

Social, Emotional & Ethical Learning

Presented by
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ETSI - Emory-Tibet Science Initiative

Translating and teaching western science in Tibetan monastic institutions.

CBCT[®] – Cognitively-Based Compassion Training

A research-based series of contemplative exercises to cultivate tools for self-awareness, well-being, and compassion in adults and young adults.

University Programs

Ongoing and expanding Emory University academic offerings.

SEE Learning – Social, Emotional and Ethical Learning

A comprehensive framework and curriculum to teach awareness and compassion to children in educational settings around the globe.



Center for Contemplative Science
and Compassion-Based Ethics

EMORY UNIVERSITY



Rationale

“Kids are growing up in a very different world today, one that will change even more as technology evolves...These kids are also growing up in a world facing unprecedented social and ecological challenges that they will need to help address.”

By Daniel Goleman and Peter Senge



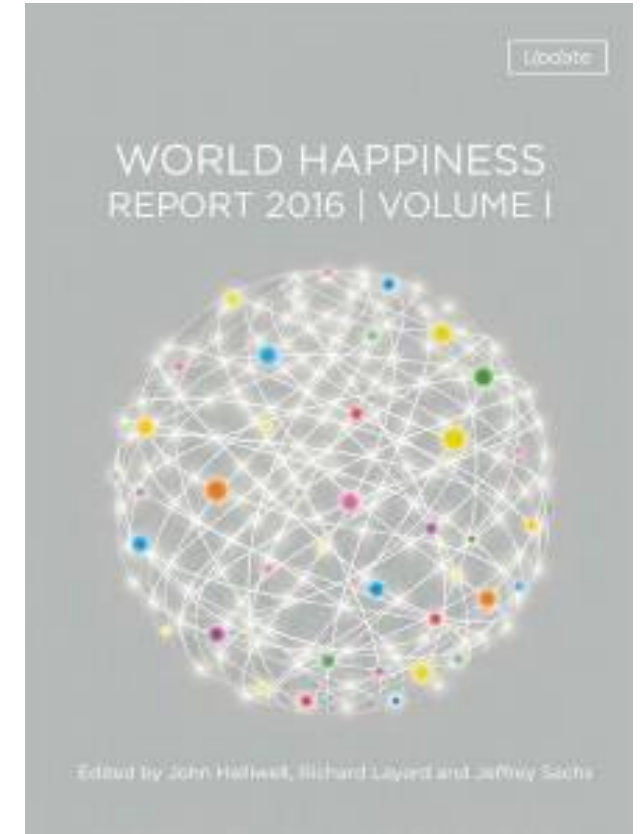
Rationale

“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.

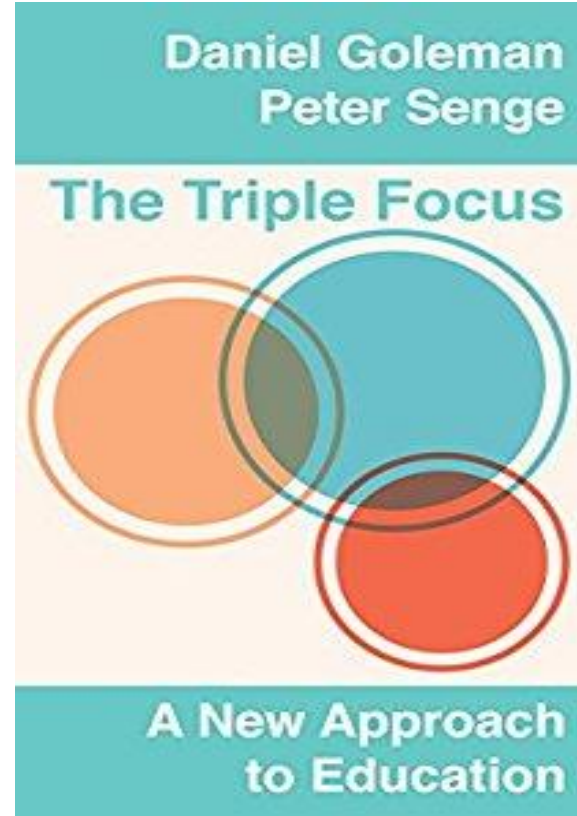
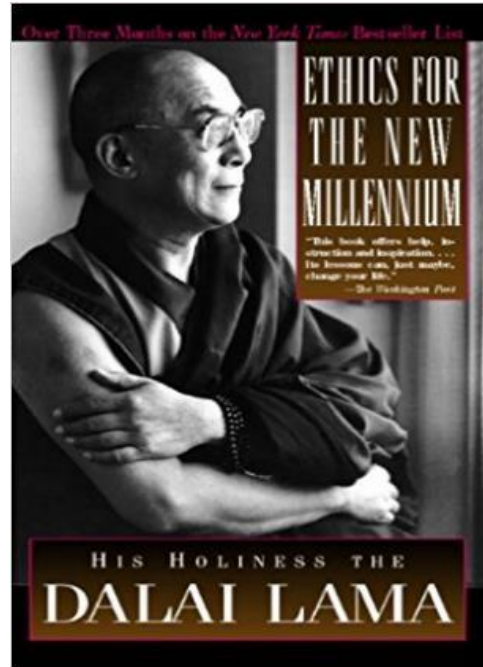
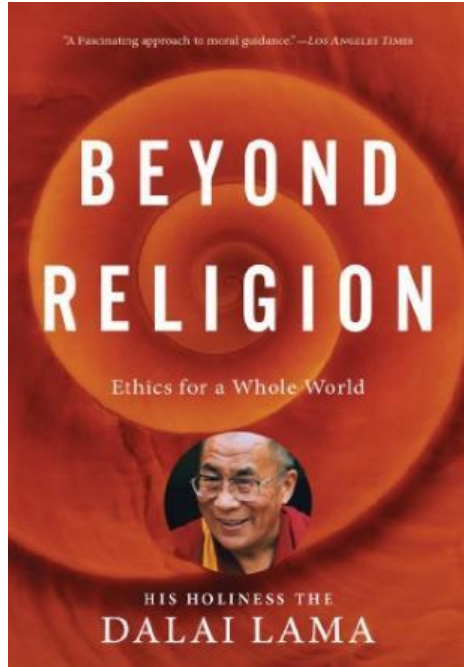
As the Dalai Lama has put it: ‘We need an approach to ethics that can be equally acceptable to those with religious faith and those without. We need a secular ethics.’”

World Happiness Report 2016

Richard Layard, Chapter 3



History & Development of the



Framework structure modeled after Daniel Goleman and Peter Senge's *The Triple Focus*.

Framework content derived from The Dalai Lama's writings on secular ethics.

What is SEE Learning?

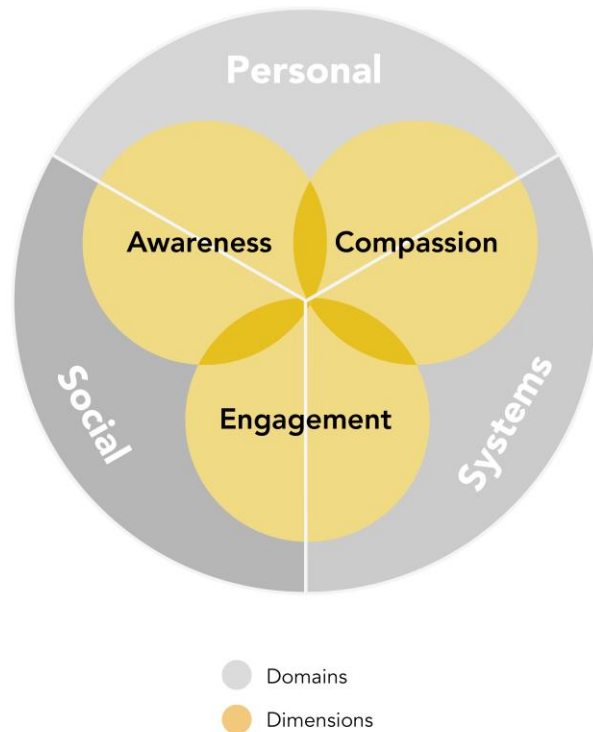


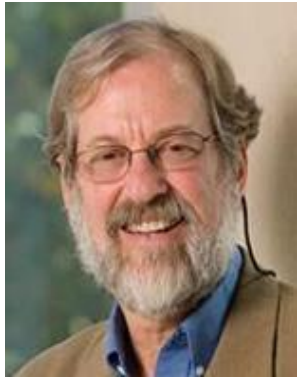
Figure 1: Domains and Dimensions

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

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.

History & Development of the

Expert Advisors



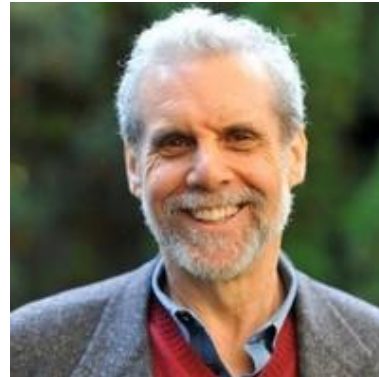
Mark
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McGill University



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CASEL; Columbia University



Daniel
Goleman, PhD
*Author of Emotional
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for Good; Co-author of
The Triple Focus*



Rob Roeser,
PhD
Penn State University



Kimberly
Schonert-Reichl,
PhD
CASEL; University of British
Columbia



Elaine Miller-
Karas
Trauma Resource Institute

Placement within Current Educational Context



TEACH
PEACE



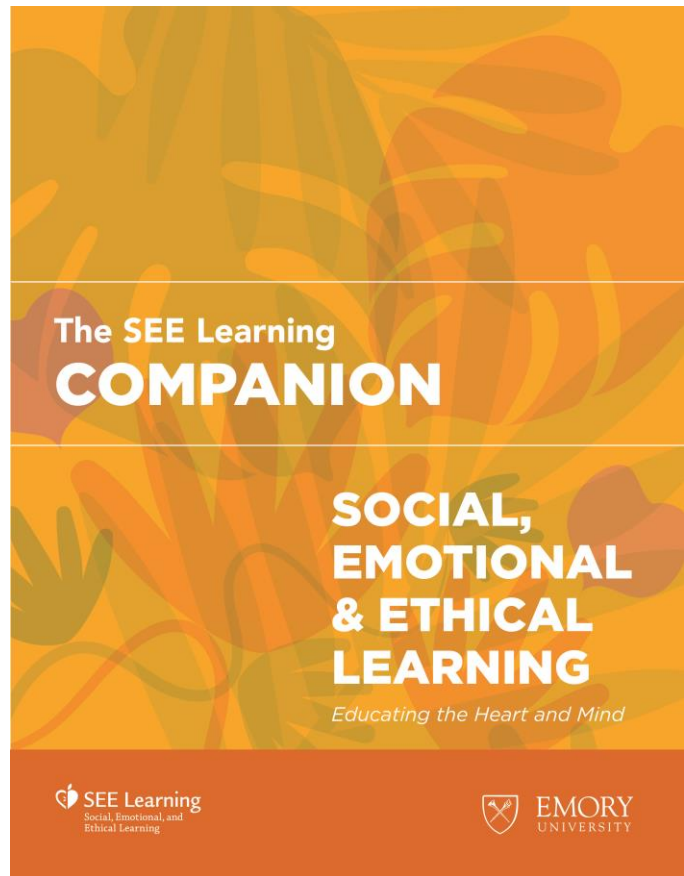
CHARACTER
EDUCATION

The Added Value of SEE Learning

- Enriches existing SEL approaches with:
 - Constructivist methodology
 - Compassion & Care
 - Ethical Engagement
 - Attention training
 - Trauma-informed practices
 - Systems Thinking & Equity Focus



The SEE Learning Companion



Part 1: The Framework

Part 2: The Implementation Guide

Compassion

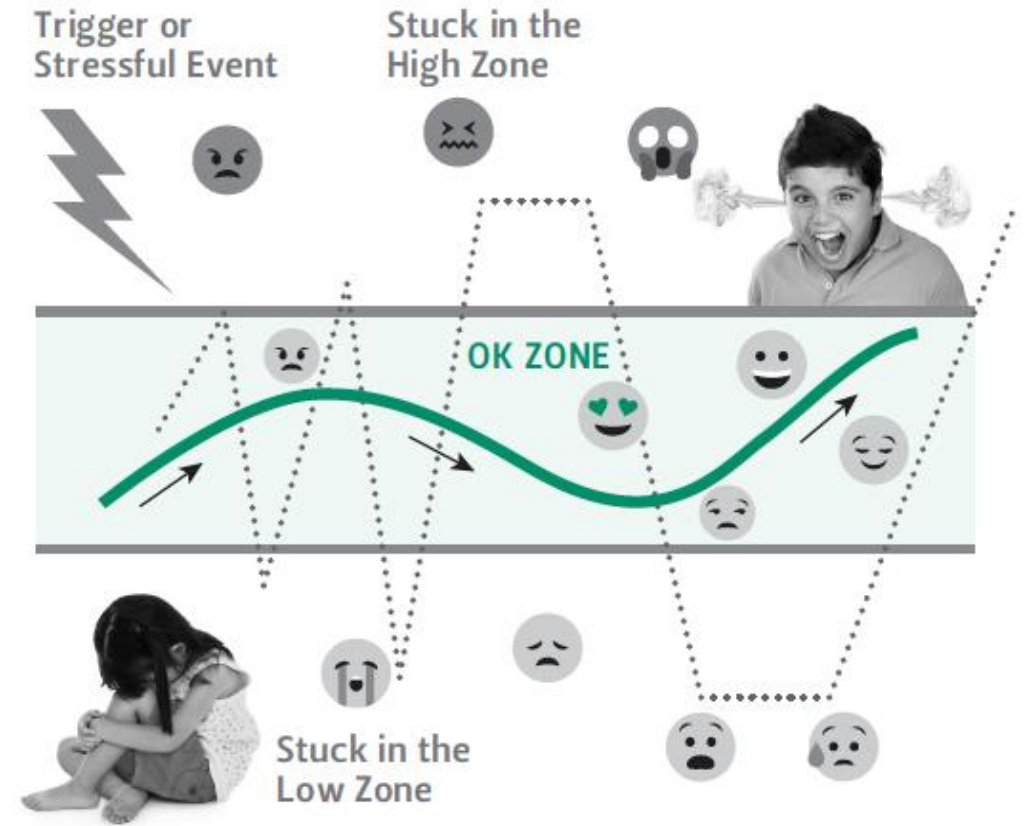


- Biological and Extended
- An Inner State, not Only Actions
- Different from Empathy
- Courageous
- Compassion
- A Skill that can be

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.

Resiliency & The Resilient Zone

Resiliency: the ability to respond in a productive way to challenges, stress, threats, and unexpected surprises, which might otherwise destabilize a person.



Help Now strategies

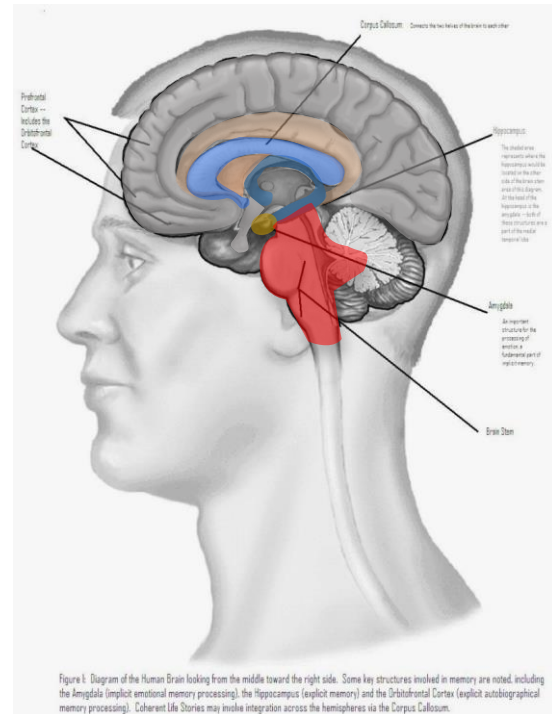
Look around at colors in the room. Identify six different colors.

Listen and see if you can hear 3 sounds inside the room.

Listen and see if you can hear 3 sounds from outside the room.

Choose an object or surface near you, and place your hand on it to see how it feels.

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.

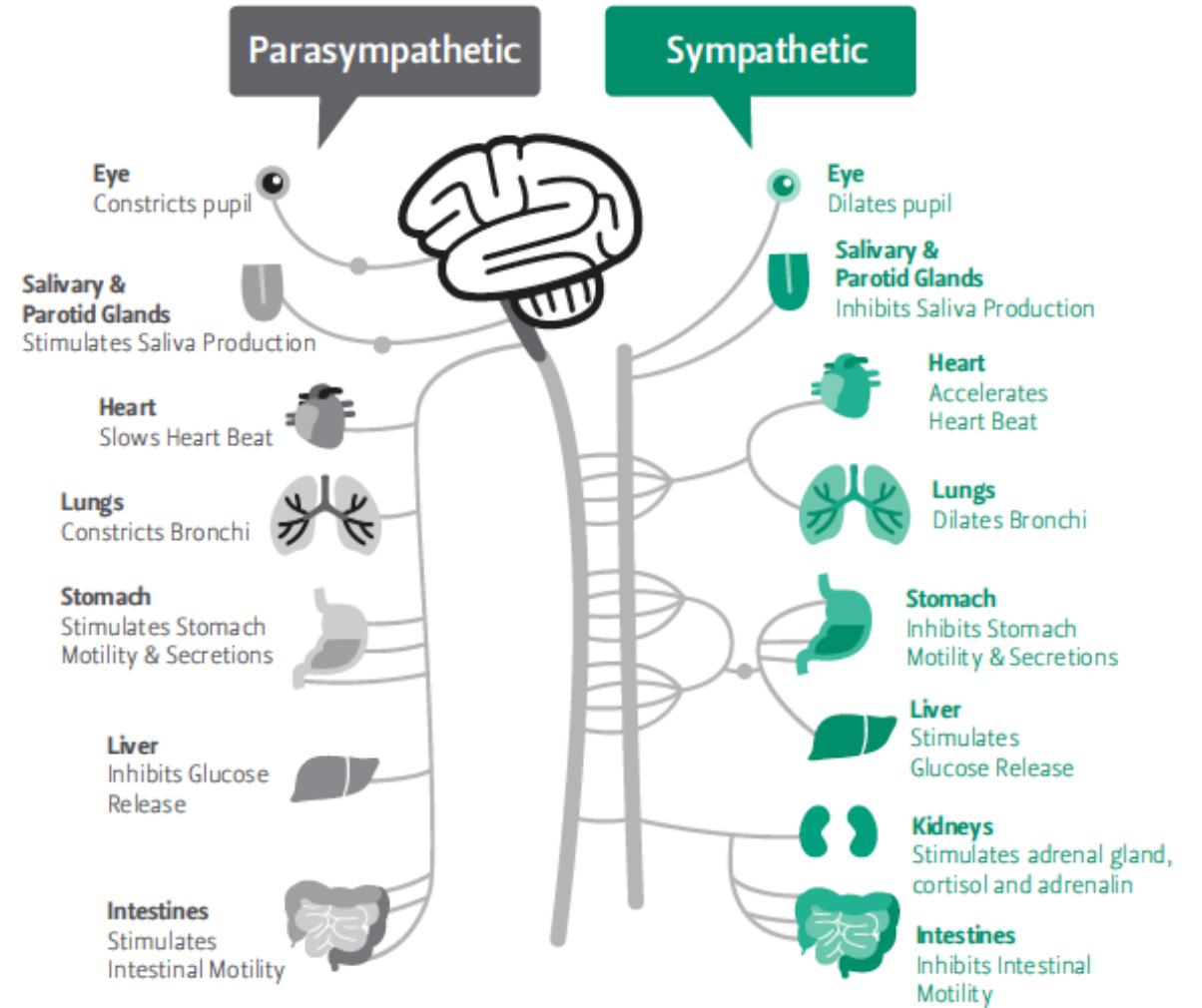
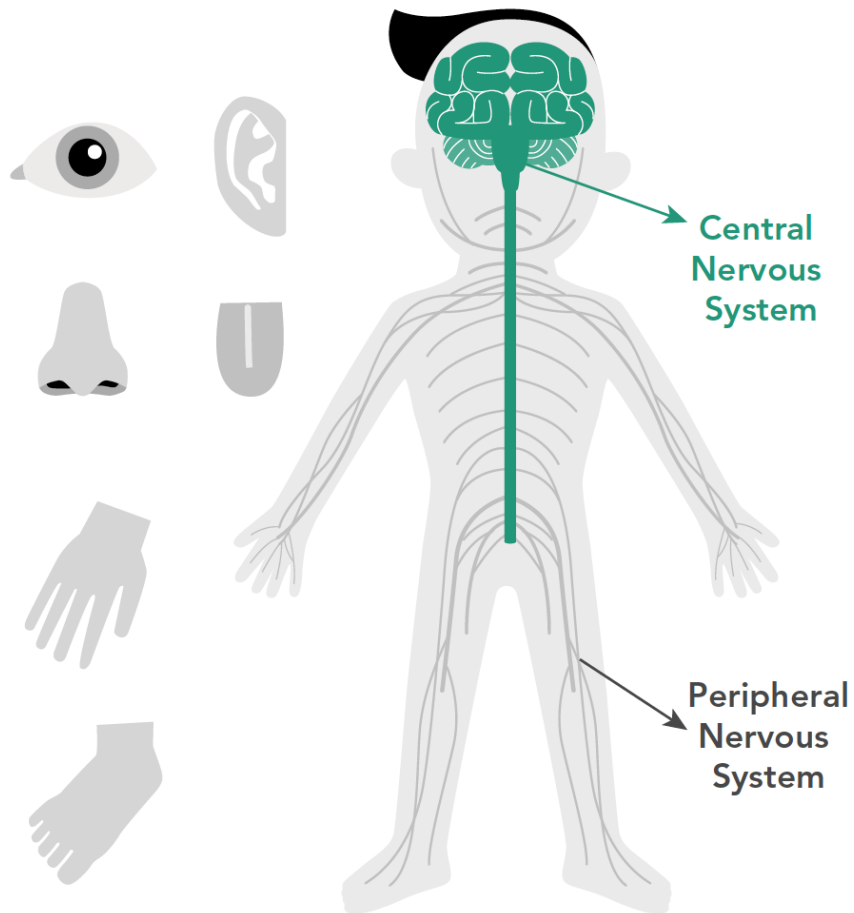
Survival Brain: Instinctual
Carries out "fight, flight, & freeze."
Unconscious.
Digestion, reproduction, circulation, breathing - responds to sensation.

By Elaine Miller-Karas of the Trauma Resource Institute

The Autonomic Nervous System

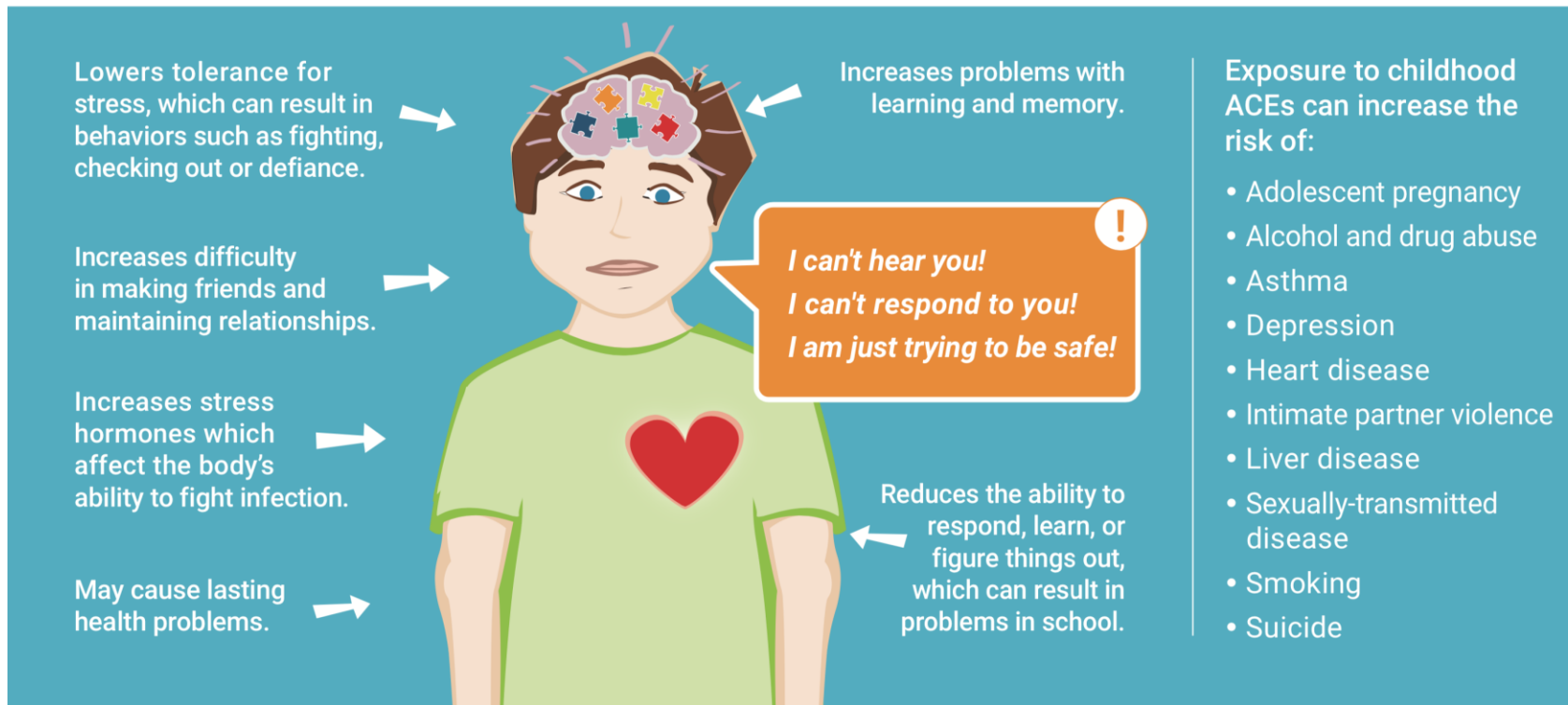
The Nervous System

The Central and the Peripheral



Adverse Childhood Experiences

ACEs (**Adverse Childhood Experiences**) are serious childhood traumas that can result in toxic stress. Prolonged exposure to ACEs can create toxic stress, which can damage the developing brain and body of children and affect overall health. Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.



Shifting Attitudes

Conventional

- People are bad.
- People need to be punished.
- *What is wrong with you?*

Trauma-Informed

- People are suffering.
- People need an effective intervention.
- *What happened to you?*

Resilience-Informed

- People are resilient.
- People need our compassion as they learn new skills.
- Any person can learn self-regulation skills based on science.
- *What is right with you? What are your strengths?*



Multiple levels of resilience

Personal

- Self-regulation
- Self-compassion
- Thinking Traps

Interpersonal

- Social support
- Nonviolence
- Empathy and Compassion

Systems Level

- Structural (equity)
- Cultural (norms, basic human values)
- Environmental (safety, health)



Interdependence

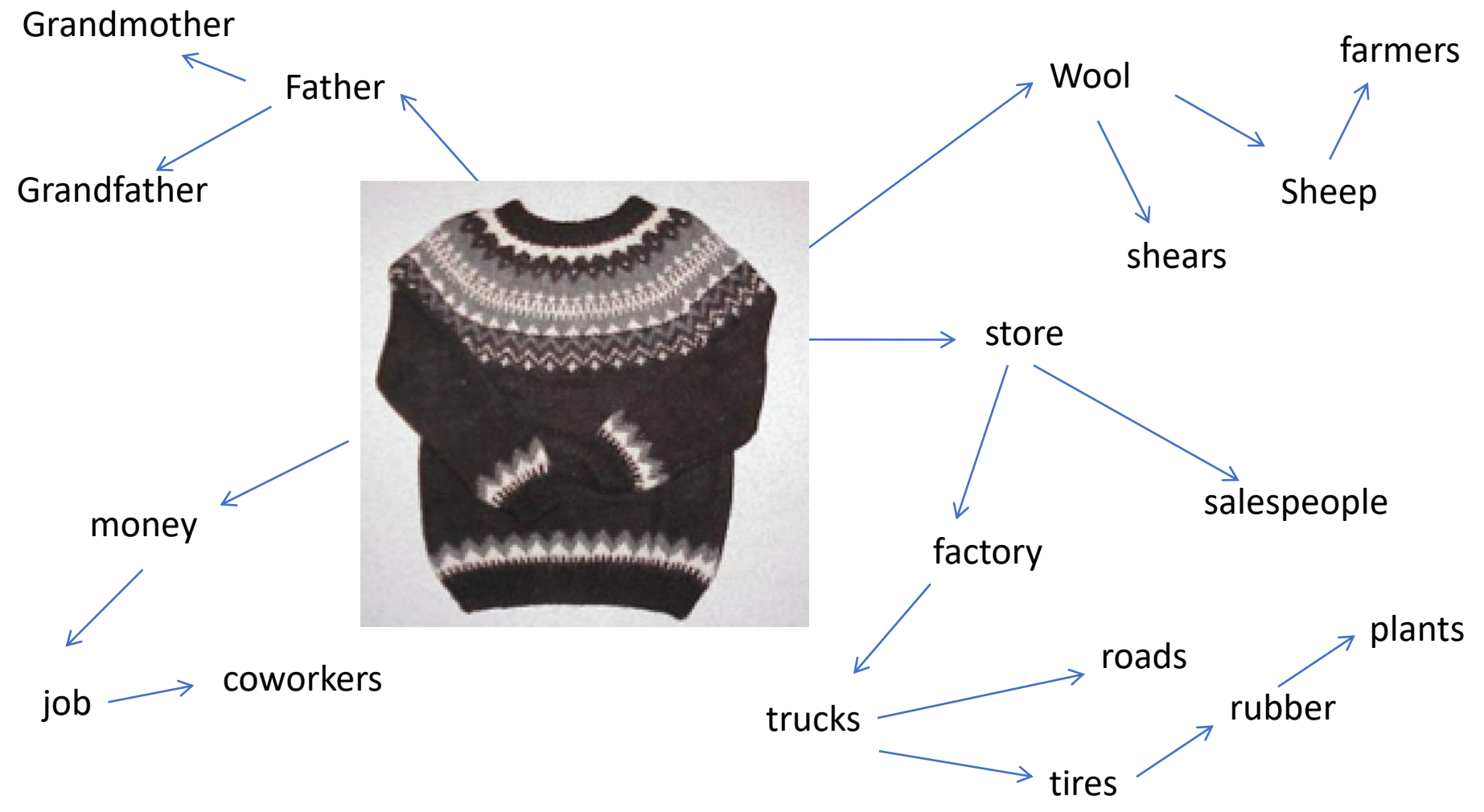


Appreciating Interdependence

"...All life is interrelated. We are all caught in an inescapable network of mutuality, tied together into a single garment of destiny. Whatever affects one directly, affects all indirectly. We are made to live together because of the interrelated structure of reality . . . Before you finish eating breakfast in the morning, you've depended on more than half the world. This is the way our universe is structured, this is its interrelated quality. We aren't going to have peace on Earth until we recognize the basic fact of the interrelated structure of all reality."

-Dr. Martin Luther King, Jr., 1967 Christmas Sermon on Peace

Appreciating the Web of Interdependence

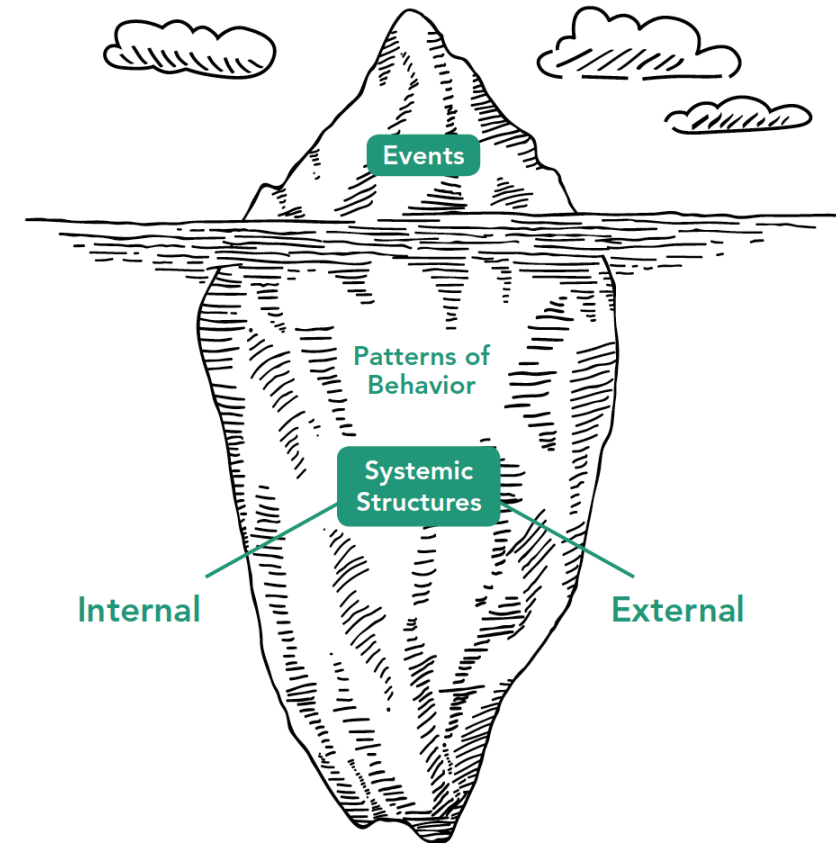


Complex Systems Thinking

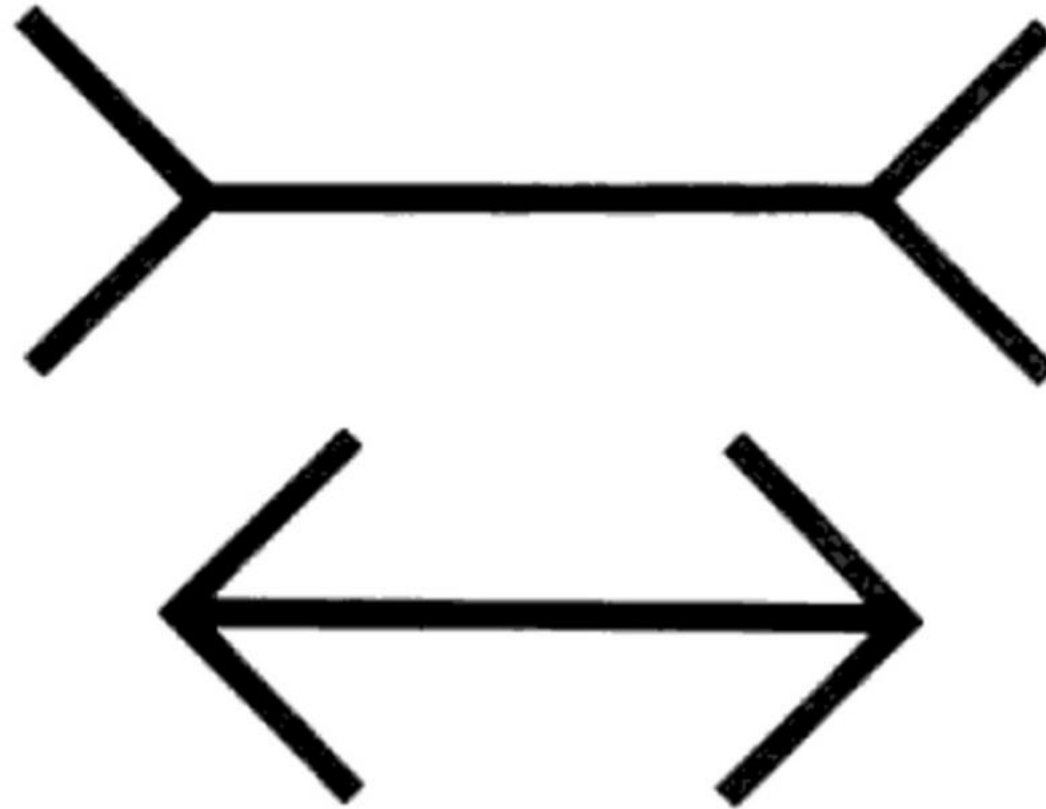
The Systems Thinking Iceberg

Systems Thinking Checklist

- Does it have parts and what are they?
- Are the parts connected to each other?
How?
- If we change one part, does it affect
other parts?
- Are the parts connected to other things
on the outside? How?



Thinking Traps



Thinking Traps

Filtering:

Magnifying the negative dimensions of something and “filtering out” the positive.

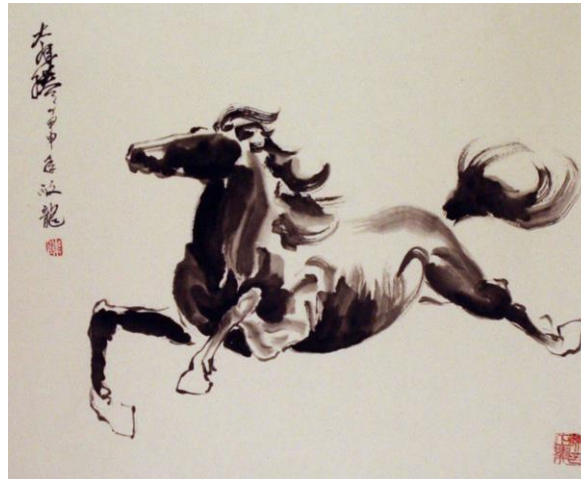
Permanence:

Take a look at the things around you. Does it seem to you like they’re all in a constant state of change and flux?

Absolutist (or Polarized)

Thinking:

There are many examples of this type of thinking: Always/Never Thinking, Yes/No, Totally one way or totally another, Good/Bad.



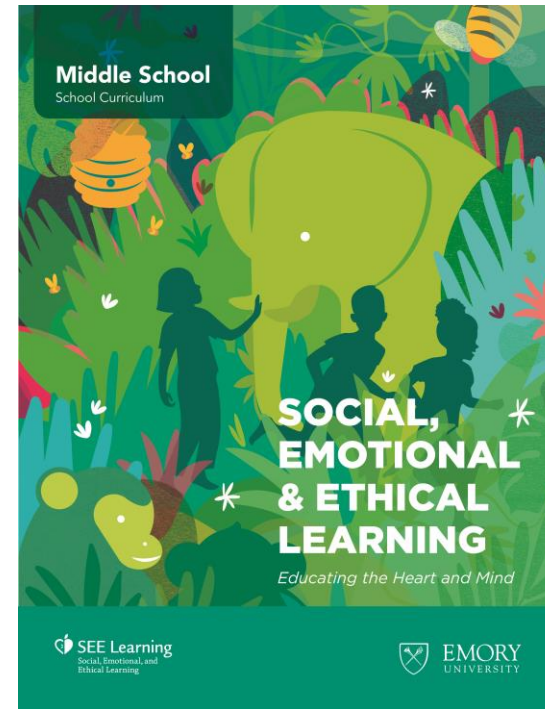
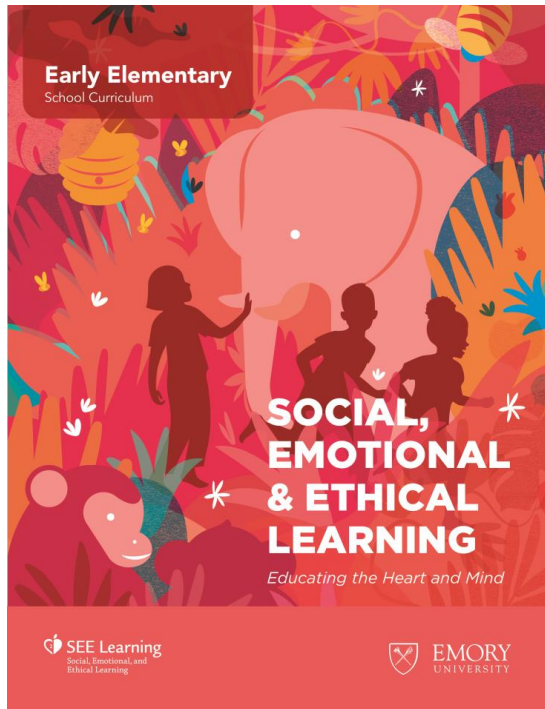
Catastrophizing:

This means getting lost in a string of “What if” questions that magnify a problem until it seems catastrophic.

Losing sight of common humanity:

Forgetting that another person is a human being just like you, and shares so much in common with you.

The SEE Learning Curriculum & Companion

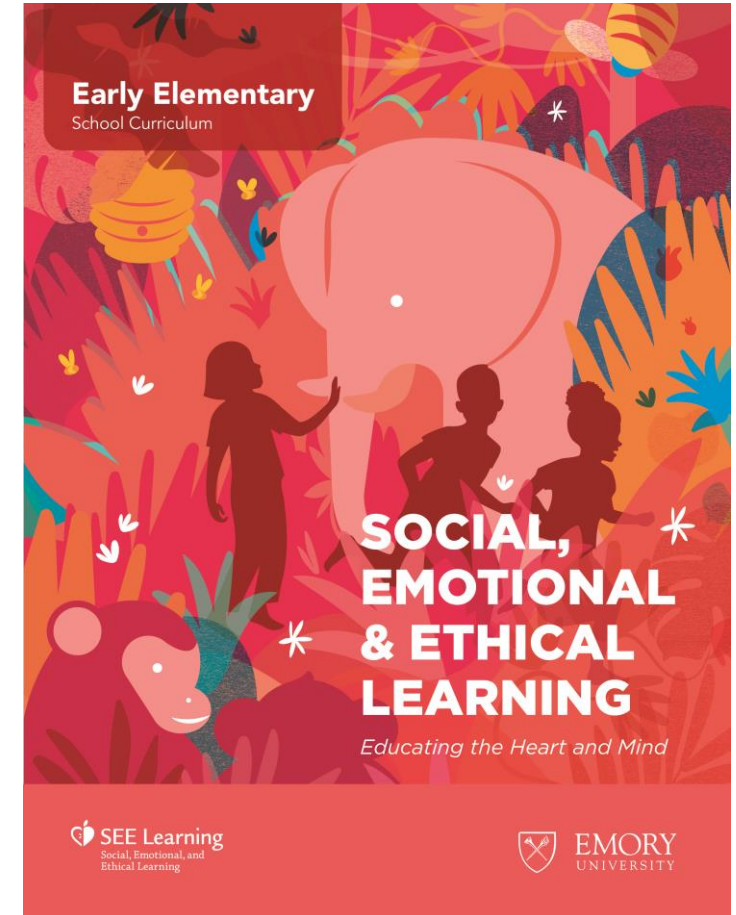


Developmentally staged year-long curriculum available for students ages 5-14 & The SEE Learning Companion, which contains the framework and an implementation guide.



Scope & Sequence of Curriculum

- ❑ Chapter 1: Creating a Compassionate Classroom
- ❑ Chapter 2: Building Resilience
- ❑ Chapter 3: Strengthening Awareness and Attention
- ❑ Chapter 4: Navigating Emotions
- ❑ Chapter 5: Learning From and About One Another
- ❑ Chapter 6: Compassion for Self & Others
- ❑ Chapter 7: We're All in This Together (Systems Thinking)
- ❑ Capstone Project: Building a Better World



Global Launch of SEE Learning: April 2019



The Dalai Lama globally launched the SEE Learning™ program in New Delhi, April 4-6, 2019, and unveiled the SEE Learning curriculum in the presence of over 1,000 educators, educational policy advocates, children, and changemakers from over 37 countries.



Global Launch of SEE Learning



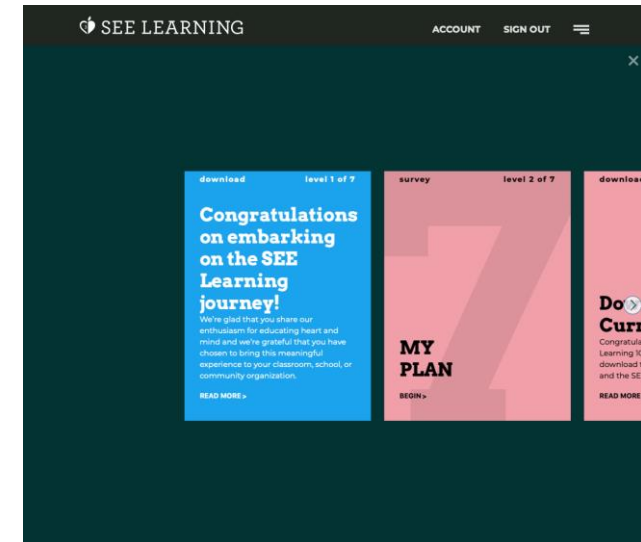
Translations available or in development:

- Hindi
- Portuguese
- Chinese
- Tibetan
- Mongolian
- Korean
- German
- Arabic
- English
- French
- Russian
- Spanish
- Japanese

Free Online Educator Preparation Platform

- SEE 101 Orientation Course
 - ✓ My Plan
- Curriculum for download
- Certificate upon Completion
- Other resources

SEE 101



seelearning.emory.edu

Growing Global Participation

Over 1000+
educators
worldwide
trained in SEE
Learning!



Tibetan Schools in
Dharamsala



Santiago, Chile



Frankfurt, Germany

Other sites:
Kharkiv, Ukraine
Santiago, Chile
Tulua, Colombia
Sao Paulo, Brazil
Peoria, IL (USA)
Several sites in India including
Mumbai, Dehli, Goa & Dehradun



Atlanta, Georgia



Aspen, Colorado

Growing Global Participation

Well-Established
Connections in:

Japan, Hong Kong,
Taiwan, UK, India,
Nepal, Germany,
Austria,
Switzerland, Spain,
Italy, Ukraine,
Sweden, Czech
Republic, Mongolia,
Russia, Jordan, USA,
Colombia, Brazil,
and Chile



Developing
Connections in:

Australia,
Singapore, Thailand,
Vietnam, Israel,
Romania, Mexico,
Guatemala, and
South Africa

Growing Global Attention



Charter for Compassion

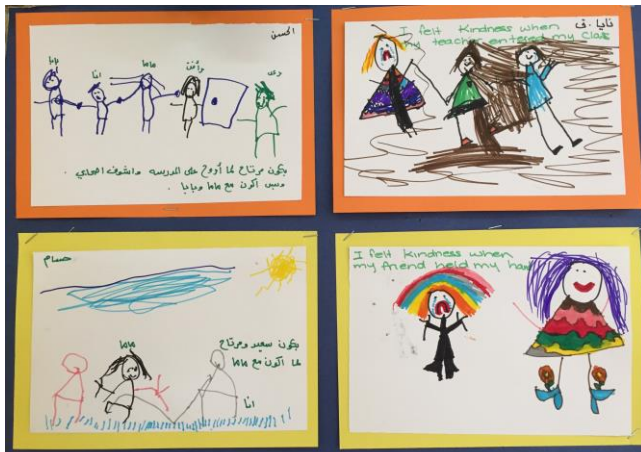
SEE Learning has been endorsed by the Charter for Compassion, a global network dedicated to advancing compassion across a myriad of sectors.



The most recent issue of UNESCO's *The Blue Dot* publication features advances in SEL, including SEE Learning.



SEE Learning in Action



Facilitator Training Program

- To support global implementation and sustainability of SEE Learning
- 150-hour long program, 4 months
- In-person and online components led by the SEE Learning team
- 40 facilitators per cohort, 4-6 cohorts per year
- Regional workshops and cohorts
- 400 regional facilitators by 2021
- Level 1 and Level 2 certification





My hope and wish is that, one day, formal education will pay attention to what I call education of the heart. Just as we take for granted the need to acquire proficiency in the basic academic subjects, I am hopeful that a time will come when we can take it for granted that children will learn, as part of their school curriculum, the indispensability of inner values such as love, compassion, justice, and forgiveness.

The Dalai Lama
Beyond Religion: Ethics for a Whole World



“A next-generation SEL program...SEE Learning adds to SEL several crucial skills that are largely missing from existing programs...These include attention training, care and compassion, systems learning, and the development of an ethical outlook.

“My hope is that programs like SEE Learning will be adopted far and wide, and will help more and more student throughout their lives, as they grow up and grapple with challenges not seen before in human history.”

Daniel Goleman, “What Our Kids Need,” April 17, 2019



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