95, Supplement 1, 73-87.

³¹ Diamond, Adele, and Lee, Kathleen. “Interventions shown to Aid Executive Function Development in Children 4–12 Years Old.” *Science*. 2011 August 19; 333(6045): 959–964

with a technique for increasing self-control.³² Even when kindness and compassion are valued, one may, of course, still harm others or engage in actions that are detrimental to one's own well-being. Often this is due to simply being "caught up in the moment" or not considering the consequences of one's actions until it is too late. Attention training helps one learn to create a space between stimulus and response: a space in which a more considered response can be formed.

Cognitive and impulse control can also be powerful tools in combating the ever-increasing stress experienced by students, as has been demonstrated in the work of Jon Kabat-Zinn, the originator of Mindfulness-Based Stress Reduction, and Herbert Benson, who first identified the physiological benefits of invoking the so-called "relaxation response." Other researchers have noted that "When students use mindfulness in their learning processes, they utilize creativity, experience cognitive flexibility, and are able to better use information to enhance memory for instructional retention.... They were better able to focus and relax, reduce anxiety before taking a test, make better decisions when in conflict, and were more easily able to redirect their attention when off-task."³³ It should be noted that while mindfulness can be defined in various ways, the focus in SEE Learning is on the cultivation of attention. This ability to attend serves as a foundation for navigating emotions as well as for the reflective practices in SEE Learning, which require sustained attention in order to be most effective.

Cognitive and impulse control in SEE Learning is based on specific strategies to enhance attention. Students learn first to attend to and track sensations in the body. Later, they practice maintaining attention during activities, such as mindful walking, listening, and eating. Following that, they practice focusing on specific objects of attention, such as the breath. Lastly, they cultivate attention with regard to mental experience itself, witnessing their thoughts and emotions as they arise and pass. These formal practices support learning to be "fully present" and help children develop attentional stability, impulse control, and the ability to delay gratification. Although they may sound difficult, such practices can be very simple. For example, various programs have shown that very young children can begin with a practice such as "breathing buddies," where they place a small stuffed animal on their stomach and watch it go up and down as they count their breaths. Students can learn to attend through any of a wide variety of activities as long as it is engaged in consciously, for the purpose of cultivating attention.

³² See Goleman and Senge, *The Triple Focus*, 21; and Linda Lantieri and Vicki Zakrzewski, "How SEL and Mindfulness Can Work Together." April 7, 2015. http://greatergood.berkeley.edu/article/item/how_social_emotional_learning_and_mindfulness_can_work_together

³³ Napoli, Maria, Krech, Paul Rock, and Holley, Lynn C. "Mindfulness Training for Elementary School Students: The Attention Academy." *Journal of Applied School Psychology*, Vol. 21(1) 2005.

Balancing the body and cultivating cognitive and impulse control are of great value in themselves, but they also serve the final topic, which is *navigating emotions*. Equipped with skills and knowledge from the other topics in the Personal domain, such as the ability to recognize and identify emotions as well as the ability to relate them to one's deeper needs, the question arises of how to put this knowledge into practice. This constitutes the remaining step of emotional literacy: the ability to use one's map of the mind and one's emotional awareness to successfully navigate the world of emotions.

A key step is helping students develop emotional discernment, the ability to recognize when emotions are productive and helpful to oneself and others and when they become toxic or harmful. This process may already have begun to some extent in the Self-compassion component and in learning the "map of the mind," but here it is developed fully and explicitly addressed. Having recognized those attitudes and behaviors that are beneficial to oneself and others and those that are potentially harmful, students then learn the skills to successfully cultivate the former and deal effectively with the latter in their lives. The practice of self-regulation can take place on both a physical level (What kind of behaviors can one engage in to make things better or to avoid harming others?) and a mental level (Are there ways of thinking, perspective-taking, or a change of attitude that could help or hinder in this situation?).

As noted, it is important that students not only learn about emotions at the level of received knowledge, but also gain first-person experience and conviction into how emotions affect their minds and bodies, and even their behavior. This process of discernment is one that teachers can facilitate. Students can reflect on their personal experience in light of the map of the mind and also in a wider context of what effects emotions have on themselves and others. Where do certain emotions lead me? And do I want the results that they lead me to? A single thought of prejudice can be the germ that gives rise to terrible social consequences and a single moment of a particular emotion, such as intense anger, if not caught and averted in time can lead to lifelong, devastating results for oneself and others. Repeated reflection on this reality can lead students to develop a deep concern for learning how to identify and regulate their emotions and develop caution with regard to emotions and mental states that may be harmful to themselves and others. As students develop competency in identifying and regulating emotions, they are likely to begin to experience a sense of enthusiasm, courage, and a boost to their self-confidence.

As students develop emotional discernment, they will also recognize that certain attitudes and perceptions affect how emotions arise. This is because they have already learned to see the relationship between emotions and underlying needs. The more that students recognize the causal chains that give rise to certain emotions, the greater their emotional literacy. This will then enable students to decide which attitudes and perceptions they may wish to encourage in themselves

and which they may wish to transform. This can also lead to an understanding of how to deal with potentially harmful emotions by applying strategies that serve to regulate, transform, or weaken the negative impact of such emotions. This is the practice of navigating the emotions.

Because emotions are related to individual feelings and perceptions, it is important that students develop knowledge of their emotional landscape through personal experience, rather than simply being told by teachers what is correct or what they should feel. Only when students discover for themselves what does and does not work in navigating their own emotions will this knowledge reach the level of critical insight and eventually, embodied understanding. To the extent that students have cultivated attention, emotional awareness, and emotional discernment, they will have skills that help them catch themselves before reacting with harmful emotions and, if they so choose, to apply antidotal forces as remedies.

Although the Personal domain contains many resources for students to develop individual resilience, this should be supplemented with a recognition that there are also interpersonal, societal, and cultural sources of resilience that are also essential for supporting students. Individual grit and resilience can never be seen as the answer to all of a student's problems; nor should they be used to excuse or paper over systemic issues that threaten student success. When difficulties are being created by environmental factors or other individuals, those difficulties must be addressed so that students can thrive. For this reason, SEE Learning also pays explicit attention to the Social and Systems domains, and supports a holistic approach that includes all three of these domains in harmony.

5

Exploring the Social Domain

The Social domain is similar to the Personal domain in many ways, except that the focus is on others rather than oneself. Like the Personal domain, it moves through the three dimensions of Awareness, Compassion, and Engagement. Awareness means a basic awareness of others as well as an awareness of oneself as a social being—that is, as someone who exists in relation to others, who impacts others, and who needs others. Included in awareness is also the awareness of what we as human beings have in common and what differentiates us, and how to navigate these two. The Compassion dimension involves translating much of the knowledge gained in the Personal domain to others: understanding others' emotions in context in order to generate a better understanding of them with less reactive judgment, and using this understanding to cultivate compassion and other prosocial emotions and dispositions, such as gratitude, forgiveness, generosity, and humility. Lastly, the Engagement dimension involves putting this awareness and insight together in learning how to relate positively and constructively toward others. It involves navigating one's relations with others and developing the behaviors and skills that lead to well-being for others—with the recognition that benefiting others often benefits oneself in the long term as well.

The three components of the Social domain are therefore *Interpersonal Awareness*, *Compassion for Others*, and *Relationship Skills*. *Social Awareness* focuses on the ability to recognize and appreciate how others contribute to one's well-being. *Compassion for Others* emphasizes the development of the ability that we naturally have as human beings to understand how others feel and to see their perspective. *Relationship Skills* sets out to directly foster the practical skills necessary to communicate constructively and interact with others in helpful ways.

Although SEE Learning does not necessarily need to be approached in a linear fashion, progress in the Personal domain will benefit students as they move into the Social domain. This is because the skills required to tune into one's own emotional life help greatly in attuning to the emotional lives of others. The cultivation of the various aspects of emotional literacy—such as the map of the mind, emotional awareness, and the ability to recognize how emotions are tied to needs—can all be revisited in the Social domain, where they will contribute to the cultivation of genuine empathy and understanding of others. This also holds true for moving from left to right on the chart along the three dimensions, from awareness to compassion to engagement: materials and practices need not be taken in a strictly linear fashion, but each successive component builds, expands upon, and reinforces those that come before it. That being said, progress in the Social domain can also translate into progress in the Personal domain, as a greater understanding of others can lead to insights into oneself.

Interpersonal Awareness

"Appreciation is a wonderful thing. It makes what is excellent in others belong to us as well." As the 18th century philosopher Voltaire aptly observes, a sense of appreciation for others facilitates and enhances feelings of personal well-being, as well as feelings of interpersonal connection. As such, it is essential for empathy, compassion, and an ability to relate productively with others and for their benefit. Even if there may be a tendency to initially focus on one's own narrow self-interest, relating to others from this perspective is a skill that can be learned over time, yielding great benefit to oneself as well.³⁴

Interpersonal awareness is covered through three main topics, each linked to an enduring capability. The first is *attending to our social reality*. This is the ability to recognize our inherently social nature and attend to the presence of others and the roles they play in our lives. The second is *attending to our shared reality with others*. This involves appreciating what we share with others on a fundamental

³⁴ Adler, Mitchel G. and Fagley, N. S. "Appreciation: Individual Differences in Finding Value and Meaning as a Unique Predictor of Subjective Well-Being." *Journal of Personality*, February 2005. Vol. 73, No. 1, p.79-114.

level, such as the desire to attain happiness and avoid suffering, having emotional and bodily states, and other common experiences. The third is *appreciating diversity and difference*. This involves appreciating that part of our shared reality is the diversity, uniqueness, and difference of individuals and groups, learning to respect those differences and recognizing the ways they add to our collective life.

Domain: Social	Component: Interpersonal Awareness
Dimension: Awareness	



Interpersonal Awareness

Enduring Capabilities:

- 1 **Attending to Our Social Reality**
Recognize our inherently social nature and attend to the presence of others and the roles they play in our lives.
- 2 **Attending to Our Shared Reality with Others**
Appreciate what we share with others on a fundamental level, such as wanting to attain happiness and avoid unnecessary hardships, having emotions and body states, and other common experiences.
- 3 **Appreciating Diversity and Difference**
Appreciate that part of our shared reality is the diversity, uniqueness, and difference of individuals and groups, learning to respect those differences and the way they add to our collective life.

At its most basic level, *attending to our social reality* is simply the recognition that we are social beings—that no man or woman is an “island.” It is the recognition that others exist and play a role in our lives. Although this may seem obvious, this basic awareness that others exist and experience the world as subjects just as we do can sometimes escape us, as does the fact that we share a world with others and that others play a constant role in our lives in countless ways. It can be all too easy to fall into the trap of thinking that we are the only ones who have wants and needs, who should be cared for, and so on.

Although simple to begin with, this is a topic that can be explored in deeper ways, as students reflect on the people who have shaped them, who continue to affect their existence, and who will affect them in the future. Students can explore the many ways in which others play a role in their lives, from providing basic necessities to leisure activities and offering companionship or protection. This lays the groundwork for cultivating appreciation, empathy, and compassion for others. At more advanced stages, students can explore how selfhood is itself co-constructed in relation to others, the extent to which one's self-concept is influenced by others, the complexities of self-esteem, and so on.

Beyond the mere existence of others as subjects just like oneself comes the recognition that others also have emotional lives and that one can attend to this reality as well. Thus, a basic appreciation of others can be enhanced and explored by *attending to our shared reality with others*. This second topic involves helping students recognize fundamental similarities between themselves and others while recognizing that these similarities need not efface an appreciation of differences. Most importantly, the fundamental similarities stressed in SEE Learning are those on the level of basic human experiences common to all. Just like us, others have emotional lives that include wants, needs, fears, and hopes. They get sick, have limitations, run into obstacles, experience joys and setbacks. The recognition of these basic commonalities is a skill that can be cultivated and made habitual. Training to attend to others can improve one's ability to recognize and identify others' feelings, which is an important component of cognitive empathy, while identifying with others as similar to oneself is an important component of affective empathy. This capability, when combined with the second dimension, which involves understanding others' emotions in context, becomes a powerful support for empathy.

To the extent that students have already developed a degree of emotional literacy, including a map of the mind and first-person emotional awareness, they will be able to note the similarities between themselves and others. At the same time, they need to be able to explore how others are not in every way like themselves. Although those around them have wants, needs, fears, and hopes, they do not necessarily always want the same things or fear the same things, and this should be respected. Others have different life experiences, different perspectives, and different knowledge. Recognizing and appreciating these differences, while noting underlying similarities such as a basic wish for happiness and well-being, creates a nuanced understanding of self and others that is an important aspect of relationship skills.

The final topic in this component is *appreciating diversity and difference*. One part of our shared reality with others is that each of us is unique, and we belong to social groups that have distinctive characteristics. A part of our shared reality is that we each have a different upbringing, a different

family environment, and unique experiences that shape our perspectives, attitudes, and aspirations. Diversity is part of our shared reality and can be appreciated as such—something that itself can bring us together, rather than push us apart. Respecting differences and diversity contributes to our collective life. It is an especially important type of awareness in our increasingly pluralistic and globalized world and serves as a direct and fundamental support for efforts to increase equity. Respect for diversity provides a foundation for the cultivation of genuine empathy and compassion. Such emotions require that we acknowledge both the similarities between ourselves and others as well as the ways in which others are unique and distinctive and may not experience things precisely the way we do.


Compassion for Others

Interpersonal awareness and an appreciation for others pave the way for the cultivation of a range of prosocial capacities and ethical dispositions. The topics here cover some of the most important of these dispositions: *understanding others' feelings and emotions in context*, *appreciating and cultivating kindness and compassion*, and *appreciating and cultivating other ethical dispositions*. In SEE Learning, these are grouped in the component called "Compassion for Others." While all of these prosocial capacities are important, they can be understood as stemming from, or contributing to, compassion for others. Compassion therefore serves as a useful way of thinking about these prosocial capacities and places them in their ethical context.

The first topic is *understanding others' feelings and emotions in context*. This is the Social domain pairing of the Personal domain topic that involves understanding one's own emotions in context. Many of the same strategies used in that topic can be translated here. Just as not understanding one's own emotions in context can lead to self-judgment and understanding that they arise from needs can lead to self-acceptance and self-compassion, so too does this process work when looking at others. When an individual sees another person act in a way they do not approve of, it is natural to react with judgment. However, understanding that another person's actions are spurred by an emotion—and understanding that the emotion arises from a context and perhaps an underlying need—can lead to empathy and compassion rather than anger and judgment. There are many activities that can support the process of trying to understand the context and motivation of another person or group. The intention, of course, is not to excuse inappropriate behavior but to understand others and their emotions on a human level.

The next topic is *appreciating and cultivating kindness and compassion*. As noted earlier, compassion can serve as a powerful guiding principle for ethical behavior that benefits oneself and others. This requires that students come to understand what compassion is and what it is not—and

Domain: Social	Component: Compassion for Others
Dimension: Compassion	



**Compassion
for Others**

Enduring Capabilities:

- 1 Understanding Others' Feelings and Emotions in Context**
Understand others' feelings and reactions in relation to the situations in which they occur, and understand that, like oneself, others have feelings caused by needs.
- 2 Appreciating and Cultivating Kindness and Compassion**
Value the benefits of kindness and compassion and cultivate them as a disposition.
- 3 Appreciating and Cultivating Other Ethical Dispositions**
Value and foster development of ethical dispositions and prosocial emotions such as forgiveness, patience, contentment, generosity, and humility.

that they come to value compassion as something that they wish to cultivate. If compassion is merely provided as a dictate, then it is unlikely that many students will be motivated to explore it in depth. Instructors and the school itself must come to a deep appreciation and understanding of compassion and the closely related concept of kindness. The term “kindness” may in some cases be a more appropriate focus when working with young children, whereas “compassion” can be explored in greater detail as students progress.

As noted above, compassion is the wish to alleviate the suffering of others. Increasingly, research across a number of fields indicates that compassion and other prosocial capacities can be taught and cultivated, with measurable benefits to physical, mental, and social well-being and health. Although compassion and kindness are not always viewed as central aspects of human existence, research points to the biological roots of compassion, suggesting that it is both more innate and more

essential to our survival than we may realize. The primatologist Frans de Waal points out that all mammalian and bird species require maternal care to survive, due to the fact that offspring cannot live on their own after birth, and he provides numerous examples of non-human species expressing empathy and engaging in altruistic acts.³⁵ Altruistic behavior in various species, including humans, creates reciprocal bonding that supports survival and flourishing on both the individual and group levels. In bird and mammalian species, including the human species, compassion is therefore a matter of survival, which may explain why we respond so positively to it, even on a physiological level.

In humans, a preference for kindness manifests at a very young age. Studies by developmental psychologists suggest that infants as young as three months of age prefer individuals who exhibit helping behavior to those who exhibit antisocial behavior.³⁶ As one such researcher, Kiley Hamlin, notes, “Though we may think of them as interested only in their own desires, given the chance, toddlers under two [years of age] show generosity. We find them willing to share—to give their treats away. And this makes them happy.”³⁷

Valuing kindness over cruelty may appear to be common sense, yet it is easy to become estranged from this basic fact. When that occurs, we may not value a compassionate perspective in ourselves or in others; we may accept the cruelty of others or dismiss our own cruel acts. Students can be helped to strengthen their predisposition to kindness through the promotion of compassion as a deeply held value. The more those around them value a compassionate orientation, the more students will wish to show kindness to others, and the more they will appreciate kindness when they see it in others. Likewise, when students see others acting maliciously, they will recognize that this is harmful to themselves and others, and they may be more inclined to respond or intervene in a constructive way. And when they see others acting kindly, they will appreciate this behavior and will be more likely to encourage, support, and praise it. This can contribute to a gradual change in school and classroom culture. In the SEE Learning curriculum, compassion and kindness are first introduced via the role they play in happiness—namely the recognition that we all want others to be kind and compassionate to us, rather than cruel, because this contributes better to our happiness. This is explored concretely through the use of class agreements, whereby students explore how agreeing to treat each other with kindness can contribute to their individual and collective

³⁵ De Waal, Frans, *Age of Empathy: Nature's Lessons for a Kinder Society*, Broadway Books; (September 7, 2010).

³⁶ Hamlin, J. K., & Wynn, K. (2011). “Young infants prefer prosocial to antisocial others.” *Cognitive development*, 26(1), 30-39.

³⁷ Goleman, *A Force for Good*, 51.

well-being. The curriculum then returns to these themes repeatedly in different ways to build sophistication of understanding.

An appreciation of kindness and compassion supports the third topic, *appreciating and cultivating other ethical dispositions*. Some of these ethical dispositions include gratitude, forgiveness, contentment, humility, and patience. Although it may seem vague to speak of “other” ethical dispositions, the topic is left open intentionally, as students, teachers, and schools may choose, of the many that could be named, which particular dispositions that they wish to focus on and instill.

Common among these ethical dispositions is that they refer to inner qualities—rather than material possessions or accomplishments—that benefit the life and happiness of the student. A focus on valuing people and appreciating how they have enriched one’s life stands in opposition to the idea that self-promotion and the acquisition of material possessions lead to long-term satisfaction and happiness. It is important to help students recognize that these inner qualities are just as important, if not more so, than possessions and achievements. Research shows that while there is a leveling-off of reported satisfaction with life after a certain level of material well-being, there are strong links between gratitude and happiness in children, adolescents, and adults. Not only is gratitude related to greater life satisfaction, but a sense of appreciation for received benefits also increases prosocial behaviors.³⁸ Appreciation of kindness and gratitude can become powerful antidotes to the materialistic messages conveyed by social media, advertising, reality television, and other media.

From a practical perspective, this component involves engaging in critical thinking to develop an appreciation for the kindness of others that leads to gratitude and forgiveness. Through the topic of appreciating kindness, students can explore the ways in which their well-being depends on the actions of others. A deeper level of appreciation comes when students recognize the ways in which others act to benefit them. Certain insights facilitate the cultivation of appreciation, and learning and deepening these insights expands the appreciation of others enormously. This exploration, which can be very broad and very deep, can result in the cultivation of a genuine and abiding sense of gratitude, which in turn serves as a powerful bond and connection with others. For example, students can recognize that we can be grateful for whatever ways others have benefited us, whether those individuals intended to benefit us or not.

Appreciation for others can also be cultivated by reflecting not merely on what others have done, but what they have not done, such as the restraint they have shown. Through this method, students

³⁸ Froh, Jeffrey J., Emmons, Robert A., Card, Noel A., Bono, Giacomo, Wilson, Jennifer A. “Gratitude and the Reduced Costs of Materialism in Adolescents.” *Journal of Happiness Studies*. 2011. 12:289-302.

can learn to appreciate others when they do not cause harm, inconvenience, or hurt. The fact that others have not stolen from, harmed, or insulted one can be a cause for appreciation, because if everyone behaved this way, there would be no fear of being harmed or becoming a victim of theft. On a more advanced level, students can gradually learn to appreciate the benefit that can be derived when others act in a harmful way. While not condoning the wrong behavior of others, the ability to take a new perspective is a powerful way to release anger, resentment, and hatred. Students can study examples of those who experience hardships and yet manage to transform their perspectives in order to lead happier and more fulfilling lives.

The appreciation for others can now expand to reflect on how one's own happiness and well-being depend on the countless acts of kindness shown by others, including strangers. This appreciation naturally will lead to gratitude, which will then facilitate bringing empathy (a recognition of others' emotional states and a resonance with them) to the level of empathic concern whereby one cares about others' well-being or suffering in a personal way, without letting that caring turn into personal distress. This can be reinforced by reflecting on the disadvantages of a self-centered attitude and the advantages that come when people care for and about each other. This can be explored on the level of an individual student or expanded to consider groups and interpersonal interactions. Furthermore, just as students did with themselves in the Personal domain, they can learn to recognize that others' emotional states take place within a larger context, including their respective needs.

Empathy is the ability to recognize and be sensitive to the experiences of others, including both their joys and sorrows. Generally, this is most easily accomplished with those in one's in-group, that is, those whom one already identifies as friends or loved ones, or with whom one shares a certain identification such as membership in a faith tradition or political party or even as the fans of a particular sports team. "Identification is the primary portal for empathy," observes Emory primatologist Frans de Waal. One feels happiness when things are going well for someone close, and finds their problems difficult to bear. On the other hand, one may feel somewhat indifferent to the difficulties of strangers and a certain sense of satisfaction, or even elation, when people who have harmed us, or whom we simply find bothersome, experience pain or setbacks. There are, however, many benefits related to expanding one's field of regard to include those with whom one doesn't immediately empathize.

More than two centuries ago, the philosopher Adam Smith suggested that empathy requires one to actively imagine oneself in the situation of another and, in that way, it is possible to discern and experience on some level what another is feeling. Empathy begins by taking the perspective

of another, a skill long considered vital to proper social functioning³⁹ and key to active helping behavior.⁴⁰ Importantly for school settings, encouraging an empathic perspective has been found to be a successful strategy for reducing social bias, and the ability to take the perspective of another directly correlates with the predisposition to cooperate.⁴¹ School-aged children who are able to empathize are on the whole less likely to engage in aggression and bullying, and they generally demonstrate more prosocial behavior. On the whole, they are more likely to intervene to protect someone being victimized⁴² and, in adolescence, less likely to engage in delinquency.⁴³ More recently, research by neuroscientists, as well as social scientists, supports the view that feeling empathy can support compassionate action.⁴⁴

There are, however, also aspects of empathy that do not appear to support compassion as straightforwardly. As psychologist Paul Bloom argues in his book *Against Empathy: The Case for Rational Compassion*, empathy is often irrational and problematic when considered from an ethical perspective.⁴⁵ Empathic responses tend to be strongest when there is a single person or animal suffering; when this is expanded to two or more individuals, the empathic response goes down, rather than up. Empathy also tends to be biased toward members of one's in-group.

Empathy works effectively to support the competency of *Compassion for Others* when it is expanded in an even and unbiased way and when it is supported by self-regulation and self-compassion so that it does not lead to empathic distress. By working to expand the sense of identification with others to include more people—even those who may seem very different—this practice weakens the sharp in-group/out-group divisions that can make empathy uneven and limited.⁴⁶ Furthermore, a systems

³⁹ Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of Personality and Social Psychology*, 44, 113-126.

⁴⁰ Oswald, Patricia A., "The Effects of Cognitive and Affective Perspective Taking on Empathic Concern and Altruistic Helping." *The Journal of Social Psychology*, Vol. 136, Iss. 5, 1996

⁴¹ Johnson, David W., "Cooperativeness and Social Perspective Taking." *Journal of Personality and Social Psychology*. 1975, Vol. 31, No~ 2, 241-244.

⁴² Eisenberg, Nancy, Spinrad, Tracy L., Morris, Amanda. "Empathy Related Responding in Children." *Handbook of Moral Development*, ed. Killen, Melanie, Smetana, Judith G., Psychology Press, 2013. p.190-191.

⁴³ Chandler, Michael J., "Egocentrism and antisocial behavior: The assessment and training of social perspective-taking skills." *Developmental Psychology*, Vol 9(3), Nov 1973, 326-332.

⁴⁴ See for example, Singer, Tania and Lamm, Claus. "The social neuroscience of empathy." *The Year in Cognitive Neuroscience 2009*. Ann. N.Y. Acad. Sci. 1156: 81-96 (2009).

⁴⁵ Bloom, Paul. *Against Empathy: The Case for Rational Compassion*. Ecco, 2016.

⁴⁶ Galinsky, Adam D., Moskowitz, Gordon B., "Perspective-Taking: Decreasing Stereotype Expression, Stereotype Accessibility, and In-Group Favoritism." *Journal of Personality and Social Psychology*. 2000, Vol. 78, No. 4, 708-724.

perspective, explored later in this framework, allows for a widening of our natural ability to take the perspectives of others into account and to take a longer-term view. Some psychologists have suggested that learning to take the perspective of others may help to prevent the type of overly emotional identification that can lead to empathic distress and the avoidance of someone in pain.⁴⁷ In empathic distress, seeing the suffering of another prompts one to take action not out of care for that person, but rather out of a wish to eliminate one's own personal discomfort. It is distinguished from empathic concern and compassion in that it is self-oriented rather than other-oriented.

Expanding the skill of perspective-taking to be more inclusive is a crucial step in maintaining diverse relationships as well as successfully navigating a school or group setting. The developmental psychologist Carolyn Saarni noted that to be successful in a learning environment one must "have skill in discerning and understanding the emotions of others, based on situational and expressive cues."⁴⁸ As consciousness around implicit bias increases in society, students can be taught about the harm caused by bias. When combined with an ability to relate to others on the basis of more fundamental shared similarities, as explored in the previous topics, a genuine empathy that is less constrained by bias can emerge.

In short, relating to others empathically involves sensitivity to the other person's presence, the ability to interpret his or her affect, and a willingness to make an effort to understand his or her viewpoint and situation. Taking this perspective, a teacher can make an effort to understand the feelings behind a negative behavior and communicate that understanding both to the child and to his or her classmates. Modeling this approach for students is extremely important, as it creates a distinction between the actor and the action, which creates space for a growth mindset that is supportive of change. Likewise, it is helpful to point out that the particular behavior is not a permanent state of being by noting instances when the child demonstrated kindness or some other positive behavior. Separating the act from the actor is important for fostering compassion for self and others. This approach allows for a critical stance toward certain behaviors and attitudes, while maintaining a positive stance toward the person—either another or oneself.

⁴⁷ Decety, Jean, and Lamm, Claus. "Human Empathy through the Lens of Neuroscience." *The Scientific World Journal*. 2006, 6, 1146-1163.

⁴⁸ Saarni, Carolyn. "The development of emotional competence: Pathways for helping children to become emotionally intelligent." *Educating people to be emotionally intelligent* (2007): 15-35.

Discussing age-appropriate stories is one effective means for helping children practice taking another's perspective in a non-threatening way,⁴⁹ and research suggests that teachers can use the reading of fiction as an effective way to cultivate empathy, particularly when it is accompanied by exercises that encourage perspective taking and a reflection on the situations and emotional lives of the characters.⁵⁰ For adolescents and above, reading literary fiction that focuses on characters with complex inner lives can be a useful tool for developing the ability to empathize,⁵¹ as is role-playing at all ages.⁵² The SEE Learning curriculum often employs stories and scenarios that students can relate to, thereby allowing them to explore situations and emotions vicariously and in a safe way before examining them more personally through reflective practices.

As empathic concern is developed, it paves the way for compassion, a wish to alleviate the suffering of others. However, in its fullest sense, compassion is a powerful and courageous emotional state whereby a student feels empowered to help others.⁵³ It should not be understood as meekness, powerlessness, or blind kindness. Increasingly, scientific research indicates that compassion is a skill that can be cultivated and one that brings about significant benefits, including benefits to one's own health and well-being. Students can also reflect, however, on the many benefits to classrooms, families, and communities when compassion for others is expanded.

As noted, just as students learn to relate their own emotions to a wider context and recognize how their emotions often stem from underlying needs, students can learn to extend this approach to others, relating their behaviors to their emotions, and those emotions to needs. By doing so, the reasons for the behaviors and emotional reactions of others become more clearly manifest. As students explore the similarities between themselves and others and they extend to others their practice of releasing unrealistic expectations and cultivating self-acceptance, this understanding can support the practice of forgiveness. In SEE Learning, forgiveness is understood not necessarily as an interpersonal action between two individuals but as an internal releasing of anger and resentment toward others. As such, it can be recognized as an action that benefits the students themselves and

⁴⁹ Ornaghi, Veronica, Brockmeir, Jens, Grazzani, Ilaria. "Enhancing social cognition by training school children in emotion understanding: a primary school study." *Journal of Experimental Child Psychology* 2014, Vol. 119, 26–39.

⁵⁰ See for example, several studies conducted by University of Toronto researcher Keith Oatley. Mar, Raymond A., Keith Oatley, and Jordan B. Peterson. "Exploring the link between reading fiction and empathy: Ruling out individual differences and examining outcomes." *Communications* 34.4 (2009): 407-428.

⁵¹ Chiare, Julian, "Novel Finding: Reading Literary Fiction Improves Empathy." *Scientific American*, October 4, 2013.

⁵² See for example, Varkey P, Chutka DS, and Lesnick TG. "The Aging Game: improving medical students' attitudes toward caring for the elderly." *J Am Med Dir Assoc*. 2006. 7(4):224-9.

⁵³ Jinpa, *A Fearless Heart*.

as “a gift given to oneself.” Because forgiveness promotes prosocial behavior, it is, like gratitude and compassion, beneficial to both self and others. Students can learn from and explore stories from real life that exemplify forgiveness, listening to the experiences of those who have suffered terribly yet found the strength to forgive their perpetrators. By examining these stories, students should come to an understanding that forgiveness is not the same as condoning, forgetting, justifying, or excusing wrong actions, but rather is a process of releasing anger and finding inner freedom and happiness.

This component is a rich section in which students can explore prosocial values at the level of received knowledge, exploring the emerging scientific literature on gratitude, forgiveness, empathic concern, and compassion, as well as stories and examples from history and current events. By engaging in contemplative exercises and reflective practices, students can explore these values in a personal way that yields critical insights. This sets the stage for examining what behaviors should emerge from these insights and these values, which is explored in the next component.

Relationship Skills

Even if grounded in empathy, compassion and understanding, some behaviors prove counterproductive. For example, some students may have good intentions but inadvertently cause difficulties for themselves and others. Alternatively, a student may intend to interact with others or intervene in a situation in a positive way, yet lack the skills to navigate the relationship to a successful outcome. This is a matter of experience, which explains the need to actively practice skills that support relating to others in a positive way until they become embodied, that is, second nature. Moreover, these skills work best when supported by the prior two components: interpersonal awareness and compassion for others. Although students can, and sometimes do, learn conflict resolution skills and communication skills without cultivating an awareness of others and prosocial values, tying these components together makes for a powerful combination.

Research suggests that long-term well-being is significantly related to the ability to form and maintain meaningful and positive relationships, while also being able to recognize and terminate harmful ones.⁵⁴ The school environment is no exception. The educational process is at heart a social one, and learning is facilitated or impeded by how well students can relate to and communicate with both teachers and peers.⁵⁵ Young people who fail to develop social competency are more

⁵⁴ Vaillant, GE. *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development* (Little, Brown and Company, Boston), 2002.

⁵⁵ Elias, Maurice J., Sarah J. Parker, V. Megan Kash, Roger P. Weissberg, and Mary Utne O'Brien. “Social and emotional learning, moral education, and character education: A comparative analysis and a view toward convergence.” *Handbook of Moral and Character Education* (2008): 248-266.

likely to drop out of school and to perform poorly academically. They are also at risk for developing psychological and behavioral problems including depression and aggression.⁵⁶

To be successful in both their personal and academic lives, students need to integrate the ability to self-regulate and engage in perspective taking with a repertoire of social skills. And rather than insisting students simply acquiesce to proscriptive rules and procedures, social competence is best enhanced through the creation of a supportive environment and by employing a variety of techniques, just as one would to teach any skill. These can include providing explicit instruction and discussion, modeling behaviors, using role-play and practice, and giving feedback and reinforcement.


Each of the four topics in this component is a broad category, meant to encompass a range of skills that could be cultivated. They are *empathic listening*, *skillful communication*, *helping others*, and *conflict transformation*. The first two topics concentrate on communication: the ability to listen to and communicate with others. The third encompasses those aspects of helping that go beyond communication. The fourth examines specifically the important topic of resolving and addressing conflicts, whether those conflicts involve oneself or others.

Empathic listening is listening to others in an open-minded way that is not stymied by emotional reactivity but recognizes common humanity and is grounded in respect and appreciation for the other person, even if their views differ from one's own. In SEE Learning, empathic listening is cultivated by "mindful dialogues," in which pairs of students take turns listening to each other without comment or judgment for a few minutes at a time. Developing this skill builds on and reinforces the enduring capabilities explored in the previous two components, such as recognizing one's shared reality with others, appreciating diversity and differences, and understanding others' emotions in context. Ideally, empathic listening pays attention not only to surface-level content but also the underlying needs and aspirations that may provide the context for understanding that content.

Empathic listening is one of the most important aspects of *skillful communication*, but it should be complemented by exploring how to communicate in a way that is considerate, productive, and empowering to oneself and others. The concept of "empowering communication" refers to the ability of students to speak respectfully and articulately in a way that connects with their values, and empowers them and others who may not be able to speak for themselves. Debate can be a powerful tool in cultivating both empowering communication and critical thinking. For example, groups of

⁵⁶ Gresham, Frank M., Van, Mai Bo, Cook, Clayton R. "Social skills training for teaching replacement behaviors: remediating acquisition deficits in at-risk students." *Behavioral Disorders*, August 2006. Vol. 31 (4), 363–377

Domain: Social	Component: Relationship Skills
Dimension: Engagement	



Relationship Skills

Enduring Capabilities:

- 1 Empathic Listening**
Listen attentively with the purpose of more fully understanding others and their needs.
- 2 Skillful Communication**
Communicate compassionately in a way that empowers self and others.
- 3 Helping Others**
Offer help to others according to their needs and proportionate to one's ability.
- 4 Conflict Transformation**
Respond constructively to conflict and facilitate collaboration, reconciliation, and peaceful relations.

students can debate multiple sides of an issue, including the side they would naturally disagree with. Since it can be common to delegitimize or even dehumanize those who oppose one's own viewpoints, such exercises can help in cultivating epistemic humility, intellectual curiosity, empathy, and a sense of common humanity.

When it comes to empathic listening and communicating with others, Nonviolent Communication (NVC), sometimes known as compassionate communication, is a well-established method for helping students express themselves honestly while creating a context in which conflict can be constructively resolved. Predicated on the idea that all people have the capacity for compassion and that maladaptive physical and verbal habits are learned from the cultures in which we live, NVC asks individuals to listen and speak with empathy, discerning intention while recognizing our common humanity and interdependence.⁵⁷ Several of the techniques of NVC inform material in the SEE Learning curriculum.

⁵⁷ Rosenberg, Marshall B. *Non-Violent Communication, A Language of Life: Life-Changing Tools for Healthy Relationships*. Puddle Dancer Press, 2003.

Listening and communicating are fundamental, but do not by themselves exhaust the range of possible ways we can help one another. *Helping others* refers to practicing the various ways we can support others that include or go beyond communication in ways that are appropriate to others' needs and are proportionate to one's own ability. Many schools have engaged in projects involving community service, volunteerism, or "random acts of kindness." Mounting research suggests that offering and providing help contributes even more to one's own well-being than receiving help, so being of service to others can be practiced and nurtured from an early age. Helping others can take on an infinite variety of forms. In SEE Learning, however, the practice of helping others should not come simply as a mandate from above. Rather, the practice of helping others—including classmates, teachers, family members, and so on—will be most powerful when connected with the other insights, values, and practices provided in the Social domain. Moreover, when engaging in practices involving helping others, time should be taken to reflect on the process: how students feel when they do it, what they learn from it, how they could enhance it, what impact it has on those whom they are striving to help. Students can also explore the kind of help that others may truly need for their long-term well-being, beyond what may appear superficially in the moment.

The last topic here is *conflict transformation*. Students will inevitably encounter conflict in their lives because it is unavoidable in adult life and in society. Conflict is not necessarily bad in itself, and learning to navigate conflict, both for oneself and others, is a vital skill. While some programs focus on conflict resolution, SEE Learning uses the term "conflict transformation" to suggest that resolving the conflict is only part of the way forward toward a transformation of circumstances and relationships that can enhance one's own and others' well-being. Conflict transformation therefore refers to the ability to respond constructively to conflict and to facilitate collaboration, reconciliation, and peaceful relations.

While there are a number of conflict resolution and conflict transformation practices available, in SEE Learning the emphasis is on connecting these techniques with the insights, values, and practices in the overall framework. In this way, inner peacefulness serves as a foundation for outer peacefulness, and inner reconciliation is combined with outer reconciliation, maximizing the chances of successful conflict transformation. Conflict transformation is facilitated by prosocial qualities such as humility, empathy, compassion, forgiveness, impartiality, a recognition of shared communalities, and an appreciation of difference, as well as the skills of empathic listening and skillful communication. Where these values and skills are lacking, conflict transformation will prove difficult, if not impossible. Where they are present, the task of conflict transformation can become transformative for all parties involved.

Another way of examining this component is by identifying groups of skills explored in SEL, such as interpersonal skills, communication skills, and social problem-solving skills. Interpersonal skills involve valuing and modeling cooperation, honesty, trustworthiness, patience, kindness, and flexibility, including the ability to share and relate to others without excessive bias. Communication skills involve the ability to interpret and respect social cues from others; understand the meaning of non-verbal attributes such as posture, tone of voice, gestures, and facial expressions; express feelings and wishes positively and with precision and calmness; and listen with openness to learning from what one hears. Social problem-solving skills involve the ability to predict consequences and plan responses; resolve conflict appropriately; take responsibility for harmful actions; apologize, forgive, and learn from the mistakes of oneself and others; resist inappropriate social pressure; and ask for help when needed. All of this can fit very comfortably within the SEE Learning framework.

What is important in a SEE Learning context is that the cultivation of relationship skills is always tied to the foundational principle of compassion, stemming from a wish to interact with others on the basis of kindness and empathy. In this way, social skills are not merely instrumentalized as techniques, but are a natural outcome of having cultivated a sense of appreciation and concern for others.

6

Exploring the Systems Domain

In the same way that students can understand their own behavior and that of others, it seems that the capacity to understand how systems operate is also innate. By deepening this awareness and applying critical thinking to complex situations, a more comprehensive—and practical—approach to human relationships and ethical engagement can emerge. A compassionate intention to engage in a particular course of action can then be evaluated to confirm that it is indeed helpful on a wider scale and in the long run. In this way, problem solving becomes a more holistic process, avoiding the tendency to fragment issues into small, disconnected pieces.

Systems thinking does not mean a type of thinking that only applies to a subset of things we might call “systems.” It is rather a type of thinking that can be applied to anything, including any object, process, or event. This is because it is an approach to thinking, not a type of thinking only appropriate for a specific set of phenomena. Its distinctive feature is that it approaches things not as isolated, static entities, but as interactive, dynamic entities within context: for example, as interdependent parts of larger, complex wholes.

When we look at anything that exists, we see it does not exist in a vacuum but within a set of contexts, and we see that it arises from a number of causes and conditions. We also see that the object or event contains within itself other objects and processes. In that sense, it is itself a system. When we start to understand these broader and deeper contexts, and how they relate to and impact our original object of interest, we are already engaging in systems thinking. When we then apply the same analysis to further related objects and events, we are building up a recognition of the wider system or systems. We may then see emergent properties of the system, such as the interactions between components of the system resulting in something more than the sum of their parts. For example, two people sharing ideas can result in something beyond what could be accomplished by each individual working on their own and then later combining their respective ideas. For more advanced students, scientific work in areas such as quantum physics can provide powerful examples of how interactive and interdependent reality is, and how counterintuitive it can be when compared to more simplistic models of thought. On a less complicated level, ecology and the study of the environment provides an easily accessible way for students to see the interdependent and complex dynamics of systems.

Being able to engage in the process of thinking intentionally—and to become more skillful at it—is the intention behind including systems thinking in SEE Learning. This approach can foster multiple insights, including that of epistemic humility, the value of dialogue and communication, and an appreciation of complexity that goes beyond night and day thinking. Just as with the previous two domains, students are taught to develop a deeper awareness, to engage in critical thinking related to prosocial values, and to explore how to achieve desired outcomes through the practices of engagement. SEE Learning’s third domain is therefore approached through the three topics of *Appreciating Interdependence*, *Recognizing Common Humanity*, and *Community and Global Engagement*.

Appreciating Interdependence


Interdependence is based on the concept that things and events do not arise without a context but instead depend on an array of other things and events for their existence. A simple meal, for example, comes into existence from a wide array of sources and geographical areas. Interdependence also means that changes in one area lead to changes elsewhere. Every effect, when examined, is seen to arise due to a diversity of causes and conditions.

As Daniel Goleman and Peter Senge write in *The Triple Focus*, interdependence involves “analyzing the dynamics of when I do this, the consequence is that, and how to use this insight to change the

system for the better.”⁵⁸ The purpose of this approach is not just to develop a dry understanding of how systems work but to relate this knowledge to one’s own concerns and concerns for other people and the planet.

Thus, this component can be explored through two topics: *understanding interdependent systems* and *individuals within a systems context*. The first relates to moving from an “inner” and “other” focus to an “outer” focus on wider systems: directing the awareness of students to an understanding of the principles of interdependence and systems, such as cause and effect, in a general sense. The latter personalizes this knowledge by recognizing how one’s own existence, and that of others, is intricately related to a vast array of events, causes, and people in the community and around the world. This involves recognizing how other events, even when apparently distant, affect one’s own well-being, and that how one participates in a context that affects others who may at first appear quite far removed, with sometimes unintended consequences. Put together, these two topics can help students develop skills for understanding interdependent systems and relating that knowledge to oneself in a personal way so that it becomes meaningful.

Domain: Systemic	Component: Appreciating Interdependence
Dimension: Awareness	



Appreciating Interdependence

Enduring Capabilities:

- 1 Understanding interdependent systems**
Comprehend the interrelated nature of our world and the methods of systems thinking.
- 2 Individuals within a Systems Context**
Recognize how all individuals exist within a systems context, and how they affect and are affected by that context.

⁵⁸ Goleman and Senge, *The Triple Focus*.

Interdependence is both a law of nature and a fundamental reality of human life. No one is able to sustain life, much less flourish, without the support of innumerable others who work to provide basic necessities of food, water, and shelter, as well as the supporting infrastructure of institutions responsible for education, law enforcement, government, agriculture, transportation, health care, and so on. Interdependence starts even before birth, when one depends on others for survival. Furthermore, interdependence is required for successful wide-scale action. Attention to this truth in modern times has become all the more urgent due to what Anthony Giddens calls the “intensification of worldwide social relations (linking) distant realities in such a way that local events are shaped by events occurring many miles away, and vice versa.”⁵⁹ Major and well-publicized crises, such as the international financial recession of 2007–2009 and the mounting concerns about climate change and global violent conflicts, demonstrate economic and ecological interdependence on a global level.

In older and more traditional societies, a sense of connection to others was often more deeply embedded into everyday life. Survival often depended on sharing and exchanging resources, and engaging in other types of social cooperation. Neighbors banded together to harvest crops, build needed structures, fight off predators, or cope with the natural elements. The implicit knowledge that *what helped or harmed a part of the community affected the whole* helped guide decision-making and behavior.

Since the advent of the Industrial Revolution, however, the desire to improve economic status has led people to become more mobile and, with the concurrent disconnection from community, an illusion of independence has arisen. Since the way in which we depend on others is no longer as apparent upon reaching adulthood, it becomes easier to believe others are no longer needed. In turn, this false sense of self-sufficiency contributes to a growing sense of psychological and social isolation, which can be a devastating experience for human beings, as experiments in solitary confinement have shown. Humans are intensely social creatures whose very survival and psychological well-being depend on relationships with others. For example, research has shown loneliness to be as significant a risk factor for negative health outcomes as smoking and obesity.

For students to gain a thorough understanding of interdependent systems, the concept should be complemented with exercises and material that make it personally meaningful: *individuals within a systems context*. Thus, in response to this tendency to mistakenly view oneself as unconnected to others or somehow independent of the larger system, the examination of interdependence

⁵⁹ Giddens, Anthony. *The Consequences of Modernity*. Stanford University Press, 1991.

within SEE Learning emphasizes relationships with other human beings and the complexity of those relationships. This is not to dismiss or devalue the interdependence that humans share with other animal species and life forms, or even the Earth as a whole. That awareness is of great significance, and it is included in this component. There is a special value, however, to be gained by attuning to the depth of one's interconnectedness to fellow humans and especially to the many benefits that one receives. The outcomes are threefold: (1) a growing and felt sense of gratitude for others on a systemic level; (2) a deeper awareness of the potential we have to shape the lives of others due to our pervasive interconnectedness; and (3) a growing aspiration to take action that ensures wider well-being and repays the kindnesses that we have received from this vast web composed of so many others. This final outcome of *appreciating interdependence*, when combined with the critical insight that is at the heart of recognizing *common humanity*, contributes strongly to our willingness to expand our sense of responsibility for the well-being of others and to seek creative ways to act on their behalf, which is the final component: *community and global engagement*.

The process begins by learning to pay attention to others in more than a superficial way and has been defined as "an understanding of the activities of others, which provides a context for your own activity."⁶⁰ In other words, students discern that their behavior affects others and vice versa. The next step is to acknowledge the various ways that others contribute to one's well-being, thus developing positive emotional connections that begin to nurture a deeper sense of appreciation.⁶¹ This can be further enhanced by explicitly and repeatedly enumerating the specific ways in which others have contributed to one's own well-being.⁶² In contrast to how this is done in the Social domain, however, here the focus is broader, involving individuals, communities, and systems the student may not personally know.

There is a natural progression from interpersonal awareness to recognizing interdependence, which demonstrates how SEE Learning components build upon and reinforce each other. The understanding that no one could thrive, or even survive, without the support of countless individuals is thus essential to developing a genuine appreciation for others. For most children, it is easiest to begin with those from whom they have derived easily recognizable benefit such as parents,

⁶⁰ Dourish, P. and Bly, S., (1992), Portholes: Supporting awareness in a distributed work group, *Proceedings of ACM CHI 1992*, 541-547.

⁶¹ Adler, Mitchel G. and Fagley, N. S. "Appreciation: Individual Differences in Finding Value and Meaning as a Unique Predictor of Subjective Well-Being." *Journal of Personality*, February, 2005. Vol. 73, No. 1, 79-114.

⁶² Algoe, Sarah B., Haidt, Jonathan, Gable, Shelly L. "Beyond Reciprocity: Gratitude and relationships in everyday life." *Emotion*. 2008 Jun; 8(3): 425-429. Algoe, Sarah B., Fredrickson, BL, Gable, Shelly L. "The social functions of the emotion of gratitude via expression." *Emotion*. 2013 Aug;13(4):605-9.

teachers, or healthcare practitioners. Children in difficult circumstances may need extra help to see the fact that, despite being disappointed or even harmed by others, there are indeed people who have helped them in some way—perhaps a friend, sibling, or an adult outside their immediate family. Gradually, this recognition can be expanded to include strangers such as the firefighter or sanitation worker who provides an important service that makes life safer or more comfortable. In time and with practice this regard may grow to include even those with whom one has difficult or contentious relations. Little by little, a student learns that they can benefit from even unpleasant people—perhaps by recognizing useful advice hidden in harsh criticism or by using the experience of an injustice as motivation to help others. To be sure, a degree of this appreciation of the ways others aid us was explored in earlier components, such as in *Compassion for Others*, but here it is extended to broader systems and is explored in greater nuance as students gain more expertise in systems thinking. A growing understanding reveals not only direct benefits others provide us, but also illuminates our existence within a broad web of interdependence. This way, it will naturally support the following component of *recognizing common humanity*.


Though the initial introduction to the realities of interdependence may not penetrate deeply or evince a strong emotional reaction of gratitude or altruistic intent, the Framework's three-level model of knowledge acquisition helps one understand how this competency will impact students over time. First, students can be asked to consider the nature of interdependence through multiple lenses and then reflect on it in ways that connect it to personal experience. This can take the form of various pedagogical techniques and subject matter, such as literature, economics, biology, mathematics, psychology, and/or history. After examining interdependence from many perspectives, one may develop an abiding awareness of interconnectedness that will infuse the way one relates to others. When one then approaches or is approached by others—even strangers—a greater awareness of their humanity and their inherent value will inform that interaction. It soon becomes evident, especially with growing awareness of the dynamic and interconnected nature of complex systems, that everyone plays a part in the vast web of people who support one's life and, in turn, a feeling of reciprocity can develop. One will no longer need to see exactly how a certain person benefits another before they accept the likelihood that, in some way, there is benefit. As this awareness increases, the reciprocal, mutually beneficial nature of relationships slowly becomes sustained and prioritized over a narrowly self-focused or competitive view.

This increased sense of connection to others works directly to counter perceived social isolation (loneliness) by increasing one's capacity for sympathetic joy. It allows for vicarious pleasure in the accomplishments of others and provides an antidote to envy and jealousy, as well as to harsh self-criticism or unrealistic comparisons to others.

Recognizing Common Humanity

A richer understanding of interdependence, especially when combined with the skills cultivated in the Social domain of empathic concern, should lead to a greater sense of concern for others and a recognition of the ways in which we are all interrelated. This can then be strengthened, expanded, and reinforced by explicitly cultivating a recognition of common humanity. In the Personal domain, students learned to engage in critical thinking to connect their own emotions to a wider context, including their own needs, in order to develop greater emotional awareness and self-compassion. In the Social domain, they engaged in this process to connect others' emotions to their needs and a wider context in order to develop prosocial capacities such as gratitude, empathic concern, and compassion for others. Here, students expand that further by engaging in critical thinking to recognize how, at a fundamental level, all human beings share certain commonalities with regard to their inner lives and the conditions of their lives, thereby cultivating a degree of appreciation, empathic concern, and compassionate engagement that can extend to any individual, even people who may be far away or may appear to be quite different from one's own circle of friends and family. The two topics in this component are therefore *appreciating the fundamental equality of all* and *appreciating how systems affect well-being*.

Domain: Systemic	Component: Recognizing Common Humanity
Dimension: Compassion	



**Recognizing
Common Humanity**

Enduring Capabilities:

- 1 Appreciating the Fundamental Equality of All**
Extend the realization of fundamental equality and common humanity to those outside one's immediate community and ultimately to the world.

- 2 Appreciating How Systems Affect Well-Being**
Recognize how systems can promote or compromise well-being on cultural and structural levels, such as by promoting positive values or perpetuating problematic beliefs and inequities.

Appreciating the fundamental equality of all involves extending the realization of fundamental equality and common humanity to those outside the students' immediate community and ultimately to the world. This can happen by attending to and focusing on those things that all people in the world share in common as human beings, such as our aspiration to experience happiness and well-being and to avoid suffering. One of the important functions of this endeavor is to strengthen a sense of identification with others that extends beyond our immediate community and to decrease bias and the tendency to discount the needs of others if they are far away or apparently different from or unrelated to us.

Several published studies suggest that people who engage in generosity or helping behavior beyond their immediate circle (such as volunteering, supporting friends in need, or giving to worthy causes) are more likely to have good health outcomes, such as lower blood pressure or decreased illness. This finding included populations such as the elderly or people with chronic disease. Researchers from the Harvard Business School found that spending money on others increased happiness more than spending on oneself, and researchers from the National Institute of Health found that giving to charity activated in study participants' brains the regions associated with pleasure and social affiliation.⁶³

In his book *The Age of Empathy*, Frans de Waal describes an experiment in which capuchin monkeys were given a choice between getting a reward themselves or getting a reward and their monkey neighbor getting one too. The monkeys chose the prosocial option—unless the receiving monkey was unknown to them, at which point they reverted to simple self-interest.⁶⁴ As human beings, our initial tendencies may be uncomfortably similar to those of the capuchins, in that the biologically-based kindness necessary for survival is typically limited to members of a close group. Caring for others must be expanded beyond those who obviously benefit us personally if it is to become the basis for ethical decision-making.

Without the ability to overcome the biases that arise from our self-interest, our strong feelings for those closest to us could become a reason for prejudice or harm. For example, a teacher who experiences a strong preference for one child over another, without an awareness of this bias, will not be fair when mediating a dispute between the two and may not provide them with equal instructional supports. Such a lack of evenhandedness can lead to feelings of resentment and

⁶³ "5 Ways Giving Is Good for You," Greater Good Science Center, Jill Suttie, Jason Marsh, December 13, 2010, http://greatergood.berkeley.edu/article/item/5_ways_giving_is_good_for_you

⁶⁴ de Waal, *The Age of Empathy*, 112-117.

disempowerment in the less-favored child. And unfortunately, this type of bias often extends beyond the individual. The desire to protect members of an in-group at the expense of others is responsible for many of the attitudes and policies that shape our societies, and it is at the root of many of the most troubling injustices and deep-seated conflicts we see around the world. While loyalty is in many cases a positive quality, excessive allegiance to those identified as the in-group can lead to distorted judgments and discrimination. Therefore, it is worth making an effort to recognize the common humanity of all individuals regardless of their superficial differences. This exploration of similarities and differences was also covered in the Social domain, but here again it is expanded to a wider scale.

Fortunately, in contrast to capuchin monkeys, humans have the distinct ability to expand their circle of empathy beyond those with whom they most closely identify. We learn to extend care to those who fall outside the boundaries of personal experience and preferences by finding common ground. One powerful method for attuning to this common sense of humanity is to reflect on the aspirations shared by all: the wish to thrive and the desire to avoid distress and dissatisfaction. By identifying the same desires in others, the in-group can be expanded to include people of all characteristics, including different nationalities, ethnicities, religions. This capability is demonstrated in various ways throughout society, from an individual donating blood, to the outpouring of charitable giving that occurs after a natural disaster, to protesting injustice against groups of which one is not a part.

The skills of appreciating interdependence and having empathic concern for others serve as antidotes to many of the obstacles students may have in relating to others, such as bias, a sense of distance, and a lack of concern for the problems of those beyond their immediate circle. When an understanding of common humanity is cultivated, students can develop a more inclusive viewpoint. Such a broad-based view promotes evenhandedness in dealings with others, a stance that is both more objective and more connected. This creates a viable platform for the final component, *Community and Global Engagement*, and with maturity and practice students can see the value of forgiveness and develop a more deeply engaged and less-biased attitude of compassion. As Daniel Goleman states so clearly in his book *Social Intelligence*, “When we focus on ourselves, our world contracts as our problems and preoccupations loom large. But when we focus on others, our world expands. Our own problems drift to the periphery of the mind and so seem smaller, and we increase our capacity for connection—or compassionate action.”⁶⁵

⁶⁵ Goleman, Daniel. *Social Intelligence: The New Science of Human Relationships*, Bantam, 2006, 54.

Recognizing common humanity is most effective when it is based on a foundation of interpersonal empathy, so that it does not remain at an abstract level. This approach can be applied in the classroom in various ways. Moreover, an exploration of systems can facilitate greater empathy. This is the foundation for the second topic of this component: *appreciating how systems affect well-being*. This topic involves recognizing how systems can promote or compromise well-being on cultural and structural levels, such as by promoting positive values or perpetuating problematic beliefs and inequalities. Students can examine, at an age-appropriate level, what they think of inequality, prejudice, biases, or favoritism when they are subjected to it. Examples from history and current affairs can be used to illustrate the presence of bias, and students can discuss the consequences for society as a whole.

Employing a systems perspective to cultivate a wider scope of empathy is crucial because as human beings our inborn capacity for empathy does not appear to automatically accommodate large-scale suffering or systems-level problems. For example, studies show that we have a tendency to empathize more with a single victim rather than a large number of victims, or with a person who is immediately in front of us rather than one who may be far away. Suffering, however, is not always caused in obvious or direct ways but can arise from social structures and cultural norms. For example, if an organization adopts policies and procedures that are oppressive or unequal, this will influence the behavior of those who work in that environment. Similarly, if there is discrimination—legalized or otherwise—in a particular society, the well-being of those who live in that society is compromised. Underlying discriminatory structures are the cultural beliefs that justify and reinforce such structures: for example, the belief that one group of people is superior to another on the basis of gender, race, ethnicity, or social status.⁶⁶ By learning about structural and cultural violence, students' understanding of, and insight into, suffering will increase, as will the sophistication of their responses to suffering.

Mutual understanding has been identified as a curricular objective in many school systems and in programs such as the International Baccalaureate. Through the recognition of common humanity, students can learn to communicate and cooperate across ethnic and social groups while having a greater understanding and more realistic expectations of others. Students will then be able to appreciate rather than mistrust apparent differences, leading to decreased prejudice and isolation. Through understanding how the well-being of individuals is shaped by systems, students' empathy

⁶⁶ For an in-depth presentation of cultural and structural levels of peace and violence and how they relate to secular ethics and basic human values, see: Flores, Thomas, Ozawa-de Silva, Brendan, and Murphy, Caroline. "Peace Studies and the Dalai Lama's Approach of Secular Ethics: Toward a Positive, Multidimensional Model of Health and Flourishing," *Journal of Healthcare, Science and the Humanities*, vol. 4, no. 2 (Fall, 2014), 65-92.

will be deeper and more encompassing, as will their critical thinking about possible solutions to human suffering.

An understanding of systems, interdependence, and common humanity are fundamental in addressing issues of inequity. As noted, equity is the idea that people should have equal opportunities to succeed, having universal access to the basic requirements for survival and flourishing in our societies, and that systems should reflect this principle by ensuring that no particular group is comparatively disadvantaged nor are inequities perpetuated systemically.

Because of interdependence, the welfare of other human beings impacts our own welfare. When some people lack opportunities to survive and thrive, their loss impacts other members of society. When they are no longer barred from such opportunities, it allows them to be more productive members of that society, which can lead to the greater flourishing of all. Analyzing from a systems perspective can help us to see how preventing even a few members from flourishing can negatively impact everyone. Therefore, consideration for the equal welfare of others can actually be seen as contributing to one's self-interest; things are no longer limited to a "zero sum game" of winners and losers. Since education is one of the most important vehicles towards success in life, equity in education has been identified as especially important for modern societies. This means ensuring that each student receives the specific help, resources, and opportunities they need to be able to reach their full potential in equitable measure across circumstances.

While founded upon the belief that all human beings have equal rights to happiness and well-being, equity is not equality, in the sense of equal treatment regardless of circumstance. Rather, equity suggests that students may need different or more resources in order to have equitable outcomes and the same opportunities to succeed as other students. In this way, the lens of equity is similar to the lens of compassion. Compassion similarly suggests that we pay attention to the context of the needs of individual students and communities, rather than assuming that the same approach should be applied to everyone regardless of context and need.

Recent years have seen an increased focus on equity in education. Research suggests that in order to address equity, we must pay attention not only to individual behavior but also to structural factors such as laws, policies, regulations, and funding structures. For a long-term solution, however, attention must be paid not only to changes on a structural or institutional level, but also to changes on a cultural level, which includes beliefs, practices, norms and values. This is because the structures that we create and perpetuate as human beings ultimately are reflections of our values. In most modern societies, for example, access to basic education is considered a right for all citizens. This

belief reflects the cultural values of the society that an educated citizenship is of benefit to the entire society as a whole, manifested in structures, such as laws that fund public or state schools. From this we can see that a systems perspective includes both structural and cultural levels. This analysis of how cultural values inform and shape structural institutions, and how both therefore impact individuals in society for better or for ill, is taken from the field of peace studies and is presented for consideration to older students in the SEE Learning curriculum.

SEE Learning therefore provides an important means by which to explore the vital connection between the cultivation of basic human values, such as compassion, common humanity and a recognition of interdependence, and the structures that we experience in society, which can become more equitable if they are brought into alignment with basic human values. Of course, how each society decides to explore their cultural values and how best to manifest them in structures will ultimately depend on the members of that society.

Community and Global Engagement

Appreciating interdependence, attuning to the many ways we benefit from others, and recognizing our common humanity in a felt sense can create a sense of responsibility and a desire in students to take action to repay the many benefits they receive from society, and to act on behalf of others who are struggling and in need. Yet how does one engage effectively in complex systems or on a communal or global level? The very prospect of addressing issues as complex and wide-ranging as poverty or environmental threats can appear daunting if not approached in a skillful way. Yet the purpose of SEE Learning is to empower students to realize their potential as compassionate global citizens, and the final component addresses the ways in which they can successfully do that.

The first of the two topics in this component is *exploring one's potential for effecting positive change in community and world*. The second is *engaging in communal and global solutions*. While the two topics are similar, the first involves helping students recognize their personal potential to effect positive change based on their abilities and their individual or collective opportunities. The second involves helping students reflect on and explore creative solutions to issues affecting their community or the world; that is, thinking through complex problems collaboratively and from a systems perspective, even with issues that students cannot immediately see ways to address or solve themselves. In the SEE Learning curriculum, these topics are explored through a final group capstone project that integrates the knowledge and skills acquired in all the previous chapters of the curriculum. This project provides guidelines for cultivating the two enduring capabilities in this component with regard to a specific social issue of concern to the students.

Domain: Systemic	Component: Community and Global Engagement
Dimension: Engagement	
	
<h2>Community & Global Engagement</h2>	
<p>Enduring Capabilities:</p> <ol style="list-style-type: none"> <p>1 Exploring One’s Potential for Effecting Positive Change in Community and World</p> <p>Recognize one’s own capacity to individually or collaboratively effect positive change based on one’s abilities and opportunities.</p> <p>2 Engaging in Communal and Global Solutions</p> <p>Explore and reflect on creative and collaborative solutions to issues affecting one’s community or the world.</p> 	

If students are to engage in the community or world and address its needs in ways that are beneficial to self and others, that do not give in to despair, and that are realistic and effective, they must recognize their limitations as well as their capabilities. With regard to the former, it is important to explore how not everything is within one’s immediate power or sphere of influence, and that deep-seated problems take time to change. This does not mean that one cannot engage in effective action, however. Indeed, if students feel powerless when confronting difficult issues, this will make the cultivation of compassion for others and oneself much more difficult, because compassion—the wish or intention to relieve suffering—depends on hope, based on the belief that suffering can be alleviated.

Certain strategies can help in generating confidence that change is possible and within reach if approached in an appropriate and informed way. One may not be able to change an entire system, but one can act in ways that maximize change by focusing on key elements within a system. This can provide a feeling of empowerment without being overwhelmed by the scale of global and systems-level issues.⁶⁷ If one identifies the few key factors that account for most of the effects in a

⁶⁷ As an example, the Pareto principle states that in many cases, 20 percent of a system’s inputs account for 80 percent of its outputs. That is, 80 percent of a system’s problems may come from 20 percent of its components (such as a majority of the system’s pollution coming from a minority of the system’s activities).

system, one can focus on addressing those factors and achieve significant results. It is also worth reflecting on the fact that even if students cannot bring about large-scale change immediately, even the smaller-scale changes they can effect are worthwhile, because small-scale changes can grow into larger changes, or cumulative larger changes can be created through collective smaller actions (e.g., sorting recyclables from landfill trash). Through a thorough understanding of interdependent systems, students gain confidence that smaller-scale actions and behaviors set the stage for greater impact in the future, even if they cannot directly see the results.

Even if motivated by compassion, the impact of students' decisions depends on their level of understanding of the complexity of the situations they are seeking to address, as well as their skill in engaging in critical thinking around complex issues. Like any other skill, this type of critical thinking strengthens with practice and can be included in the pedagogical material of a learning environment. Complex social and global issues need to be broken into smaller chunks that can be analyzed and engaged with. When students see how their actions can address the smaller components of problems and how those components relate interdependently in wider systems, they will gain confidence and a sense of agency and empowerment. Moreover, examining stories of individuals, especially young people, who have made an impact on their communities can be inspiring and encouraging, showing that effective change is possible.

This component depends greatly on critical thinking. Here, critical thinking involves the practice of thinking through complex issues in a way that is informed by basic human values. This is a skill that can be developed and therefore should be taught and practiced. While it does not provide a guarantee that all actions will be considered beneficial by others, critical thinking increases the likelihood of a constructive outcome.

This component of Community and Global Engagement refers not only to the actions students take, but also to the cultivation of a facility for critical thinking that allows for effective and compassionate engagement. This is why the second topic, *engaging in communal and global solutions*, involves the process of reflecting on problems in a way that could lead to solutions, even if implementing those solutions may not currently be within the power of students. This type of critical thinking is informed by all the components of SEE Learning. In a more robust sense, it can include the integration of the following topics: (a) recognizing systems and complexity; (b) assessing short- and long-term consequences for multiple constituencies; (c) assessing situations in the context of basic human values; (d) minimizing the influence of emotions and biases; (e) cultivating an open-minded, collaborative, and intellectually humble attitude; and (f) communicating the pros and cons of a particular course of action in a way that can be understood by others. Many of these topics were

initially covered in previous components of SEE Learning, and here they can be integrated with an orientation toward community and global engagement.

With regard to the first step listed above—recognizing systems and complexity—students can engage in projects that examine complex systems and map the relationships between the various factors in those systems (e.g., ecoliteracy or systems thinking). These endeavors could be relatively simple for younger students, such as looking at the dynamics among three friends. Older students could study more complex issues, such as family systems, ecological systems, and economic systems, or even issues that cut across multiple systems and disciplines, such as poverty. By mapping these systems, students gain a greater appreciation of interdependence and complexity, and they gain facility in thinking in more complex and sophisticated ways about systems.

Similar skills were developed in the component of *Appreciating Interdependence*, but here they can be specifically oriented toward a project or issue, and they include the further step of assessing consequences. All too often, actions are taken without a proper assessment of short- and long-term consequences. To be ethical, assessments of consequences should consider the impact of actions on multiple constituencies. When students examine a particular issue, they can be encouraged to think about the various populations that will be affected by a course of action. This connects clearly with the component of *Appreciating Interdependence*. As this process becomes increasingly familiar, students will begin to naturally think about the broader implications of actions and how they can affect populations that at first glance would appear quite remote from the issue at hand.

Furthermore, it is important for students to develop the skill of thinking critically about a complex issue in a way that is aligned with one's values. In thinking through and assessing broader social and global issues, students should be encouraged to continually ask themselves how the issue at hand relates to basic human values. In this way, their engagement can become oriented increasingly toward that which promotes individual, social, and global flourishing. This approach ties in closely with recognizing and minimizing the role that mindsets, emotions, and biases can play in hindering critical thinking around ethical issues. Here, many of the other competencies of SEE Learning will play a supporting role as students' own cultivation of self-regulation, their sense of empathy and appreciation of others, and their appreciation of common humanity will foster their ability to minimize the distorting effect that emotions can have on responsible decision-making.

Lastly, engagement here, and the critical thinking that supports it, has a broader communal or global dimension. Ethical issues always include a dimension of impact on self and others, and therefore the role of others must always be taken into consideration. Community and global engagement is

supported by an open-minded attitude that signals a willingness to collaborate with others and learn from and respect others' perspectives, opinions, knowledge, and experiences. The faculty of intellectual humility—the recognition that one does not know all there is to know and that others' knowledge and perspectives can be equally valuable—greatly aids learning, communication, and collaboration. Healthy debate is possible only when one considers that others are also using their reasoning and experience to come to the positions they hold, even when those positions are different from one's own. Without intellectual humility and open-mindedness, debate and mutual consensus become impossible, and conversation can degenerate into unproductive conflict and power struggles.

This broader approach in community and global engagement also requires the ability to articulate to others one's position and one's thinking and to engage in constructive dialogue around issues and values. There are few serious problems that can be solved without collaborating and working with others, which requires the ability to clearly communicate one's ideas and values. Community and global engagement is therefore greatly supported by the ability to identify and articulate one's position, ask questions, learn from dialogue partners, and engage in debate in a constructive way. Being able to communicate clearly and coherently on the basis of critical thinking and deeply held values, and being able to speak in a way that is empowering and inspiring—even on behalf of those who have no voice—is a powerful skill for future global citizens and transformative leaders. It builds on the Relationship Skills covered in the Social domain, here coupled with a broader awareness of systems and interdependence. Moreover, this communication requires being able to speak on a level that is common to those one is addressing. Students can realize the full potential of SEE Learning in a dialogical fashion, which is not just the internalization of competencies and values on a personal level, but which also embodies a communal discourse around issues of import using a common language of basic human values. It is this kind of discourse that will enable students to work collaboratively to address social issues on a small or large scale and that will prepare students to effectively and meaningfully engage with others—even different or difficult others—throughout their lives and careers.

Conclusion

Clearly, the present human condition is complex. Both children and adults face a range of challenges while navigating numerous encounters and social situations. When it comes to managing the ups and downs of life, though, there is a clear distinction between actions and decisions motivated by narrow self-interest and those that take into account the interests of others. Consequences can be successfully managed only by a greater awareness of our impulses and biases, along with an ability to manage our reactions and a willingness to critically examine the factors contributing to

any specific situation. This is why compassion is the overarching theme uniting and motivating SEE Learning. The components of SEE Learning are not a guarantee for ethical behavior and responsible decision making, but students who cultivate the lifelong skills articulated within the program will be better prepared to act in ways that are considerate, informed, and responsible, thereby contributing to the long-term well-being of themselves and others. In this way, students can realize their tremendous potential for being a force for good: their own good, the good of others, and the good of the wider world.

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IMPLEMENTATION GUIDE

Congratulations on embarking on the SEE Learning journey! We're glad that you share our enthusiasm for educating heart and mind and we're grateful that you have chosen to bring this meaningful experience to your classroom, school, or community organization. We recognize that any new curriculum with unfamiliar content and activities can seem daunting at first. You may be wondering how your students will react to the learning experiences. Although excited, you may be feeling nervous and unsure of your own readiness to teach the new lessons. These are all reasonable reactions to trying something new, so don't let these feelings stop you! We expect that you will have questions as you implement the curriculum. Perhaps you will have some suggestions for improvements for our next edition of SEE Learning. If so, we hope you will share those with us. Most of all, as you engage in SEE Learning, we hope that you and your students enjoy exploring the benefits, challenges, and results of deepening your awareness, compassion, and engagement in the world.

What the Implementation Guide Provides

This Implementation Guide will provide you with direction on how to implement SEE Learning for the best possible results. It includes tips for getting started, as well as guidelines for successful implementation. We've included advice regarding cultural adaptations, managing student behavior, and working with students with special learning needs. We've also included advice on assessing SEE Learning. All of these are areas that will be expanded upon in the future, so we encourage you to check online for the latest guidelines on implementation, where you will also find a number of other useful resources.

This chapter contains six sections: (1) Getting Started, (2) Principles of a Compassionate Classroom, (3) Roles of the SEE Learning Facilitator, (4) Adapting SEE Learning for Your Group, (5) Assessing Learning, and (6) Additional Keys to Successful Implementation. We have tried to anticipate common challenges, endeavoring to provide answers to your most pressing concerns up front. However, it's quite possible that we have missed some areas of concern to you, as we cannot be completely aware of your unique needs and context. We encourage you to be in touch with us should you need additional assistance with implementation issues, and we will do our best to assist you.

1 | Getting Started

Joining the SEE Learning Educator Platform

It's both exciting and challenging to implement a new curriculum. Therefore, we highly recommend that before you use the SEE Learning curriculum, you join the SEE Learning Educator Platform. The platform provides an Educator Preparation Course that will provide you with a clear overview of the SEE Learning Framework and Curriculum. The Preparation Course will also invite you to reflect on your professional learning goals, and the hopes you have for your students. Video examples that show SEE Learning in action will help you visualize how SEE Learning might look in your setting. The educator platform is also intended to become a place where you can make connections with other educators who are implementing SEE Learning, world-wide. As the SEE Learning community grows, we will be adding new materials (webinars, tips, lesson examples, etc.) as well as additional courses that will offer the opportunity for more advanced study.

Connecting to a Professional Learning Community

To facilitate your implementation of SEE Learning, we encourage you to form a professional learning community around SEE Learning. A professional learning community can be immensely helpful when educators begin to work with new ideas and materials. A professional learning community is simply a group of educators who have agreed to communicate or meet on a regular basis to collectively improve their knowledge and skills in a particular area. Working with others can provide educators support in planning, facilitating, evaluating, and improving SEE Learning. If such a learning community is not possible, we encourage you to find at least one other partner educator to share your experiences with.

Educators in a professional learning community might consider doing the following:

- 1 Discuss their understanding of the concepts explored through the curriculum.
- 2 Share their successes and challenges with implementation of the learning experiences.
- 3 Share effective modifications to the learning experiences.
- 4 Try short practices, like check-ins, grounding, resourcing, and reflective practices together and reflect on those experiences.
- 5 Brainstorm solutions to classroom management issues that arise during SEE Learning.
- 6 Discuss the learning needs and progress of students (while maintaining appropriate confidentiality) in order to better serve student needs.
- 7 Problem-solve barriers to successful implementation.
- 8 Provide emotional support and encouragement.
- 9 Designate one individual to serve as a liaison with the Emory University SEE Learning program or a local partnering organization for on-going support.

Reading the Curriculum for Your Intended Age Level

Three versions of the curriculum are currently available as digital downloads: Early Elementary (ages 5-7), Intermediate (ages 8-10) and Middle School (ages 11-13). A high school curriculum (ages 14-18) is forthcoming. Familiarize yourself with the SEE Learning curriculum for your intended age level through a careful reading. You don't need to read all the chapters in one sitting. Reading one or two chapters at a time will allow you to familiarize yourself with the learning experiences in a gradual way. If you do not already have a copy of the curriculum, one will be made available to you after you complete the online educator preparation course.

Preparing to Teach

As you read through a chapter of the curriculum:

Pay special attention to the ways in which the activities and the debrief/reflection questions in the learning experiences relate to the learning objectives for each experience. Knowing the objective for each lesson will help you stay on track when a discussion or activity goes in an unanticipated direction.

Practice doing the check-ins yourself, or with colleagues, friends or family. Check-ins are only a few minutes long and your students will be more comfortable with them if you can model a level of familiarity with them. You may also gain some insights into how your students might feel doing the check-ins as you reflect on your own experience. Recordings of check-ins will be made available on the online educator platform so that you can listen and follow along.

Read the teacher language scripts (provided in each learning experience) aloud in order to get a sense of them. Feel free to modify the script, or put it in your own words, especially when such modifications will help your students relate to the lesson.

While reading the learning experience instructions, visualize yourself and your students putting the instructions into action in your classroom. This will help you identify any modifications you might want to make, depending on your particular context.

Note the materials that are needed for each learning experience. We have kept necessary materials to a minimum, but some materials will need to be ordered or gathered in preparation for a lesson.

Note the suggested time allotments for each learning experience. As you read the curriculum, notice where you think your students might need more or less time.

Identify vocabulary words that may be new or challenging. Consider adding these words to a "word wall" (visual display of new words with their definitions). Alternatively, you can include new words in your spelling, writing, or language arts curriculum; doing so will reinforce student recall and will speed learning of new concepts and vocabulary.

Consider when it might be appropriate to add stories and examples drawn from your own life to the learning experiences. Students are likely to be interested in your real-life experiences. Sharing your own stories, thoughtfully chosen within professional boundaries, can be a meaningful way to build connections and to make new concepts come alive.

Note content or exercises that you think might activate strong reactions in some of your students. Consider how you might modify the activity to reduce the likelihood that it will cause undue stress. Be sure you know who to reach out to for additional support, such as counselors, for students who need this.

Considering Implementation Options

SEE Learning will look a bit different in each classroom, school, after-school, or organizational setting. It's important that you choose an option which, given time constraints and resource availability, provides an opportunity for you and your students to engage in SEE Learning to the fullest extent possible. The implementation options described below, though not exhaustive, provide some guidance on how SEE Learning can be integrated into your existing schedule. We encourage you to think creatively about how the following options might work for your setting.

Classroom

A classroom teacher who has completed the online Educator Preparation Course is qualified to teach SEE Learning to any grade level they like. A classroom educator can deliver the developmentally-appropriate curriculum to all students as part of the regular academic schedule. If older students have choices about which classes to include in their schedule, SEE Learning may be offered as an elective. We recommend that you implement SEE Learning Experiences at least once per week (or more frequently) so that students will be able to connect what they've learned from the previous lesson to the current one. If you are able to incorporate SEE Learning every day, we encourage you to proceed more slowly, perhaps breaking learning experiences up into two sessions. It is also beneficial to repeat or extend a learning experience, providing additional time for your students to explore new concepts and practice new skills.

Advisory/Homeroom

You may decide to use the curriculum during your school's advisory or homeroom time. Advisory and homeroom vary from site to site, but generally consist of a group of students who are assigned to one educator who acts as their advisor or homeroom teacher. A main purpose is to provide teachers and students the chance to get to know one another more personally. Additionally, advisory teachers often assist students with academic, social-emotional, and future-oriented goals. Advisory and homeroom are often shorter than typical class periods, and may be held monthly, twice-monthly, or weekly. SEE Learning can be used within advisory or homeroom, although how many learning experiences you will be able to complete will depend on the frequency with which advisory or

homeroom meets, and the amount of dedicated time during each meeting. If your advisory or homeroom is a shorter class period (less than 25 minutes), refer to the section, “Using SEE Learning When You’re Short on Time.”

School-wide

Administrators may decide to support implementation of SEE Learning across grade levels. In this case, it’s recommended that you can create a professional learning community that includes the educators who are teaching the curriculum. Meeting at least monthly with fellow educators to discuss challenges, successes, and new ideas will provide a support system that will be helpful throughout the school year. We also recommend that the principal or head of school participates in the online Educator Preparation Course. School-wide implementation provides an exciting opportunity for SEE Learning practices to have a greater impact on school culture, climate and policies. With all educators and students engaging in learning experiences to expand their awareness, compassion, and engagement, there is an increased likelihood that SEE Learning will make a positive impact on the quality of relationships among everyone in the school community. As the community moves forward exploring SEE Learning practices, school leaders, educators and students will be able to use shared common language around compassion, resilience, awareness, values, and related actions. This shared language invites deeper engagement in dialogue and contributes to a more systems-wide applications of SEE Learning.

As educators and students become more comfortable with SEE Learning, the administrative team might (for example) look for ways that awareness and resilience practices could be incorporated into the school’s code of conduct and responses to student misbehavior. Check-ins that are included in the learning experiences could be used during staff and parent meetings. Mindful dialogues could be used to understand perspectives on potentially divisive issues. The principles of SEE Learning, such as compassion, could be aligned with the school’s mission and vision statements. Students could engage in project-based learning in which they seek to address a social problem through creating ‘interdependence webs’ that shed light on the potential impacts of proposed solutions. Through your own experience, you will discover many other ways in which SEE Learning could be applied school-wide.

School-wide implementation is more ambitious and time-consuming than the alternatives, but it is the recommended way to implement SEE Learning if there is strong administrative support and a long-term vision. If a school is unsure about their readiness for school-wide implementation, it may be advisable to adopt one of the smaller-scale forms of implementation first as a preparatory step.

After-School/Community-Based

Implementing SEE Learning in an out-of-school context, such as during an after-school or community-based program, provides an opportunity to explore the subject matter without some of the competing academic concerns that are present in a school setting. After-school and community-based programs serve millions of children worldwide, providing everything from basic services such as homework assistance, child care, or mentoring, to enrichment activities such as technology training, sports, or art classes. These programs may serve subsets of children based on certain characteristics, such as their interests or their family's financial needs, or they may include very diverse, multi-age student groups. Since these contexts vary so widely, and because the SEE Learning curriculum assumes a classroom context, we encourage you to use your professional judgement and creativity when planning to bring SEE Learning to your setting. Regardless of setting or student population, the online Educator Preparation Course will help you develop a clear understanding of the SEE Learning framework and the curriculum, which can be facilitated by anyone with a sincere desire to promote student learning and well-being.

Using SEE Learning When You're Short on Time

Each SEE Learning Experience is designed to be taught within a 20-40 minute time period, at least weekly. If you can do weekly lessons, but have a shorter time period in which to deliver them, we recommend the following:

When you can't deliver all activities within a learning experience, choose one activity. During your next session, facilitate the next activity. Continue doing partial learning experiences in sequence.

When you have time, choose one activity from the learning experience and facilitate that activity, using the check-in and ending debrief questions (when appropriate) as "book ends."

When you only have 5 minutes, see the suggestions below.

If lessons *cannot* be administered at least weekly, you can continue SEE Learning in short, 5-minute time periods between learning experiences. Consider leading students in the following brief check-in practices or exercises:

- Short resourcing exercise
- Short grounding exercise
- Engage in a "Help Now!" strategy
- Mindful walking
- Focus their attention on the kindness others have shown them
- Visualize ways to show kindness to others
- Plan one thing they can do to show compassion towards others during the day
- Check-in with a partner about how they are feeling

- Write one paragraph on compassion, kindness, empathy, or gratitude in an on-going journal
- Read an inspirational quote on the topic of kindness, empathy, respect for diversity, interdependence, attention, mindfulness, resilience, or a related topic, and share thoughts
- Focus on gratitude and write a thank you card to a member of the school community
- Talk to a partner to discover 3 similarities and 3 differences between the two of you
- Practice mindful dialogue in pairs

Consistency is an important part of the SEE Learning Curriculum. Even if you are able to deliver the curriculum weekly, making time to include short practices like those mentioned above will create a sense of continuity and further student learning in between the longer and more formal learning experiences.

2 | Principles of a Compassionate Classroom

The SEE Learning Curriculum presents key concepts and skills in awareness, compassion, and engagement. These concepts and skills are best learned in the context of a compassionate classroom in which educators model awareness, respect, patience, and peaceful problem solving. As educational theorist Nel Noddings has noted, to create a caring school environment, educators need to model genuine care, and students need opportunities to practice kindness, caring, and compassion for others. Notably, educators should not simply “go through the motions” of modeling caring, but should find something in each student that allows them to feel genuine compassion for the student. A compassionate classroom that includes these key characteristics helps students feel a sense of emotional safety and belonging. They are comfortable asking questions, making mistakes, taking reasonable risks, expressing their thoughts, and sharing their feelings. Students in a compassionate classroom or school feel accepted for who they are as an individual and know that it’s safe to express their unique identity. Because these outcomes are so meaningful for students’ well-being and academic success, creating a compassionate school environment is well worth educator’s time and effort. As Nel Noddings has stated, *“Time spent on building relations of care and trust in the classroom is not wasted time. Teachers and students need that time to get to know one another. Relations of care and trust provide the foundation for both academic and moral education.”* We outline some principles of a compassionate classroom or school below.

Respect for Diversity

Each and every student brings unique experiences and individual needs, strengths, and challenges to the classroom. The SEE Learning program encourages taking an inclusive approach to education, one in which all students work together to cultivate SEE Learning concepts and skills. Inclusive education employs heterogeneous groupings that include students of different abilities, cultures,

backgrounds, and skill sets, to foster a sense of belonging and promote learning (Katz, 2012). Educators play an incredibly important role in modeling appreciation and respect for all students, regardless of race, religion, gender, abilities, and other differences.

Children notice individual and cultural differences at a very young age, and may feel most comfortable with others who seem similar to their own family or cultural group. Children look to adults to help them understand the value and meaning of diversity. When doing so, they can receive messages from adults that reinforce fundamental equality and common humanity, or messages that instead generate or try to justify stereotypes, fear, intolerance, and inequity based on differences. The Systems domain of SEE Learning contains material related to thinking about communities in a way that respects individual and group differences, and understands those differences within the context of the value and fundamental equality of all people. It also promotes thinking about how to improve or reform social systems so that they are better able to promote flourishing and well-being for all members of a society. It is important therefore that the classroom and school climate reflect such values. And this climate is set first and foremost by educators and administrators.

While implementing the SEE Learning curriculum, you can take the following actions to help your students develop a respect for diversity:

1	2	3	4	5
Show kindness and a positive attitude towards all people in your school community (colleagues, parents, students, staff), from all religions, cultures, backgrounds, etc.	Treat students equally, providing the same opportunities for participation and advancement regardless of gender, ability, etc.	Help students consider and explore the interdependence and common humanity of all people, regardless of differences.	Provide opportunities for students to question stereotypes and explore different perspectives through mindful dialogue and critical thinking.	Invite students to practice compassion meditation, expanding their feelings of compassion out towards all.

SEE Learning is built on a foundational understanding that we as human beings share common needs and values, as well as the desire to be happy and well. Despite any differences between us, we are interdependent on one another in innumerable ways to experience that happiness. Considering this reality, the benefits to equally valuing and respecting one another accrue to everyone.

Positive Approach to Managing Student Behavior

Misbehavior among students is a common occurrence. You may have students who act out during class, who break the class agreements, or who treat others disrespectfully. You may have students who lack self-control and have emotional outbursts. It's helpful to remember that students who act out are often struggling in some way. Their behavior is likely an attempt to communicate, to meet their needs, or to discharge strong emotions. Responding effectively to student misbehavior is one of educator's most critically important jobs. Caring educators build trust and a sense of safety by resisting tendencies to respond to students in ways that instill fear, such as lecturing, shaming, threatening, chastising, or punishing. Instead, we must model our own self-control and compassion even when presented with a challenging situation. We can assert limits and boundaries in order to keep ourselves and other students safe without placing blame and shame on students who are acting out. Admittedly, this is not always easy to do! Yet students' misbehavior can actually be an opportunity for learning and growth for both ourselves and our students, when we approach these experiences with a goal of fostering dignity and respect. Here are some quick tips:

- Take a scientific and future-oriented approach, which can be an effective way to support students' personal development. Together, you and your student might consider answers to the questions: *Why did that happen? How can you make a different and better choice next time?*
- Proactively build positive relationships with each student, getting to know them as individuals, and not just students. Find out more about their lives outside of school to expand your feelings of connection and empathy towards them.
- Model authentic, caring behavior towards your students. As the saying goes, "Nobody cares how much you know until they know how much you care." When there is a student you find particularly challenging, this can be difficult to do, so is all the more important.
- Engage in a loving-kindness or compassion practice aimed at that student, remembering that they, too, desire to be happy and well.

Be aware that students may become triggered by activities within the SEE Learning Curriculum. Just getting in touch with one's body and breath through tracking and breathing exercises, for example, can evoke anxiety, unpleasant feelings in the body, or intrusive memories of past experiences. Help students be aware of this possibility ahead of time, as you prepare for the activity, noting that these are normal reactions that can be anticipated and overcome. Be prepared to help your students shift their attention to a neutral or positive sensation. Identify the supports that are available to you and your students should a student need extra emotional support. Does your school have a counselor,

school nurse or assistant principal who can respond in a compassionate way to the distress of your students? Providing students with some space and time to discharge or process their strong emotions can prevent you and your student from escalating a situation.

Resilience-Informed Approach

SEE Learning takes a strengths-building approach, rather than one that focuses on remedying deficits. The individual skills in the SEE Learning curriculum can help students who have experienced trauma develop a sense of control and competence. Those same skills can prepare students who have been less impacted by trauma to be more prepared to face challenges that lie ahead. Many educators have been introduced to “trauma-informed practices.” These are practices that educators can use in the classroom that are informed by a scientific understanding of the impact of trauma on children’s biological, social, and emotional development. Trauma is an individual’s response to events that they perceive as overwhelmingly challenging (Miller-Karas, 2015). Some examples are poverty, exposure to violence, abuse, natural disasters, and illness. Global research asserts that a large percentage of children from all backgrounds and cultures are affected by trauma. Children affected by trauma might suffer emotional, psychological, and physical impacts that can hinder their abilities to self-regulate, build trusting relationships, and concentrate and learn. Although trauma is ubiquitous, many educators are often unaware which of their students may have experienced it. As the saying goes, “We don’t have to know the story to know that there is a story.” SEE Learning applies a holistic, body-mind understanding to trauma and offers a resilience-based approach. More specifically, SEE Learning aims to bolster the resilience of children in four ways:

- 1 Offering a compassionate classroom environment in which students are treated fairly and respectfully by their teacher and other students, fostering a sense of belonging
- 2 Encouraging the development of mindful awareness that helps students regulate their bodies and provide themselves with self-care
- 3 Fostering self-compassion and compassion for others which helps them build positive relationships with self and others
- 4 Teaching and practicing attitudes and skills that allow students and educators to manage and recover from everyday stress and challenging situations. As specifically detailed in Chapter 2 of the curriculum, educators can foster students’ resilience by helping them to identify and create individual and social resources so that when they are exposed to challenging events, they can access those resources.

Students as Systems Thinkers and Responsible Decision-Makers

One of the innovative aspects of SEE Learning is its inclusion of “systems thinking” for all age groups. While the relevant conceptual aspects are explained in the chapter dedicated to systems thinking in this volume, it can also be helpful to recognize your students as systems thinkers and understand the ways the SEE Learning program is set up to further cultivate students’ innate abilities as systems thinkers.

As Daniel Goleman writes, “Innate systems intelligence is present from our very early years. If nurtured, it can develop to surprising scope and depth in older students.”⁶⁸ SEE Learning includes experiences that seek to cultivate systems thinking in students throughout the curriculum. This is made explicit in Chapter 7 and in the final group project, when students work together on an engaged arts or social action project. However, systems thinking will be best cultivated if educators recognize the links between what students are exploring in SEE Learning and other academic subjects and aspects of their everyday school life, including sports, socializing, and extracurricular activities. In this way, SEE Learning can become a vehicle for helping students to synthesize what they are learning across their classes and see the relevance of what they are learning to real issues in their own and others’ lives.

In their book *The Triple Focus*, Daniel Goleman and Peter Senge suggest several pedagogical principles that follow from uniting systems thinking with Social and Emotional Learning.

These include:

Respecting learners’ reality and processes of understanding.

Focusing on issues relevant to the learner.

Allowing students to build their own models, construct and test their own ways of making sense of problems.

Having students work and learn together.

Keeping the focus on action and thinking.

Building students’ ability to be responsible for their own learning.

Encouraging peer dynamics where students help one another learn.

Recognizing teachers as designers, facilitators, and decision-makers.⁶⁹

As an educator you can encourage systems thinking by helping students make connections between what they are learning and their own lives; encouraging them to look at their experiences and

⁶⁸ <http://www.danielgoleman.info/daniel-goleman-what-are-the-habits-of-a-systems-thinker-2>

⁶⁹ Goleman and Senge, *Triple Focus*.

decisions from a systems perspective; and exploring with them how their actions impact others and how their decisions are impacted by factors beyond themselves. Such a perspective can help to encourage compassion and self-compassion as well, since it helps put actions and feelings into a larger context.

In SEE Learning, one of the important reasons to include systems thinking is because it is an essential part of ethical and responsible decision-making. If decisions are repeatedly made without thinking about the longer-term consequences for oneself and others, they are far less likely to be responsible and beneficial. In SEE Learning, ethics is not presented as a set of mandates from an authority. Rather, students are encouraged to cultivate discernment about their decisions and the impact those decisions have on themselves and others. When combined with a sense of compassion and care for oneself and others, this discernment and systems thinking is most likely to lead to ethical and responsible decision-making.

3 | Roles of the SEE Learning Educator

Educator as Facilitator

The SEE Learning Curriculum presents information that is likely new to both students and educators. It's not necessary to be an expert in compassion, awareness, and engagement in order to teach SEE Learning. We only request that you have a sincere interest in growing your skills in this area, a sincere desire to help students develop their skills, and a sincere hope that SEE Learning will benefit your students and the wider community. We suggest that educators act as facilitators during SEE Learning.

The main job of a facilitator is to make engagement in the subject matter easier for students—to clear a pathway for student inquiry, critical thinking, reflection, skill practice, and expression. A facilitator should remain aware of the experiences of each student, as well as the class as a whole. They are there as a “guide on the side” rather than a “sage on the stage.” Facilitators can be curious along with students, and help them decide how to get clarity on challenging concepts. There may be occasions during SEE Learning where you will want to allow students time to define for themselves a developmentally-appropriate understanding of new vocabulary or concepts. You may also want to connect new SEE Learning concepts with ideas and experiences with which your students are already familiar. There may be times during SEE Learning where you sense that students need more time to digest a new concept, and so you may opt to repeat a learning experience, or provide alternative ways to explore the subject matter.

There will be times during SEE learning experiences that students might give unexpected answers, perhaps even responses that seem wrong. What should a facilitator's response be then?

As a facilitator, you are encouraged to prioritize the learning needs and inquiry processes of your students as they arise, rather than rigidly focusing on reaching your own preconceived goals. Part of the power of the SEE learning experiences is that they rely on and encourage student inquiry, exploration, and reflection. Rather than leading students to certain responses or points of view, the curriculum encourages students to engage in mindful dialogue and active listening, apply critical thinking, and use perspective-taking skills to come to their own understanding of the material. While you might feel the urge to steer students towards specific understandings of the material that you deem most important or true, it's best to resist that urge. Students will gain more from the SEE learning experiences if they are supported in using their own skills in questioning, observing, hypothesizing, and discerning. In this way, students will come to their own critical insights and a-ha moments, providing them with the opportunity to connect more authentically to the subject matter.

The model of educator as facilitator is especially important when considering questions of emotions, relationships, and ethics, which can be deeply personal. Instead of mandating how students should feel, behave, or make decisions, SEE Learning takes a different approach to ethics: one of self-inquiry as well as collective exploration, critical thinking, and dialogue. It is the educator's role to facilitate this process in a way that maximizes opportunities for learning and insight. Enforcing particular views didactically can actually short-circuit this process prematurely. When students achieve insights, these are to be encouraged, even if they do not initially correspond to your own beliefs, opinions, or experiences, as this will encourage a spirit and atmosphere of exploration and questioning. As an educator, you can trust in the process of exploration, recognizing that it may take time for students individually or the class as a whole to reach thoughtful conclusions about important issues. Reflective practices allow for further exploration and internalization of insights, leading to embodied understanding, which in turn will shape how students make decisions and engage with others.

Educator as Learner

As we've stated, it's not necessary to be an expert in SEE Learning in order to facilitate an exploration of the mental and emotional attitudes and skills presented in the curriculum. Being in the simultaneous position of facilitator and learner may feel like an unusual experience for educators who are accustomed to being in the role of "teacher," not "student," in their own subject area. However, we invite you as an educator to experience the joy of being a student of SEE Learning! Through the online Educator Preparation Course, professional learning communities, and the development of your own personal practice, you will deepen your understanding, develop new skills, and grapple with challenges and successes similar to your students'. This learning journey will provide you with common experiences that you and your students can collectively reflect on

and discuss. These common experiences can evoke empathy and understanding, having a positive impact on your student-teacher relationships. You might experience similar aha moments and be able to appreciate together the transformation that takes place through received knowledge and experiencing critical insights. If you can adopt a curious, compassionate, non-judgmental approach around your own SEE Learning journey, your students will follow your example.

Serving as a facilitator of SEE Learning experiences and not just as a traditional instructor will allow you to participate in the experiences as a learner yourself, as well as relaxing expectations on yourself to know the “right answers.” After all, the enduring capabilities that SEE Learning seeks to cultivate in students apply equally to educators and indeed to any human being. They are areas for lifelong learning. Eventually, you may choose to take up a regular personal practice yourself to cultivate one or more of these enduring capabilities. This could mean practicing resourcing, grounding, attention training, or any of the reflective practices, on a daily or several-times-per-week basis. If you decide to commit to a personal practice, your understanding and skills will develop over time. Hopefully, this will lead to personal benefit for yourself as well as an increased ability to facilitate experiences for your students. To support you in your continuous development of the enduring capabilities contained in SEE Learning, various resources and additional courses will be made available through the online educator platform, as well as live webinars.

Educator as a Model

As it is said, “Children will do as we do, not as we say.” Social learning theory states that children learn a great deal from observation of the behaviors they see modeled by the adults around them. Recognizing that many educators who are teaching SEE Learning are on a learning journey themselves, what is a reasonable expectation with regard to modeling SEE Learning practices? At a minimum, educators can do the following: display excitement and curiosity around the SEE Learning curriculum; show kindness, empathy, compassion, and respect for colleagues and students; engage in mindful dialogue; and use resilience skills throughout the day. You might also consider engaging in social service or social action projects, and sharing stories about those pursuits with your students.

We also highly recommend that you begin a personal awareness practice in order to develop your skills in mindful attention. Even a very brief practice routine (five minutes daily) can bring results, expanding the conscious connection you feel to your body, breathing, thoughts, emotions, and actions. This awareness can bring an expanded quality of attention to all areas of your life, including your professional role as an educator. Your students are sure to notice, benefit, and learn from the ways in which you model awareness, compassion, and engagement in the classroom.

4 | Adapting SEE Learning for Your Students

Cultural Modifications

SEE Learning is intended to be a universally-applicable curriculum that does not promote any particular philosophy or culture. The enduring capabilities it endeavors to teach are considered beneficial to individuals and to societies. In short, SEE Learning promotes the development of secular ethics that can provide a basis for just and peaceful relationships between people of all backgrounds. With respect to the curricular materials, we recognize that cultural modifications may be necessary. Feedback on the curriculum was sought from culturally diverse audiences in order to reduce the number of culturally specific examples and stories. Still, there will be some parts of the curriculum which will need to be adapted to your own context and culture.

We encourage you to do the following to increase the cultural relevancy and authenticity of the curriculum:

Change examples that serve to illustrate key points so that they will be relevant to your students' own everyday experiences.	Use your own stories when that modification will help your students understand and relate to the subject matter.	Invite (but not force) students to offer examples from their own experiences and culture, in a way that feels welcoming and safe.	Get to know students interests and when possible, integrate them into the lessons.	When the language in the curriculum seems culturally unfamiliar or not inclusive of your students' experiences, change it so that it is not a barrier to learning.
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Meeting the Needs of Diverse Learners

Every classroom or group is different, and it's important that you consider your students' learning needs when delivering the curriculum. You should make modifications as necessary to help your students engage in the learning experiences to the best of their ability.

In general, you may always shorten or lengthen lessons. For example, teach a lesson over two separate sessions if students are finding the material challenging or find it difficult to maintain attention for the duration of a learning experience. You can revisit the same lesson or concept later if students didn't fully grasp it the first time around. Alternatively, you can extend the length of lessons so you and your students can delve deeper into the material. This can be achieved by increasing time for discussion and offering opportunities to put skills into action through roleplay and class projects.

Here are some additional suggestions for working with students who are particularly challenged in particular areas:

Attention

Students who have attention issues may struggle with the awareness exercises. You may shorten the exercises, as needed. Plan to increase the time spent on the check-ins by small increments (30 seconds at a time) to stretch your students' abilities to attune to their sensations or breath, to remain focused, and to settle their body. Students may also need to move their bodies, in order to release excess energy and focus their minds. Allowing students to stretch or move around when possible might help them focus on the next task at hand. Students' attention can sometimes wane due to too much teacher talking, or a lesson that seems dry or disconnected to their current reality. In order to increase engagement with SEE Learning content, consider allowing students choices in the ways they can practice new skills and demonstrate or share their learning. Examples include: skits, free writing, drawing, concept webs, songs, poetry, comic strips, audio, or video recordings—or anything else you feel might boost student interest and attention.

Following Directions

Students struggle with following directions for a variety of reasons. For some, attention is the main issue; for others, a language processing or reading issue might be the cause. You can help these students by breaking instructions down into smaller chunks, and checking for understanding after giving directions. Rather than asking, "Is that clear?" "Any questions?" or "Do you understand?" ask students instead to re-state the instructions you just gave them. They can also turn to their neighbor and explain the directions to them. You can ask students to explain what they are to do "first, next, and last" (i.e., in steps). If a student is struggling with understanding the directions, ask another student to explain or assist. Have directions available in written form, as well as giving them verbally. Finally, consider when it would benefit students to "watch and follow," rather than giving them full written or verbal instructions up front.

Language Issues

Students who are new language learners, who have language processing issues or difficulties with reading, speaking, or writing might need additional supports to fully engage in the curriculum.

They may benefit from the use of:

- Flash cards with key vocabulary or concepts
- Picture cues or additional illustrations
- Word list or a 'word wall', a bulletin board where new words and their definitions are visually displayed
- Reading aloud as a group

- Underlining key words in a story
- Using alternative language to boost their understanding. For example, the Resilient Zone can also be referred to as the OK Zone, or students can come up with a name that is meaningful for them.
- The use of assistive technology like text-to-speech software

5 | Assessing Learning

During SEE Learning Experiences, students will be introduced to many new concepts and skills. Broadly speaking, SEE Learning intends to expand students' awareness about themselves and others, increase their compassion and ethical discernment, and encourage engagement in positive actions that contribute to well-being and the social good. SEE learning invites students to explore their values and their understanding of the world and their place within it. It also introduces them to concrete skills in the areas of attention, resilience, and communication. The SEE Learning curriculum is designed to facilitate students' journey from received knowledge to embodied understanding. This process takes time, and isn't highly predictable. Assessing SEE Learning is therefore more challenging than assessing students' abilities in language arts or math. The SEE Learning team is developing a list of assessments and has future plans to develop additional scientifically validated assessments to measure SEE Learning and its effects. Until those measures are available, educators are encouraged to informally assess their own, and their students', learning and growth. Some suggestions for informal assessments are provided below, and a list of recommended published assessments can be found on the SEE Learning online platform.

Student Self-Assessment

Students can be involved in a self-assessment by asking them to reflect on the following questions:

What have you learned through the SEE Learning curriculum/activities?

How has SEE Learning impacted your thoughts? Your feelings? Your behaviors?

What does compassion mean to you? If everyone acted with kindness and compassion, how would the world be different?

Describe a practice you can do to focus your attention.

Describe a practice you can do to bring your body into your resilient zone.

What is something about SEE Learning that challenges you?

You can also assess students' learning through your own observations, looking out in particular for examples of critical insights and embodied understanding in student behavior and student work. Pay attention to student abilities in the following areas to get a sense of the ways in which they are developing their skills:

- Use of resilience skills to regulate their bodies
- Displays of compassion, empathy, kindness
- Participation and quality of attention during mindfulness activities
- Ability to identify and name their feelings and sensations
- Willingness and capability to solve conflicts by using dialogue and perspective-taking

You can also review student work (drawings, writing, projects) to check for evidence of developments in their comprehension, questioning, and critical thinking around SEE Learning content. Being a nonjudgmental listener during class discussions and group work can also provide insights into student understanding. Recognize, however, that visible examples of embodied understanding of SEE Learning concepts will take time, and appear most readily when the curriculum is taught in a consistent and linear fashion at regular intervals.

Class Assessment

In addition to assessing the individual progress of students, you can assess the progress of your class as a whole. One way of approaching this is to use as a guide the group agreements you created together with your students. Consider the following questions:

How well are your students doing in honoring the agreements they made?	What agreements have been harder to follow than others, and why?	What are your students' suggestions for how they might re-commit to the agreements or support one another in honoring them more consistently?	What might need to be clarified or added to the agreements?	Have there been particularly challenging moments for your class as a whole? If so, how was your class able to navigate those challenging moments, and what was learned?	What specific concepts and skills in SEE Learning have contributed to establishing an overall positive classroom climate?	What SEE Learning skills could be used more consciously with the aim of creating a compassionate classroom that contributes to the well-being of all?
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Educator Self-Assessment

While the purpose of SEE Learning is primarily oriented towards the needs of students, educator development is equally important. Educator self-assessment in SEE Learning is a holistic endeavor. The online educator platform provides multiple ways for you to engage in self-assessment around personally-identified goals.

Educators often plan goals for themselves on both personal and professional levels. In SEE Learning, these goals are interrelated. For instance, you might identify an enduring capability in the area of compassion or awareness that you want to more fully develop. Development of this enduring capability has the potential to impact your relationship not only with your students, but also with yourself, with others in your personal life, and with colleagues. Forming a professional learning community or even having a single partner at your school or another school engaging in SEE Learning can provide a supportive context for self-assessment, as you collectively share how your understanding and skills are developing.

6 | Additional Keys to Successful Implementation

Administrator or Director Leadership and Support

SEE Learning needs administrator or director leadership and support in order to maximize its effectiveness. A school leader has tremendous impact on the ways in which educators and students approach SEE Learning. Here again, modeling is incredibly important and will go a long way in boosting enthusiasm and confidence in SEE Learning among the members of the school community. A school leader should therefore prioritize and model compassion, respect, awareness and engagement in all of their professional interactions. In addition, a principal, superintendent, school director, or organizational or program director can do the following:

Vision and institutional awareness

Raise awareness about SEE Learning among staff, parents, and other stakeholders whose support is needed to initiate and sustain SEE Learning.

Articulate how SEE Learning is aligned with the current vision and mission of the organization.

Provide clear information to parents and other stakeholders about the benefits of SEE

Learning for students and staff.

Join staff in their learning journey with respect to key SEE Learning concepts and practices.

Supporting staff

Encourage staff, potentially providing incentives, to complete the SEE Learning educator preparation course as well as ongoing training, and by establishing a professional learning community around SEE Learning.

Support staff in implementing the SEE Learning curriculum, providing adequate planning time as well as time within the day for teaching the SEE Learning curriculum so that it complements, rather than conflicts with, other curricular objectives.

Consider designating or hiring one or more staff persons to serve as SEE Learning facilitators, who can support other educators and serve as a liaison between your school and the Emory SEE Learning program or one of its regional affiliates.

Delegate and empower educators to make some decisions about the best ways to implement and teach SEE Learning in their own context.

Supporting students

Provide opportunities for students to display and share their understanding of SEE Learning with other student classes, with parents and guardians, and with the local community, underscoring the value the school places on the concepts and skills being taught in SEE Learning.

Align school disciplinary and cultural practices with the principles of SEE Learning so that there is consistency between what is taught and what is practiced in the school culture.

Sustainability

Secure necessary funding to support the initiative.

Plan for sustainability of the initiative, beyond one's own term of leadership, and despite inevitable changes in staffing and resources.

Consider how your school might serve as a model to attract support from the local district or regional government for the broader implementation of SEE Learning regionally.

Family Connections

Each chapter of the SEE Learning curriculum includes a letter that can be used to communicate the general content and skills students are learning. These letters keep parents and guardians informed of what their children are learning, and invite them to connect with their children around SEE Learning concepts and skills. These letters are just one example of the ways in which you can involve parents. Here are some additional ideas:

- Have students conduct family interviews on some of the topics raised in the curriculum.
- Have students write letters to their parents or guardians about what they are learning.
- Provide a parent/guardian education night that reviews the resilience skills and how they might be used at home.
- Make the curriculum available to parents who would like to review it themselves.
- Display student work on SEE Learning in the classroom or school during a parent-teacher conferences or “back-to-school” night, and throughout the year.
- Invite families to participate in a culminating social action or service project in which students put their knowledge of SEE Learning into action.
- Provide feedback to parents and guardians on how their children are improving their skills in attention, compassion, self-regulation, interpersonal awareness, and other curriculum components.

In the future, we would like to offer more resources for parents who are interested in SEE Learning, as we know their understanding and support has a significant impact on their children’s engagement in SEE Learning skills. Since we as educators share a common goal with parents—happiness and well-being for all the students in our care—it only makes sense that we should find more ways to work together on achieving this goal.

Glossary

adversity	Difficulties or obstacles that present challenges to being in a happy or healthy state. These difficulties can be physical or psychological, and can occur at an individual or collective level. They can be isolated events or structural and systemic. Because early childhood adversity can negatively impact later life outcomes, SEE Learning emphasizes both the cultivation of individual resilience and the changing of structures and systems to minimize the risk of adversity.
affective	Pertaining to emotion or feeling. Often contrasted with cognitive, which refers to cognition or thought.
appraisal	An evaluation of a situation (often as positive or negative), which can lead to an emotional response, especially if there is high investment in the situation.
attention	The mental process of focusing on or being aware of something; focus. In SEE Learning, this involves learning to attend especially to one's own inner states, to the presence of others, and to wider systems.
attention training	Structured methods for learning to attend to one's feelings, thoughts and impulses without being carried away by them. In SEE Learning, attention training refers especially to learning to attend to one's own inner states, to the presence of others and their emotional lives, and to wider systems.
awareness	Perceiving or knowing something external or internal to oneself. In SEE Learning, awareness refers especially to first-person recognition and understanding of thoughts, sensations, and emotions on the personal level; coming to perceive and understand the emotions and needs of others on the social level; and recognizing interdependence and common humanity on the systems level.
basic human values	Universal values that derive from common sense, common experience and science, such as compassion, self-discipline, gratitude, generosity, forgiveness, and fairness.
behavior	How a person acts in their physical actions or speech.
body literacy	Gaining awareness of sensations felt in the body and the words to describe them. In SEE Learning body literacy contributes to students' ability to regulate their autonomic nervous systems and be more aware of stress and how to deal with it.
burnout	A state of emotional exhaustion. This can come about due to over-empathizing with others if that empathy is more empathic distress (which is self-oriented) than empathic concern (which is other-oriented).

cognition	Mental processes such as awareness, evaluation, recognition, and memory. While even simple awareness is a cognitive process, usually this term is used to refer to higher-order cognitive processes such as thinking.
cognitive	Pertaining to cognition or thought. Often contrasted with affective, which refers to feeling and emotions.
common humanity	The principle that all people, regardless of their differences, are similar and therefore equal at a fundamental human level. These similarities include being born, aging and dying; wishing to have happiness and avoid unnecessary suffering; having emotions; having a body; requiring the help of others to grow and survive.
compassion	Compassion is an emotion involving the wish to relieve or prevent the suffering of another out of a genuine concern for their well-being and a sense of tenderness and care for them. Compassion as an enduring capability refers to cultivating a way of relating to oneself, others, and humanity as a whole through kindness, empathy, and a concern for one's own and others' happiness and suffering.
compassion-based ethics	An approach to ethics where basic human values such as compassion are derived from common sense, common experience, and science, rather than from a particular religion or ideology. This form of ethics is intended to be compatible with individuals of any or no religious faith.
competencies	Lifelong skills and degrees of understanding in particular areas that students cultivate over time. In SEE Learning these are encapsulated in the list of enduring capabilities.
conflict transformation	The act of not only resolving or ending a conflict, but doing so in a way that transforms ongoing relations among all parties for their benefit. As a skill this refers to students' ability to respond constructively to conflict and to facilitate collaboration, reconciliation, and peaceful relations.
constructive	Leading to benefit for oneself and others, rather than harm (used to describe emotions and behaviors).
constructive perspectives	Views that are realistic and in alignment with reality, and that are more conducive to benefit for oneself and others than to harm.
constructivist pedagogy/ constructivism	An approach to teaching and learning that focuses on the students gradually coming to their own conclusions and insights through a process of inquiry and discovery, rather than through passively receiving information or "correct"

answers from an external authority. SEE Learning favors a constructivist approach over a straightforwardly didactic one.

contemplative practice	Practices of reflection and the inner cultivation of values intended to bring about new insights and to reinforce existing insights so that they become embodied understandings. In SEE Learning, contemplative practices are secular (non-religious) and are incorporated under the umbrella of reflective practices.
critical insight	A personal recognition of something as true for oneself. This can happen gradually or through an aha moment of sudden realization. Contrasted with received knowledge, which refers to learning information from an outside source. Repeated familiarization with a critical insight over time can lead to embodied understanding.
critical thinking	Analyzing, investigating, and questioning something for oneself using the best of one's resources. This can involve taking multiple perspectives, collecting and considering available information, conversing and debating with others, and other methods. In SEE Learning, the most important form of critical thinking is discerning what will bring about one's own and others' long-term best interests.
cultural humility	A stance in which one recognizes one's own cultural lens and its limitations, while being open to learning about others and their cultural backgrounds and perspectives without bias, stereotyping and judgment. In SEE Learning, this is one example of epistemic humility.
cultural resilience	The values, beliefs, and practices of a community or society that support the well-being and happiness of its members even in the face of adversity (such as beliefs in human rights, equality, the value of compassion...).
debrief	Questions that come at the end of an exercise or activity in order to help participants reflect, process, and share what they have experienced or learned.
domain	A specific sphere of activity or knowledge. In the SEE Learning Framework, all of the pedagogical content is divided into three domains: the Personal, Social, and Systems domains.
dimension	A side or facet of a larger whole. In the SEE Learning Framework, all of the pedagogical content is divided into three dimensions: Awareness, Compassion, and Engagement. All three are explored within each of the three domains (Personal, Social, and Systems).
destructive	Leading to harm for oneself and others, rather than benefit (used to describe emotions and behaviors).

dysregulation	Refers to the autonomic nervous system being out of balance in its alternation between sympathetic and parasympathetic states. This can happen due to stress or trauma, but also due to illness, diet, or environmental factors. Dysregulation causes a person to be more easily “bumped out” of their resilient zone. The opposite is homeostasis, where the autonomic nervous system alternates between sympathetic and parasympathetic activation in a healthy, regulated way.
educator	Teacher, counselor, administrator, or any other adult who works with students in an educational capacity.
embodied understanding	Knowledge that has been internalized. At this point, a student’s understanding is not merely fleeting but has become a natural part of who they are and how they interact in the world. This is the deepest level of understanding in the SEE Learning pedagogical model.
emotions	An affective (feeling) response such as anger, fear, sadness, or joy to a stimulus, based on a person’s appraisal of a situation. Typically, emotions are stronger the more invested one is in a given situation. Emotions are differentiated from sensations in that the former are based on evaluations of situations and are generally not localized in one place in the body.
emotional hygiene	Being able to take care of one’s emotional life for one’s health and happiness, much as one takes care of one’s physical health through physical hygiene. Cultivating practices of emotional discernment and emotion regulation for the benefit of both oneself and others.
emotional intelligence	The capacity to be aware of, understand, regulate, and express one’s emotions, as well as being aware of and sensitive to the emotions of others.
emotional literacy	Recognizing and understanding emotions in oneself and others. A key component of emotional intelligence and emotional hygiene.
empathic concern	Understanding the situation of another and being concerned for their well-being. Empathic concern is other-oriented, as opposed to empathic distress, which is self-oriented.
empathic distress	Feeling overwhelmed or disturbed by the suffering of another person, but in a self-oriented way. Unlike empathic concern, which leads to genuine compassion and action to help others, empathic distress leads to emotional burnout; action is taken to relieve one’s own distress first and foremost, not the distress of the other person.

empathy	Understanding and resonating with another’s emotional state. Empathy can be divided into affective empathy, which is feeling or resonating with another’s emotional state, and cognitive empathy, which is recognizing or understanding another’s emotional state.
empathic fatigue	A state of emotional numbing that can arise from empathic distress.
enduring capabilities	Skills and types of knowledge that students can continue to return to, reflect upon, and more deeply embody throughout their educational experience and their entire lives. SEE Learning’s main content is divided into a set of enduring capabilities.
engaged learning	Learning strategies and methods that are active, participatory, and embodied for students, in contrast to approaches where students receive material in a passive and static way.
engagement	One of the three dimensions in SEE Learning, alongside awareness and compassion; refers to the constructive actions and behaviors one takes with regard to oneself, others, or large systems, and the associated skills related to these behaviors.
epistemic humility	Recognizing that one’s own perspective, experience, and understanding are partial, limited, and potentially imperfect. Also a recognition that one’s views and understanding can change and grow over time. This leads to a willingness to listen to others, to consider differing viewpoints, and to learn new information.
equity	Fairness and impartiality on both individual and systemic levels; an equity perspective seeks ways for every person to succeed to their greatest potential regardless of circumstances beyond their control.
ethical	In SEE Learning, ethical refers to that which leads to one’s own and others’ long-term benefit and well-being, in a manner consistent with basic human values. This is a secular definition of ethics intended to be compatible with religious systems and those who do not follow any religion.
ethical engagement	Action that is intended to lead to one’s own and others’ long-term benefits and that does not violate basic human values (such as not harming or compromising the well-being of oneself or others).
ethical literacy	An ability to engage in reasoning and discourse around issues involving the suffering and well-being of oneself, others, and communities with discernment, a grounding in basic human values such as compassion and humility, and a multiplicity of informed perspectives.

ethics	Moral principles or values that can help guide one’s thoughts and actions for one’s own and others’ benefit. In SEE Learning, ethics is approached in a secular way based on basic human values derived from common sense, common experience, and science. It is intended to be compatible with those of any religion or no religion.
evidence-based educational programs	Programs whose positive benefit claims are supported through research and data collection.
feeling	An emotion or physical sensation. In SEE Learning, “feeling” is a broader term that includes both emotions and sensations. Emotions are differentiated from sensations in that the former are based on evaluations of situations and are generally not localized in one place in the body.
first-person	How things appear directly to a person through their own senses and consciousness; “I” language, such as “I feel, I notice, I perceive, I think”; contrasted with “third-person” or “objective” knowledge about the world. In SEE Learning, both first-person and third-person knowledge is valuable. First-person knowledge about emotions would refer to one’s own direct experience of emotions in one’s life. Third-person knowledge about emotions would be what one learns about emotions from others, books, scientific research, and so on.
flourishing	Well-being of a person, community, or environment; the ever-expanding realization of one’s potential.
gratitude	An emotional response that comes from deeply recognizing and appreciating the ways one has received benefits from others. Gratitude is often accompanied by warm feelings towards those who have benefited oneself as well as a wish to repay, or pay forward, their kindness.
grounding	Gaining stability in one’s body by noticing the way it is physically supported; the physical connection of one’s body to an object, surface, or another part of one’s body. Grounding is a key resilience skill in SEE Learning and should be accompanied by tracking.
heedfulness	Being cautious and careful with regard to things that could cause problems for oneself or others.
Help Now! strategies	Immediate tools for bringing the body’s autonomic nervous system into a more regulated state, such as attending to sights or sounds, drinking a glass of water, or pushing against a wall.

high zone	A state of hyper-arousal in the body and mind where one may feel anxiety, fear, anger, frustration, helplessness, or stress, and where one does not feel in control. Contrasted with being in the resilient zone.
identity	An aspect of who one is. Each person has a multitude of identities, many of which are context-dependent and involve an understanding of oneself in relation to others.
impermanence	The principle that things (including experiences and emotions) are not static, but rather in a continual state of flux and change. Reflecting on impermanence can help a person see that their current situation or difficulties can change over time.
insight activity	An activity designed to bring about personal realization with regard to a SEE Learning enduring capability.
interdependence	The principle that objects and events arise from a multiplicity of other causes and conditions and therefore things can be interconnected even across long distances or periods of time. An understanding that our lives do not exist in a vacuum and that there is an inherent relationship between ourselves and broader systems of people. Interdependence is a key characteristic of systems, where one part of a system can impact several other parts through chains of causal relations; its opposite is seeing things as independent, isolated, and not connected to or dependent on anything else.
interpersonal awareness	The ability to recognize our inherently social nature and attend to the presence of others and the roles they play in our lives.
love	The wish for another person to be truly happy. Genuine love is other-oriented, and not concerned with what the other person can do for oneself. Love (wishing happiness for another) is the companion to compassion (wishing that another be free of suffering).
low zone	A state of hypo-arousal in the body and mind, where one may feel lethargic, sad, depressed, lonely, uninterested in activities, or lacking enthusiasm for life. Contrasted with being in the resilient zone.
map of the mind	A conceptual model of the mind and mental states that can grow in sophistication and subtlety and that can be used to navigate one's emotions and experiences. Although this model can at first be based on external information presented by others, it should also be built on personal experience, observation, and critical thinking.

meta-awareness	Noticing what arises in one’s mind and in one’s experience. The awareness of awareness. This is a key skill in SEE Learning, as it allows students to notice mental processes, bodily sensations, and other experiences consciously before acting or reacting.
meta-cognition	Awareness of one’s cognitive processes, such as thoughts. Closely related to meta-awareness.
mindful dialogue	A protocol for reflection and sharing in which one student asks a series of questions and listens attentively, without comment or interruption to another student, switching roles after 60-90 seconds.
mindfulness	Retaining something in one’s mind and not forgetting it, getting distracted, or losing sight of it. Can be cultivated through attention training. Note that SEE Learning’s definition of mindfulness differs from some popular definitions of mindfulness, which define it as non-judgmental present-moment awareness.
misleading perspectives	Views that are out of alignment with reality; biases, prejudices, false assumptions, misconceptions, and unrealistic expectations. Misleading perspectives often lead to reactive emotional states and unhelpful behaviors. Critical thinking and learning is necessary to remediate misleading perspectives.
needs	Things that all human beings require in order to have well-being and to flourish, such as safety, nourishment, and companionship.
parasympathetic nervous system (PNS)	One of two parts of the autonomic nervous system, the parasympathetic nervous system relaxes body systems, such as breathing and heart rate, and activates systems like digestion. Sometimes referred to the “rest and digest” system as opposed to the sympathetic nervous system (“fight or flight”).
perception / perspective	How one views oneself, a situation, or others. Since emotions arise from how one perceives things, being able to adopt different perspectives is a major strategy employed in SEE Learning for cultivating emotional and social intelligence.
personal domain	The sphere of knowledge and skills that deals with aspects of the self or individual, such as self-awareness, self-compassion, and self-regulation.
received knowledge	Knowledge based on instruction from others (such as teachers or books) or experiential learning, but before the knowledge has been realized or internalized for oneself in a deeply personal way.










reciprocity	A recognition that there should be mutuality and fairness in exchanges between individuals or groups; for example, if people want kindness shown to them, they should extend kindness to others.
reflective practice	Activities in which students direct attention toward their inner experience in a sustained and structured way in order to develop deeper personal understanding and to internalize particular skills and topics.
regulation (of the nervous system)	When the two arms of the autonomic nervous system—sympathetic and parasympathetic—are able to alternate in a healthy (homeostatic) manner. The resilience skills in SEE Learning help students re-regulate their nervous systems, which in turn helps them return to and remain in their resilient zone.
relationship skills	Practical abilities in communicating and interacting with others in constructive and helpful ways. These include conflict transformation skills, listening and communication skills, and helping skills.
resilience	The ability to respond in a productive way to challenges, stress, threats, and unexpected surprises, which might otherwise destabilize a person. Resilience in SEE Learning can be cultivated on an individual level, an interpersonal level (supportive relationships), a structural level (policies and institutions that promote well-being and resilience), and a cultural level (values, beliefs and practices that promote resilience).
resilience-informed	A strengths-based approach that recognizes that each individual has resilience to trauma and stress, which has allowed them to survive, and which can be strengthened further with knowledge and practice.
resilience skills	Grounding, resourcing, tracking, and Help Now! strategies, which use the body's innate abilities to deal with stress and enhance well-being.
resilient zone	A state of well-being and regulation for the body and mind, where a person feels in control and able to be their “best self.” Being in the resilient zone is contrasted with being in stuck in the high zone or low zone, where one does not feel in control and where one’s decisions and actions are less likely to be productive. Also known as the Zone of Well-Being or the OK Zone.
resource	Something (an event, person, place, object, or activity--real or imagined) that one associates with greater safety, happiness, or well-being.
resourcing	Bringing a resource to mind vividly so that the body responds with a greater sense of well-being. Resourcing should be combined with the tracking of sensations in the body.

restraint	Holding back from doing things that could harm oneself or others.
risky emotions	Emotions that have the potential to cause significant harm to oneself or others if they become too strong or are not managed in a productive way.
school climate	How a school “feels” in terms of atmosphere to students and educators, such as friendly, welcoming, safe, etc.
school culture	The norms, beliefs, values and practices that are seen as standard in a particular school.
secular ethics	A non-sectarian approach to universal ethics, based on common sense, common experience, and science, that can be acceptable to people of any or no religious faith. Secular ethics is the approach SEE Learning takes to ethics in education.
self-compassion	A tenderness towards one’s own limitations and difficulties, combined with an awareness of one’s ability to cultivate greater well-being and resilience.
self-efficacy	A belief in one’s ability to achieve one’s goals.
self-regulation	The ability to navigate one’s emotions, one’s nervous system, and one’s behaviors so as to promote well-being and avoid harm to oneself and others.
sensation	Bodily feedback that is felt in a particular part of the body, such as warmth, cold, pain, numbness, looseness, tightness, heaviness, lightness, and so on. Sensations can be experienced as pleasant, unpleasant, or neutral.
shift and stay	If one notices an unpleasant sensation in the body, one can move one’s attention to another part of the body that feels better (shift) and then keep one’s attention there for a few moments (stay). This process can reset the nervous system and create a greater sense of safety in the body.
social domain	The domain of the SEE Learning Framework that pertains to interpersonal relations with others. This includes becoming aware of others; cultivating compassion and other prosocial emotions; and learning to relate constructively with others.
social and emotional learning (SEL)	A life-long process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
social intelligence	An ability to be aware of others and relate to them in a positive and productive way; the ability to understand human interactions on individual and collective levels.

social isolation	The state of being deprived of close relations with others; a perceived state of being disconnected from others.
social threat	A situation in which one perceives that one might be rejected or shunned by others. Because the nervous system experiences social threat much like the physical threat of being in physical danger for one's survival, social threat can be a great source of stress and trauma.
stress	Physical or emotional strain or tension resulting from adverse or very demanding circumstances. Because prolonged or intense stress is damaging to the physical and emotional health of an individual, SEE Learning emphasizes cultivating resilience strategies to combat stress on individual and systemic levels.
subjectivity	How an individual perceives and interprets the world; first-person perspective.
sympathetic nervous system (SNS)	One of two parts of the autonomic nervous system, the SNS prepares the body for danger, changing muscle tone and heart rate and turning off systems like digestion and the body's ability to relax and rest. It is called the body's "fight or flight" system. Excessive stress or threat can overtax the SNS resulting in dysregulation of the autonomic nervous system.
systems intelligence	The ability to use systems thinking perspective and skills to better understand phenomena.
systems thinking	The ability to understand how objects and events exist interdependently with other objects and events in complex networks of causality.
tracking	Noticing the absence or presence of pleasant or neutral sensations and keeping one's attention on them.
trauma	A natural response to a stressful or threatening event (or series of events) that overwhelms the person's nervous system and its sense of safety, leading to lasting but not necessarily permanent impacts on the body and mind.
trauma-informed	Guided by an understanding of how stress and trauma impact individuals' and communities' emotional and physical well-being. In SEE Learning this means creating a safe educational environment that supports individual and collective resilience.
values	What an individual or society esteems and deems most important; principles that underlie and orient an individual's or a society's actions and aspirations.
well-being	A state of being happy, healthy, and satisfied; can be physical, emotional, social, cultural, and environmental.

SEE Learning provides educators with a comprehensive framework for the cultivation of social, emotional, and ethical competencies. It also provides an age-specific curriculum for K–12 schools, as well as a support structure for educator preparation, facilitator certification, and on-going professional development. SEE Learning builds upon the best practices in Social and Emotional Learning (SEL) programs and expands on them by drawing in new developments in educational practice and scientific research, including attention training, the cultivation of compassion for self and others, resilience skills based on trauma-informed care, systems thinking, and ethical discernment.

THE SEE LEARNING FRAMEWORK

		DIMENSIONS		
		AWARENESS	COMPASSION	ENGAGEMENT
DOMAINS	PERSONAL	 <p>Attention & Self-Awareness</p>	 <p>Self-Compassion</p>	 <p>Self-Regulation</p>
	SOCIAL	 <p>Interpersonal Awareness</p>	 <p>Compassion for Others</p>	 <p>Relationship Skills</p>
	SYSTEMS	 <p>Appreciating Interdependence</p>	 <p>Recognizing Common Humanity</p>	 <p>Community & Global Engagement</p>



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