

Educator Preparation Workshop *for* **SEE Learning**

DAY 1

Mundgod, India December 7-10, 2018

A program of

The Center for Contemplative Science and Compassion-Based Ethics
EMORY UNIVERSITY

Welcome!

The Facilitation Team

Ven. Geshe Lhakdor
Geshe Lobsang Tenzin Negi
Ms. Christa Tinari
Ms. Jennifer Knox

Introductions

With a partner, please share the following:

- Who are you?
- What brings you here?
- What expectations do you have for our time together?

Please introduce your partner to all of us

Let's Break for Tea

Social Emotional and Ethical Learning

Workshop Objectives

- To **introduce** you experientially to SEE Learning
- To **support** you as educators in your own journey of social, emotional and ethical learning
- To **form relationships**, build a community and lay the groundwork for implementation in your context
- To **learn** from you what will help you and what you will need to be supported in your context
- To **design** an implementation plan and determine your level of participation in the SEE Learning Launch

Social Emotional and Ethical Learning

Session 1: Ceremony and Welcome

----Tea Break----

Session 2: What is Social, Emotional and Ethical Learning? - Overview, Rationale, Framework

----Lunch----

Session 3: SEE Learning

- Enduring Capabilities Insight Activity
- Pedagogical Model Insight Activity

----Tea Break----

Session 4: Creating a Caring Classroom

- Insight Activity, Discussion, Group Agreements

Rationale

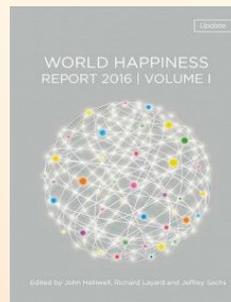
COMPASSION-BASED ETHICS EDUCATION

"We need a new ethics which incorporates the best values to be found in all religions, but which is equally convincing to people with no religious faith at all.

As the Dalai Lama has put it: "We need an approach to ethics that can be equally acceptable to those with religious faith and those without. We need a secular ethics."

World Happiness Report 2016

Richard Layard, Chapter 3



Rationale

COMPASSION-BASED ETHICS EDUCATION

Increased Distress in Youth

Depression

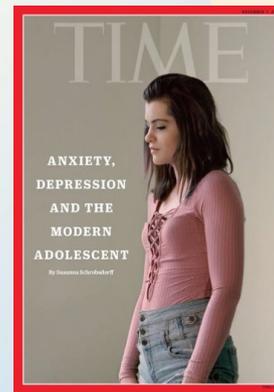
- 3 million teens, age 12-17, report at least one episode of major depressive disorder (Department of Health and Human Services).

Anxiety

- 30% of teen girls and 20% of teen boys have had an anxiety disorder (National Institute of Mental Health).

Hopelessness

- 30% of teens report regular feelings of sadness or hopelessness (2015 Montana Youth Risk Behavior Study).



Rationale

- Need for integrating “soft skills” into education
- Enriching existing social-emotional learning (SEL) approaches with:
 - Attention training
 - Compassion and care
 - Systems awareness
 - Ethical engagement

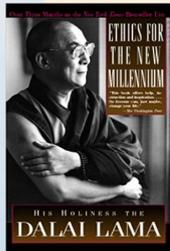
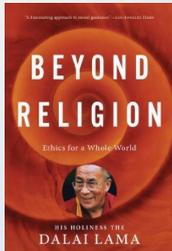
Rationale

SEE Learning is secular.

How and why is SEE Learning secular?

Development of Framework

Framework content derived from His Holiness the Dalai Lama’s writings on secular ethics.



Daniel Goleman
Peter Senge

The Triple Focus



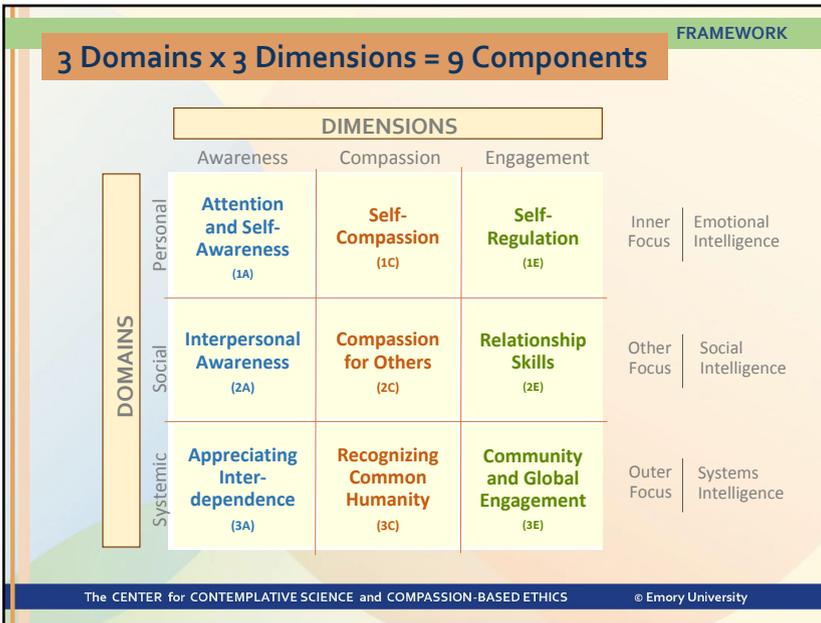
A New Approach
to Education

Framework structure modeled after Daniel Goleman and Peter Senge’s *Triple Focus*



Three Domains and Three Dimensions





SEE LEARNING

Role of the Teacher



Teacher Self-Cultivation



Pedagogical Orientation



Creating a Caring Classroom

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SEE Learning

Key Learning Threads

SEE Learning is grounded in the principle of compassion

Critical Thinking

Scientific Perspectives

Reflective Practices

Engaged Learning Pedagogy

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Elements of SEE Learning Experiences

- Opening / Check-in
- Presentation / Direct Instruction (Received Knowledge)
- Activity (Critical Insight)
- Reflective Practice (Embodied Understanding)
- Discussion and Further Directions

Workshop sessions for educators will mirror this structure too.

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Social Emotional and Ethical Learning

Let's Break for Lunch

Social Emotional and Ethical Learning

Reflection on the Enduring Capabilities

- ★ Which three do you consider to be your most enduring capabilities? These are skills that are consistently available to you, even in more difficult situations.

[Put a **STAR** next to 3 of them that you feel you embody]

- √ Which three provide a growing edge for you? Perhaps you haven't thought much about these capabilities or they are not very developed.

[Put a **CHECK** next to 3 of them in this category]

Reflecting on the Enduring Capabilities

Free Writing for Mindful Dialogues

- ★ Pick one of your stronger enduring capabilities and reflect on how you came to have this strength.

- √ Pick one that you would like to strengthen and reflect what strategies may help you do this over time.

FRAMEWORK

Pedagogical Model



Insight Activity

Pedagogical Model: Three Levels of Understanding

- Journal Reflection: Think of a time when you had an “A-HA moment” and understood something on a personal level that you had only understood on a conceptual level.
(RECEIVED KNOWLEDGE TO CRITICAL INSIGHT)
- Journal Reflection: Think of a beneficial habit of mind, constructive way of seeing the world or helpful disposition that you have cultivated over time that is now an embodied understanding that you did not have before.
(CRITICAL INSIGHT TO EMBODIED UNDERSTANDING)

Insight Activity

Mindful Dialogues

Guiding Questions:

- What process or experiences were present for the concept to lead to an A-HA Moment or critical insight?
- What process or experiences supported the habit of mind, way of seeing the world or disposition to become an abiding lens or embodied understanding?
- What benefits, if any, arose from this **critical insight** or this **embodied understanding**?

Mindful Dialogues

Listening:

- We give our whole attention to the other person.
- We listen closely without speaking or interrupting.
- We do not give advice or make comments about what the other person is sharing.
- At the end, we thank the other person for sharing with us.

The Process:

- Free-writing
- Pairing up
- Deciding who will speak first and who will listen first
- 90 seconds to share and listen
- Switch roles
- Maintain confidentiality
- You may decide not to share certain things

Social Emotional and Ethical Learning

Let's Break for Tea

Creating a Caring Classroom

- Reflection: Think a time when you have received or witnessed compassion from another. Bring this moment to mind in as much detail as possible.
- Note any changes in your body.

Compassion Resource Drawing

- Now as best as you are able, DRAW your experience of receiving kindness from another
- Track your body sensations when you think about your moment.

Mindful Dialogues

Listening:

- We give our whole attention to the other person.
- We listen closely without speaking or interrupting.
- We do not give advice or make comments about what the other person is sharing.
- At the end, we thank the other person for sharing with us.

The Process:

- Free-writing
- Pairing up
- Deciding who will speak first and who will listen first
- 90 seconds to share and listen
- Switch roles
- Maintain confidentiality
- You may decide not to share certain things

Insight Activity

Mindful Dialogues

Guiding Questions:

- Question 1: Describe a time when you experienced or witnessed compassion?
- Question 2: How do you think your life would be different if you experienced more compassion from others?
- Question 3: Is there anything you could start practicing today that would help you cultivate more compassion for yourself and/or others

Compassion



Social Emotional and Ethical Learning

What is Compassion?

- Biological and Extended
 - Inner State, not Action
- Difference between Compassion and Empathy
- Courageous Compassion

Social Emotional and Ethical Learning

Daily Exit Survey

Group Agreements with Yarn

Reflection:

What will help you feel safe and comfortable to share in the next few days?

Reflection:

How are you hoping this group will be with each other?

Social Emotional and Ethical Learning

Social Emotional and Ethical Learning

Educator Preparation Workshop
for
SEE Learning

DAY TWO

Welcome

Social Emotional and Ethical Learning

Creating a Caring Classroom

Greeting Each Other

- Purpose: Everyone is seen and greeted.
- Select someone to go first – then, turn to the left and say hello in any language and include the person's name
- Include physical contact if you feel comfortable and make eye contact
 - High five, hand shake, fist bump, elbow tap, pinky hug, eye contact
- Return the greeting and then turn to the left and greet the next person.
- Continue until all in your group have been greeted

Social Emotional and Ethical Learning

Creating a Caring Classroom

Revisit our Group Agreements.

Do we need to:

- Add anything?
- Clarify anything?
- Remove anything?

Social Emotional and Ethical Learning

Revisit Group Norms

Personal Domain- Chapter 2: Building Resiliency

Session 1: Resource Practice, Jigsaw Reading and Discussion

----Tea Break----

Session 2: Help Now Strategies Insight Activity

----Lunch----

Session 3: Insight Activity and Fishbowl Planning

----Tea Break----

Session 4: Fishbowl Teaching Exercise

Elements of SEE Learning Experiences

- Opening / Check-in
- Presentation / Direct Instruction (Received Knowledge)
- Activity (Critical Insight)
- Reflective Practice (Embodied Understanding)
- Discussion and Further Directions

Workshop sessions for educators will mirror this structure too.

Personal Domain

SEE Learning

		DIMENSIONS		
		Awareness	Compassion	Engagement
DOMAINS	Personal	Attention and Self-Awareness (1A)	Self-Compassion (1C)	Self-Regulation (1E)
	Social	Interpersonal Awareness (2A)	Compassion for Others (2C)	Relationship Skills (2E)
	Systemic	Appreciating Inter-dependence (3A)	Recognizing Common Humanity (3C)	Community and Global Engagement (3E)

Social Emotional and Ethical Learning

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Settle In, Take a Moment

Contemplative Practice:
Resourcing, Grounding and
Tracking

Social Emotional and Ethical Learning

JIGSAW Reading SEE Learning Framework: Domain One - Personal

Silent reading, reflection and small group sharing Domain One – Personal of SEE Framework

Begin with EVERYONE reading beginning of Chapter 4: Exploring the Personal Domain, p. 27 of the Framework Document

- #1. Read section: Attention and Self Awareness, pp. 27-32
- #2. Read section: Self-Compassion- pp.32-36
- #3. Read section: Self-Regulation, part one- pp.36-41
- #4. Read section: Self-Regulation, part two- pp. 42-48

As you read, note the three main points of your section. If you have questions, note them as well.

Silent reading, reflection and small group sharing Domain One – PERSONAL of SEE Framework

STEP # 1 - Number off 1, 2, 3, 4, 1, 2, 3, 4... until each person has a group number

STEP # 2 - Read your group's assigned sections silently. Note three main points of your section.

STEP # 3 - Go and sit with members of your group (Group 1 sits with other 1s, 2 with 2,...) Discuss main points and any questions about the framework. Then decide who will share your summary with your original table group.

STEP #4 – Go and sit with original table group. Each small group spokesperson shares the main points of what they read and any questions that came up for them to the table group (Make sure to go in order of the reading).

STEP #5 - Write likes, wonders, and questions on index cards for facilitators.

STEP #6 – Large Group Discussion

Social Emotional and Ethical Learning

Let's Break for Tea

Insight Activity: HELP NOW Strategies

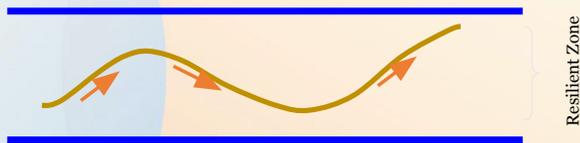
3 sounds inside, 3 sounds outside

Charting your Experience



- Purpose: Practice skills to regulate nervous system
- Visit each HELP NOW station
- Try each strategy and document any physical sensation you experience on the body outline handout
- Note if the sensation is PLEASANT, UNPLEASANT or NEUTRAL.
- Using descriptive language, describe the sensation. For example: cold, warm, tingling.
- Debrief

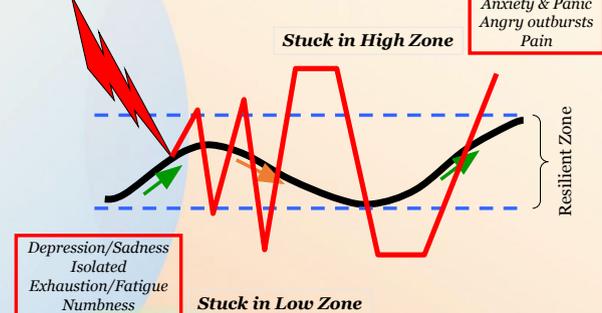
The Resilient Zone



(c) Trauma Resource Institute

By Elaine Miller-Karas of the Trauma Resource Institute

**Traumatic/Stressful Event
or
Stressful/Traumatic Triggers**



Graphic adapted from an original graphic of Peter Levine/Heller, original slide design by Genie Everett

By Elaine Miller-Karas of the Trauma Resource Institute

Big "T" Trauma

- Natural Disasters
- Man-Made Disasters
- War Zone Experiences
- Acts of Terrorism
- Sexual Assaults
- Child Abuse
- Acts of Violence
- Death of Loved One(s)
- Car Accidents
- Catastrophic Illness
- Vicarious Trauma (Witnessing)
- Overdose
- Restraints/Take Downs
- 5150
- Psychosis/Psychotic break
- Manic Episodes
- Suicide Attempt

Little "t" Trauma

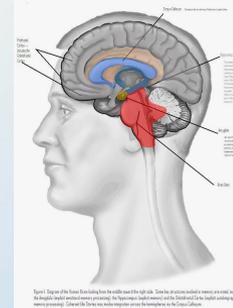
- Dog Bites
- Routine Surgeries
- Falls
- Invasive Dental or Medical Procedures
- Minor Car Accidents
- Medication Side Effects
- Multiple Med Regimens

"C" Trauma

- Racism
- Poverty
- Homophobia
- Bullying
- Oversaturation in Media
- Domestic Violence
- Child Abuse
- Multiple Deployments
- Vicarious Trauma (Witnessing)
- Multiple Hospitalizations
- Sexism
- Overdoses
- Homelessness
- Stigmatization
- Multiple Diagnoses
- Micro Aggressions
- Incarceration
- Gravely Disabled
- Immigration Challenges
- Historical Trauma

When the nervous system becomes overwhelmed, people can lose the capacity to stabilize and regulate themselves

Organizing Principle: Three Parts of The Brain

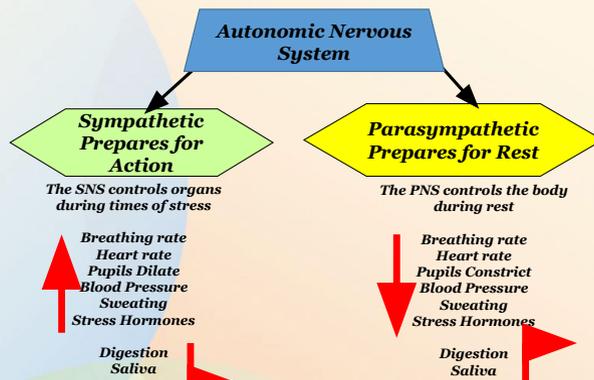


Cortex: Thinking
Integrates input from all 3 parts. Cognition, beliefs, language, thought, speech.

Limbic Area: Emotional
Assesses risk. Expression and mediation of emotions and feelings, including emotions linked to attachment.

Survival Brain: Instinctual
Carries out "fight, flight, & freeze." Unconscious. Digestion, reproduction, circulation, breathing - responds to sensation.

Tracking the Autonomic Nervous System



Tracking

Noticing or paying attention to what is happening inside your body at the present moment

Determining if the sensation is pleasant, unpleasant or neutral

Every moment, your body is giving you clues. Tracking helps you decode these clues.

Sitting or staying with sensations that are pleasant or neutral



Tracking Continued...

"I am feeling good"

- What does "good" feel like in the body?
- Where in the body do you feel "good"?
- Ex: I sense a tingling and openness in my chest.

"I am feeling happy"

- Where do you sense happiness in the body?
- What do you notice on the inside/within your body as you feel happiness?
 - Ex: I sense warmth radiating out of my fingers and toes.

Resourcing

- External, Internal, or Imagined
- Person, place, thing, memory, or a part yourself (physical or personality trait) that makes you feel calm, pleasant, peaceful, strong or resilient.
 - Ex: Running along the riverbank
 - Ex: My grandmother
- A resource can be imagined
- Resources are unique to each person
- A person can have many different resources



Grounding

- Grounding is noticing the direct contact of an object with the body that provides a sense of support and stability.
 - This can also be a part of your body
 - Ex: hands on your pants noticing the sensation of the fabric on your hands



Shift and Stay

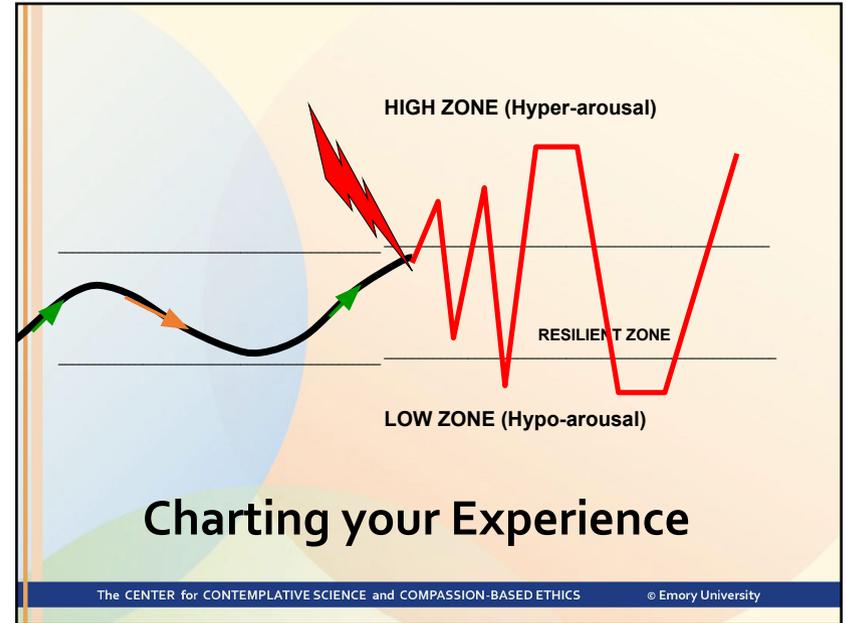
- We have the ability to shift to a place in the body that feels better.
- Where does it feel better? Not necessarily pleasant, but better.
- Stay there for 10-12 seconds to relax the nervous system.

For example, there may be a part of the body that feels a little bit better then I can redirect my attention to from a place that is in pain so that I can relax and fall asleep.

Insight Activity:

Read Nelson's Story,
pp. 69-71, Middle School Curriculum

Chart Nelson's Experience:
High, Low and Resiliency Zones



Charting your Experience

Personal Reflection:

Chart Personal Experience:
High, Low and Resiliency Zones

Let's Break for Lunch

Step In, Step Out

Cooperative Learning Experience with SEE Learning Chapter 2: Building Resiliency Learning Experiences

1. Participants will get into grade specific groups
2. Each group will be divided and be responsible for reading and familiarizing themselves with one assigned learning experience
3. You will have a specific time to silently read the learning experience assigned to your specific group
4. You will get with others who read the same lesson to discuss it.
5. You will have planning time to prepare to teach the group one particular part of the lesson you read.
6. You will teach the lesson activity to the group with some people serving as students and others observers.
7. There will be a debrief time after each round of teaching.

Cooperative Learning Experience with SEE Lessons

Elementary Curriculum Session

Chapter 1: Exploring Kindness

Learning Experience 3: Kindness as an Inner Quality, pp. 8-10 of Early Elementary Curriculum

The fishbowl will be based on the **Reflective Practice** Section on pp. 9-10

FISHBOWL Planning: Chapter 2: Building Resiliency Middle School Curriculum

All will read the Introduction to Chapter 2: (pp.22-32)

#1: Learning Experience 2: Resourcing (pp.49-52)

The fishbowl will be based on the **INSIGHT ACTIVITY**: Using the compassion drawing as a personal resource (pp. 50-52)

#2: Learning Experience 4: Grounding (pp.59-63)

The fishbowl will be based on the **INSIGHT ACTIVITY**: Grounding with one's stance (pp. 60-62)

#3: Learning Experience 6: The Resilient Zone Through Scenarios (pp.64-75), Optional Reading: pp.66-71

The fishbowl will be based on the **INSIGHT ACTIVITY**: Exploring the Resiliency Zone through Scenarios (pp.73-75)

Cooperative Learning Experience with SEE Lessons

Please silently read the lesson you were assigned and keep these questions in mind:

- What are the key points of this lesson? What are the key enduring capabilities you see?
- Anything you are wondering about in terms of what you are reading?
- Would you adapt the lesson in any way for your population of children?
- Any questions that are arising for you?

Cooperative Learning Experience with SEE Lessons

Get with all the others in the room who have also focused on this lesson and discuss:

- What are the key points of this lesson? What are the enduring capabilities (pp. 24-25 of framework) you see?
- Anything you are wondering about in terms of what you are reading?
- Would you adapt the learning experience in any way for your population of children?
- Any questions that are arising for you?

Cooperative Learning Experience with SEE Lessons

Begin to plan with your team how you will teach the particular learning experience you were given.

1. **Fictional Context:** Decide the age of the students, grade level and describe the school.
2. **Summary:** Decide on one or two of you who will present a 3-5 minute summary of the learning experience and purpose
3. **Teachers:** Decide who of you (teacher or co-teachers) who will teach the lesson to the class in a role-play situation.
4. **Students:** Decide on who will pretend to be students in the class and what their fictional names and realist and developmentally appropriate behaviors will be. Each group will be joined by 2-3 volunteers to be additional students.
5. Get ready to present including any materials needed.

Social Emotional and Ethical Learning

Let's Break for Tea

Collaborative Learning (Fishbowl) Sessions

Each group will include the following components:

- 3-5 minutes to present a summary to the observers. At this point, the students are not yet in character and the presentation is intended to provide context to the group
- We will all say "3-2-1 ACTION!" and the role play will begin
- 8 minutes for the mock classroom experience with teachers and students in character and engaging in the insight activity
- During the role play, observers will watch silently and take notes on their observations. (see, think, wonder)
- Upon completion, the facilitators will guide the Debrief

Collaborative Learning (Fishbowl) Reflection Questions

- STUDENTS (3 min): How did it feel to be in this classroom?
- TEACHERS (3 min): How did you feel about what happened? Would you have done anything differently?
- OBSERVERS (6 min): What is some feedback you have about what you saw?
- What do you want to remember that you would do yourself in a classroom? Would you do anything differently?

Social Emotional and Ethical Learning

Making SEE Learning Visible: Student Artifacts

Social Emotional and Ethical Learning

Survey & Closing Circle:

What are you taking with you that has either deepened, strengthened, softened or opened in you today?

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Educator Preparation Workshop *for* SEE Learning

Session 1: Self Domain

- Contemplative Practice, Insight Activities, Discussion
- Tea Break----

Session 2: Social Domain: Jigsaw

- ----LUNCH----

Session 3: Social Domain

- Mirror, Mindful Dialogue, Making SEE Learning Visible
- Tea Break----

Session 4: Social Domain

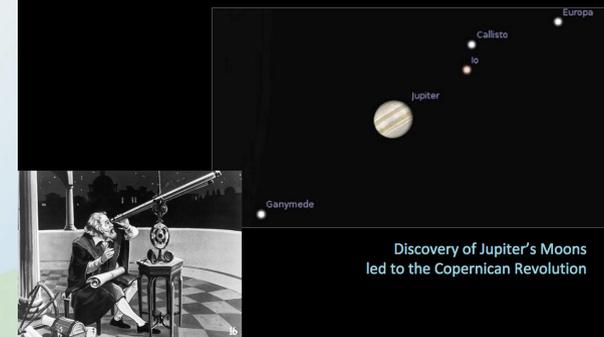
- Group reading, Insight Activity, Debrief

Contemplative Practice: Attention Training

Attention Training

Galileo Galilei

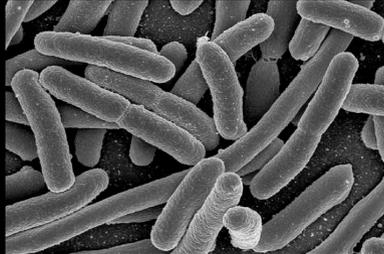
"The Father of Modern Science"



Social Emotional and Ethical Learning

Anton van Leeuwenhoek

"The Father of Microbiology"



Discovery of bacteria led to germ theory and modern medicine.

Social Emotional and Ethical Learning

Informal Contemplative Practice: BLIND CONTOUR DRAWING

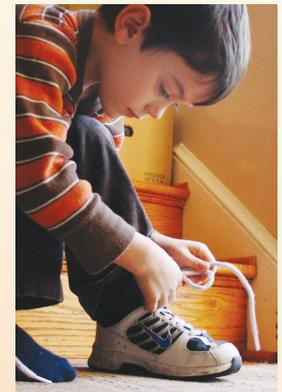
Social Emotional and Ethical Learning

Self-Compassion



Social Emotional and Ethical Learning

Self-Compassion: Loosening the Knots



STUDENT RESPONSES To Loosening The Knots

“I am happy you shared that we only had to loosen the knot.”

“Like my life, it is easy at first and then difficult when I reach an obstacle.”

“I was distracted by separate thoughts and then brought my attention back to the string”

“I got all the knots out except the little one. This gave me the most frustration, so I stopped. On a daily basis I do this by procrastinating”

“All the string met at one point, so I thought all I needed was to understand the connection. They were all interconnected. Then when I loosened them, I saw all the pathways more clearly. Then there were multiple ways to loosen.”

“My hands were too big, so I thought of my grandmother who could do this better than me. Thinking of her, I completed it.”

“Some knots cannot be undone”

Mindful Dialogues

Listening:

- We give our whole attention to the other person.
- We listen closely without speaking or interrupting.
- We do not give advice or make comments about what the other person is sharing.
- At the end, we thank the other person for sharing with us.

The Process:

- Free-writing
 - Pairing up
 - Deciding who will speak first and who will listen first
 - 90 seconds to share and listen
 - Switch roles
- Maintain confidentiality
- You may decide not to share certain things

Social Emotional and Ethical Learning

Self-Compassion Mindful Dialogues

Question 1: Can you think of attitudes, emotions, or unrealistic expectations about yourself that cause you difficulties, or have caused you difficulties in the past?

Question 2: Can you imagine a change in your attitudes, emotions, or behaviors that would make you happier?

Question 3: Is there anything you could start practicing today that would help you bring about such a change?

Social Emotional and Ethical Learning

Let's Break for Tea

Making SEE Learning Visible: Student Artifacts: Self Compassion, Atlas of Emotions and Emotion Timelines

Journal Reflection: Spark to Forest Fire and Postcard to Self

Let's Break for Lunch

Social Domain

		DIMENSIONS		
		Awareness	Compassion	Engagement
DOMAINS	Personal	Attention and Self-Awareness (1A)	Self-Compassion (1C)	Self-Regulation (1E)
	Social	Interpersonal Awareness (2A)	Compassion for Others (2C)	Relationship Skills (2E)
	Systemic	Appreciating Inter-dependence (3A)	Recognizing Common Humanity (3C)	Community and Global Engagement (3E)

Mirror Exercise

Mindful Dialogues

Listening:

- We give our whole attention to the other person.
- We listen closely without speaking or interrupting.
- We do not give advice or make comments about what the other person is sharing.
- At the end, we thank the other person for sharing with us.

The Process:

- Free-writing
- Pairing up
- Deciding who will speak first and who will listen first
- 90 seconds to share and listen
- Switch roles
- Maintain confidentiality
- You may decide not to share certain things

Mindful Dialogues

- Think of a time when you recently felt listened to or seen
- Question 1: Why is it important to be seen, listened to, heard or understood?
- Question 2: How might our school or community be different if we really saw and listened to each other more?
- Question 3: What could we do today to begin to listen to and see one another more?

Silent reading, reflection and small group sharing

SEE Learning Framework

Chapter 5: Exploring the Social Domain

Everyone read: pp. 49-50

#1. Read *Interpersonal Awareness* – pp. 50-53

#2. Read *Compassion for Others*, pp. 53-63

#3. Read *Relationship Skills*, pp.63-69

As you read, note the three main points of your section. If you have questions, note them as well.

Silent reading, reflection and small group sharing

Chapter 5– SOCIAL of SEE Framework

STEP # 1 – Read your sections silently

STEP # 2 - Join other members of your group who read the same pages and discuss main points and any questions that came up for you and decide who will share your summary with your larger small group at your individual table.

STEP # 3 – Each small group spokesperson shares the main points of what they read and any questions that came up for them to the table group (Make sure to go in order of the reading).

STEP #4 - Write likes, wonders, suggestions (on index cards)

STEP #5 – Large Group Discussion

Social Emotional and Ethical Learning

Let's Break for Tea

Social Emotional and Ethical Learning

Cookie Thief

Social Emotional and Ethical Learning

**Insight Activity:
Empathy Continuum**

Social Domain: Compassion for Others

The Empathy Line



Very Little
EMPATHY

A lot of
EMPATHY

Compassion for Others

Reflective Practice on Impartiality

“Turning to One Another” By Margaret Wheatley

Survey & Closing Circle:

What is one thing you want to acknowledge or
thank yourself for today?

What is one thing you want to acknowledge or
thank the group for today?

Educator Preparation Workshop *for* SEE Learning DAY 4

Dharamshala, India - December 11-14, 2017

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Opening: Human Knot

Session 1: Systems Domain:

- Opening, Jigsaw, Discussion
- Tea Break----

Session 2: Systems Domain

- Practice, Insight Activities, Making SEE Learning Visible
- Lunch Break----

Session 3: Role of the Teacher, Implementation

----Tea Break----

Session 4: Implementation Design Plan Closing

Systemic Domain

		DIMENSIONS		
		Awareness	Compassion	Engagement
DOMAINS	Personal	Attention and Self-Awareness (1A)	Self-Compassion (1C)	Self-Regulation (1E)
	Social	Interpersonal Awareness (2A)	Compassion for Others (2C)	Relationship Skills (2E)
Systemic		Appreciating Inter-dependence (3A)	Recognizing Common Humanity (3C)	Community and Global Engagement (3E)

Silent reading, reflection and small group sharing
SEE Learning Framework
Chapter 6: Exploring the Systems Domain

Everyone read: pp. 69-70

#1. Read **Appreciating Interdependence** – pp. 70-75

#2. Read **Recognizing Common Humanity**- pp. 75-81

#3. Read **Community and Global Engagement**, pp.82-88

As you read, note the three main points of your section. If you have questions, note them as well.

Silent reading, reflection and small group sharing
Chapter 5– SOCIAL of SEE Framework

STEP # 1 – Read your sections silently

STEP # 2 - Join other members of your group who read the same pages and discuss main points and any questions that came up for you and decide who will share your summary with your larger small group at your individual table.

STEP # 3 – Each small group spokesperson shares the main points of what they read and any questions that came up for them to the table group (Make sure to go in order of the reading).

STEP #4 - Write likes, wonders, suggestions (on index cards)

STEP #5 – Large Group Discussion

Social Emotional and Ethical Learning

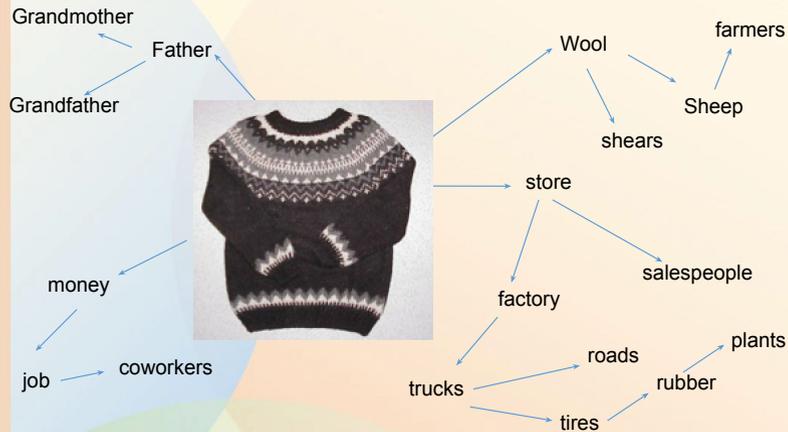
Let's Break for Tea

Social Emotional and Ethical Learning

Interdependence Drawing

- Decide as a group on one human-made object that you all value or need.
- Draw that object in the middle of the chart paper.
- Each person takes a marker and, with a line connecting it to the main object, draws things or people needed to make or have that object.
- Keep going...
 - Count the number of individual people included in your drawing. Is there anyone missing?
 - If you have a category, count each person.
 - Add up the total number of people needed for your object?

Systemic Domain



Appreciating the web of interdependence

Social Emotional and Ethical Learning

Endless Knot Reading

Social Emotional and Ethical Learning

Interdependence Drawing

- In your original group, draw the human-made object in the center of the paper
- Now, Consider the ways in which one can dispose of the various parts of the object. that object in the middle of the chart paper.
- Each person takes a marker and, with a line connecting it to the main object, draws things or people needed to dispose of or recycle that object. Keep Going....
- Count the number of individual people included in your drawing. Add up the total number of people needed for the disposal your object?
- Circle the places on the chart where a constructive choice can be made to have less of a negative impact on the life cycle of the parts of the object

Social Emotional and Ethical Learning



Chris Jordan: Portraits of Mass Consumption

Social Emotional and Ethical Learning



[Chris Jordan](#)



Social Emotional and Ethical Learning



[The E-waste Mountains:](#)
[Photo Essay from The Guardian](#)

Social Emotional and Ethical Learning

Interdependence

**Reflective Practice on
Gratitude**

Social Emotional and Ethical Learning

**Journal Reflection:
Gratitude**

Let's Break for Lunch

Making SEE Learning Visible: Student Artifacts Systems and Personal Projects

Reflective Practice

"Bringing the Child into the Room"
Including Tracking, Resourcing and Grounding

Think, Pair, Share

What is realistic to expect of myself as
I incorporate this learning in my work
with students?

Considering that I'm not a superhero,
how can I set expectations that strive
toward what is possible?

Social Emotional and Ethical Learning

Think-Pair Questions for Videos

- As you watch, what are some things you notice **about the teacher's body language, speech, and actions?**
- How might these reflect a **compassionate stance** toward the self, toward the child, and toward the environment?
- Watch for a **critical insight** in the process of the child.

Social Emotional and Ethical Learning

Share-out for Videos

What are you coming to know about the role of the teacher within SEE Learning?

Social Emotional and Ethical Learning

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

-Haim G. Ginott

Social Emotional and Ethical Learning

Let's Break for Tea

Ways of Teaching SEE Learning

- Workshop Approach: Best way to introduce SEE Learning, stand alone 15 minute to an hour long workshops weekly to build knowledge and practice skills
 - use structure of each session: check in, insight activity, debrief
- Infusion: After introducing concepts using workshops, then you can infuse concepts into other classes.
- Modeling: Refers to how you, as teacher, model the concepts and SEE lessons through your own behavior
- Teachable Moments: Times when an incident occurs (in or outside of classroom) that provides an opportunity to reinforce or illustrate SEE Learning concepts

Social Emotional and Ethical Learning

SEE Learning Feedback from Teachers and Students

Next Steps: School Group Discussions -- Incorporating SEE into our Classrooms

- What should we **keep** doing that is going well?
- What should we **stop** doing that does not support this work?
- What should we **start** doing that would help to integrate this work even further into our lives and the life of our classrooms?
- Identify any clarifying questions for large-group discussion.

Social Emotional and Ethical Learning

Survey

“What Teachers Make”
by Taylor Mali
with adaptations by
Linda Lantieri

Closing Activity
I Stand for ...

Energy Ball and Gratitude Circle



རེ་འདོད་དཀ
ངའི་རེ་བ་དང་མཛེན་འདོད་ནི། ཉིན་གཅིག་ཡོངས་
ལྷན་ཤེས་ཡིན་གྱི་ལམ་སྲིལ་རང་གི་ནང་དུ་སེམས་སྦྱང་
གི་སློབ་གསེལ་ཡང་རྒྱུད་པ་དེ་ཡིན། རྒྱུན་དུ་ང་ཚོས་སློབ་
བྱའི་ཁོར་ལྷག་ནང་གཞི་རིམ་གྱི་བསློབ་གཞིའི་ཐང་
སློབ་ལྷག་ཚེ་ཐོས་རྒྱ་ཤེས་རྒྱ་ཚུར་གཏོང་དགོས་པ་
ལེས་ཡིན་སྐྱེམ་དུ་སེམས་པ་ཇི་བཞིན་དུ། ཉིན་ཞིག་
བྱམས་པ་དང་། སྤྱིང་ཇེ། དང་བཅོམ་ཤ། ལེམ་དངས།
ལྷ་བུའི་ནང་གི་རིན་ཐང་སྐར་གྱི་སློབ་གསེལ་ཡང་ཉིན་
རའི་སློབ་ཚན་གྱི་ཚེ་ཤས་སུ་ལྱུར་དུ་སློབ་མ་ཚོས་དེ་
ཐང་རྟོགས་སང་ཐབ་དགོས་པ་ལེས་ཡིན་སྐྱེམ་དུ་
སེམས་བྱལ་པ་ཞིག་ཏུ་འགྱུར་རྒྱུར་ངས་རེ་བ་བྱུང་གྱི་
ཡོད།

ཡགོང་ས་དུ་ཡའི་བླ་མ།
ཚོས་ལྷགས་ཀྱི་ར་བ་ལས་འདས་པའི་གོ་
ལ་སྤྱི་ལྷབ་ཀྱི་རྒྱལ་སྤྱོད།

Educator Preparation Workshop
for
SEE Learning

THANK YOU!

