



SEE Educating the
Heart & Mind
LEARNING



EMORY
UNIVERSITY

AN INITIATIVE FOR EDUCATING HEART AND MIND

SOCIAL, EMOTIONAL AND ETHICAL LEARNING (SEE Learning) is a new education program developed at Emory University for international use with the vision of “a compassionate and ethical world for all.”



His Holiness the Dalai Lama meeting with expert education consultants regarding SEE Learning in June, 2016.

SEE Learning provides educators with a comprehensive framework for the cultivation of social, emotional, and ethical competencies that can be used in kindergarten–12 education as well as higher education and professional education. It also provides an age-specific curriculum for K–12 schools, comprised of easy to implement lessons, 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, but also expands on them by drawing in new developments based on the latest knowledge in educational practice and scientific research. It includes important new topics such as attention training, the cultivation of compassion for self and others, resilience skills based on trauma-informed care, systems thinking, and ethical discernment.

SEE Learning has been developed with the help of a team of experts in developmental psychology, education, neuroscience, and trauma-informed care. The culmination of over two decades of academic cross-cultural collaboration between Emory University and the Dalai Lama, who has long called for an education of heart and mind, SEE Learning conveys a universal, non-sectarian and science-based approach to bringing the ethical development of the whole child into education.

Since ancient times educators have known that a comprehensive education must include helping students to cultivate character and ethical discernment, and not merely practical skills. Now scientific research, including research on compassion conducted at Emory University, is demonstrating that basic human values can be taught as skills and that this can result in measurable benefits for physical, psychological, and social well-being. These so-called “soft skills” not only contribute to students being able to lead a happy and meaningful life, but they are increasingly recognized as desirable and necessary skills by employers as well. Moreover, since the causes of our societal problems—from school violence to environmental degradation to national security issues—lie not only in external conditions, but also in the decisions that we as human beings make based on our values, the need for programs in emotional, social, and ethical intelligence has never been greater.



THE FRAMEWORK

*“If we want to reach
real peace in the
world, we shall have
to begin with the
children.”*

MAHATMA GANDHI

The SEE Learning framework owes its existence to a number of pioneers, researchers, and educators who have explored creatively and thoughtfully what education can be in order to maximize the flourishing of present and future generations. It builds on the innovative work done in Social and Emotional Learning (SEL) and other educational initiatives that seek to introduce holistic education into schools, such as peace education, character education, mindfulness in education, trauma-informed care, and more. 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) will no doubt find resonance between these approaches and the SEE Learning framework. Dr. Goleman, one of the founders of the SEL movement and an important advisor for the SEE Learning program, has gone so far as to call SEE Learning “SEL 2.0.”

The SEE Learning framework is both innovative and comprehensive. It includes three domains (Personal, Social, and Systems) and three dimensions (Awareness, Compassion, and Engagement). It also includes a pedagogical model that seeks to lead students from received knowledge to critical insight, and then to embodied understanding. It does this by employing four key learning threads: engaged learning pedagogies, scientific perspectives, critical thinking, and reflective practices.



SEE Learning includes several innovative features not found in most education programs:

1. *A focus on the cultivation of compassion and other basic human values and “ethical intelligence”:*
 - SEE Learning facilitates the nurturance of compassion, kindness, and ethical intelligence, not through blind acceptance or mandate, but through critical thinking, personal exploration, and discovery. It approaches ethics in a way that can be acceptable to people of any religion or no religion. The cultivation of basic human values is foundational not only for personal and interpersonal well-being, but also for equity, justice, and peacebuilding.
2. *Methods for attention training:*
 - Students are often told to pay attention, but SEE Learning includes lessons to help them learn how to pay attention and cultivate attention as an ongoing skill and strength.
3. *The inclusion of “systems thinking” at all levels of education:*
 - SEE Learning’s comprehensive framework includes not only the Personal and Social domains found in many programs, but also a Systems domain. Students learn how to understand and navigate their own emotional lives; how to interact constructively with others; and how to navigate the broader systems we all exist in by learning systems thinking and exploring interdependence.
4. *A resilience- and trauma-informed approach:*
 - Students’ nervous systems are constantly affected by stress as well as direct and indirect threats to their well-being. SEE Learning explicitly teaches students about their nervous systems and how to regulate their bodies and levels of stress for optimal well-being. This knowledge and these skills can be beneficial for all students, whether they have directly suffered trauma or not.
5. *A constructivist, student-focused pedagogy:*
 - In SEE Learning students are provided with tools to explore their inner life for themselves. Teachers serve the role of facilitators, rather than being the authority of what is true. In this way learning leads to personal insight, which can then deepen into embodied understanding. Ethical values are not prescribed by the teacher, the program, or the school, but emerge from reflection and critical thinking.

“It is vital that when educating our children’s brains, we do not neglect to educate their hearts, a key element of which has to be the nurturing of our compassionate nature.”

THE DALAI LAMA

THE CURRICULUM

For K–12 schools, SEE Learning provides a full curriculum comprised of 20–40 minute learning experiences (lessons) divided into seven chapters (or units) and a culminating project. Each learning experience contains clear instructions and sample scripts.

In the US and Europe, surveyed educators using SEE Learning have expressed a high level of interest and perceived value in the curriculum, with 90% of them reporting that it took them less than half an hour of preparation to use any given learning experience with their class.

Depending on age level, there are over 40 learning experiences in total, providing one to two years' worth of material.

The curriculum is the result of an international team effort of curriculum writers, teachers, and education experts, and incorporates feedback from educators in the US, Europe, and India, who have piloted the curriculum in their classrooms since 2017. Over 500 such educators attended SEE Learning workshops in the 2017–2018 academic year for this purpose. The curriculum is currently being translated into a number of languages.

“We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends.”

**MARY MCLEOD
BETHUNE**



THE FIVE PARTS OF EACH LEARNING EXPERIENCE

1. **Check In:** Allowing students to settle in and prepare for learning.
2. **Presentation and Discussion:** Raising the topic for this particular learning experience.
3. **Insight Activity:** An engaged activity to prompt personal insight and understanding.
4. **Reflective Practice:** A personal, usually silent practice for internalizing what was experienced and learned.
5. **Debrief:** Leaving the students with final questions and allowing for group sharing.

“Education is for improving the lives of others and for leaving your community and world better than you found it.”

**MARIAN WRIGHT
EDELMAN**

THE CHAPTERS OF THE SEE LEARNING CURRICULUM

1. Creating a Compassionate Classroom
 2. Building Resilience
 3. Strengthening Attention and Self-Awareness
 4. Navigating Emotions
 5. Learning About and From Each Other
 6. Compassion for Self and Others
 7. We’re All In This Together
- Capstone Project: Building a Better World

AGE LEVELS OF THE CURRICULUM

Early Elementary

K to grade 2, ages 5–7

Late Elementary

Grades 3–5, ages 8–10

Middle School

Grades 6–8, ages 11–13

High School

Grades 9–12, ages 14+

“What the best and wisest parent wants for his own child, that must the community want for all its children.”

JOHN DEWEY



THE SEE LEARNING TEAM

SEE Learning is a program of Emory University’s Center for Contemplative Science and Compassion-Based Ethics. After more than two decades of talks with scientists and educators about the promise of bringing compassion and ethics into kindergarten to 12th grade and higher education, the Dalai Lama asked Emory University to create a program in ethics and basic human values that would be grounded in common sense, common experience, and scientific evidence, and that would be equally acceptable to those of any religious faith and those without. The Dalai Lama also generously provided and arranged for crucial funding to support the development of the program.

*“We must remember
that intelligence
is not enough.
Intelligence plus
character—
that is the goal of
true education.”*

MARTIN LUTHER KING, JR.

Initiated in 2015, SEE Learning has met with great interest worldwide, with partnerships in North and South America, Asia, and Europe, and new partners emerging each year. A team led by Dr. Lobsang Tenzin Negi wrote the framework, designed to align with SEL, a worldwide movement. Key SEL founders and researchers provided immense guidance and advice along the way, and Emory collaborated with a team of veteran educators and curriculum writers to create the K–12 curriculum.

In the 2017–2018 academic year, over 500 educators in different countries attended SEE Learning workshops. Many of these educators provide ongoing feedback on their experiences with SEE Learning for program evaluation and continual improvement.

Following the international launch of SEE Learning in Delhi, India in 2019, hosted by Emory University, the Dalai Lama Trust, and the Vana Foundation, the curriculum will be available worldwide in multiple languages, and an online platform will be available for educator preparation.

EXPERT ADVISORS

The SEE Learning program has benefited from the expert advice and guidance of some of the leaders of the world of SEL as well as experts in the science of compassion and trauma- and resilience-informed education. These include:

Daniel Goleman, Ph.D., author of *Emotional Intelligence*, *Social Intelligence*, and *A Force for Good*

Mark Greenberg, Ph.D., Professor of Human Development and Family Studies, Penn State University

Thupten Jinpa, Ph.D., Chairman of the Mind and Life Institute and author of *Fearless Heart: How the Courage to Be Compassionate Can Transform Our Lives*

Linda Lantieri, M.A., Senior Program Advisor, Collaborative for Academic, Social, and Emotional Learning (CASEL), Adjunct Assistant Professor at Columbia University Teachers College, and author of *Building Emotional Intelligence*

Elaine Miller-Karas, MSW, LCSW, Executive Director and Co-Founder of the Trauma Resource Institute, and author of *Building Resilience to Trauma*

Robert Roeser, Ph.D., Professor of Human Development and Family Studies, Penn State University

Kimberly Schonert-Reichl, Ph.D., Professor, Faculty of Education, University of British Columbia



WHAT PEOPLE ARE SAYING ABOUT SEE LEARNING

“SEE Learning is SEL 2.0.” DR. DANIEL GOLEMAN

“The students were engaged in the lessons. I enjoyed teaching the content. I was very impressed with the growth in reflective practice for the students.”

K-8 COUNSELOR AT AN INDEPENDENT SCHOOL

“The highest result of education is tolerance.”

HELEN KELLER

“I LOVE implementing SEE Learning. The middle school population is very receptive to the curriculum. All of my experiences have been positive with implementing SEE Learning.” PUBLIC MIDDLE AND HIGH SCHOOL TEACHER

“I have seen many students grow in monitoring their own behaviors and letting me know when they need a minute to cool down.” 6-8TH GRADE PUBLIC SCHOOL TEACHER

“The experience has been very positive. The lessons and framework have provided many opportunities not only for personal growth, but also the facilitation of growth within the students. The lessons provide a systematic way to build self- and social awareness.” 9-12TH GRADE PUBLIC SCHOOL COUNSELOR

“I have really enjoyed the SEE Learning content and can’t wait to use it again next year with my class. I continue to be impressed by the level of reflection of my students during the learning experiences. I am hopeful that we’ve laid the groundwork for greater reflection, empathy and compassion.” K-1ST GRADE PRIVATE SCHOOL TEACHER

“It gave me a starting base and tools to utilize to check my emotions and my students’ emotions.” 7-8TH GRADE PUBLIC SCHOOL TEACHER

“The curriculum has been great. My kids really enjoyed engaging in the conversations that stemmed from the topics provided. The activities were engaging and helpful.” 2ND GRADE PUBLIC SCHOOL TEACHER

TIMELINE

SPRING 2019

- International Public Launch of the SEE Learning Program in New Delhi, India
- Opening of online educator preparation platform
- Publication of Curriculum for Early Elementary, Late Elementary, and Middle School, as well as the SEE Learning Companion, in both book and electronic form



FALL 2019

- Completion of High School Curriculum for piloting purposes
- Implementation of SEE Learning program with facilitators in partnering schools in North America, Europe, South Asia and the Middle East with on-going data collection
- Ongoing adaptations of SEE Learning to local and international contexts

SPRING 2020

- Completion and publication of High School Curriculum in book and electronic form
- Initial Process Evaluation Report on the SEE Learning Educator Preparation Platform
- Selection of sites and completion of research design for multi-site pilot study of SEE Learning

FALL 2020 AND BEYOND

- Initiation of multi-site research study on effects of SEE Learning
- International SEE Learning Conference organized by Emory University

JOIN US

We rely on numerous forms of partnership and would love for you to get involved with SEE Learning.

We seek:

- Partnering organizations around the world with local expertise to liaise between Emory University and local schools and educators
- K-12 educators to implement learning experiences and provide feedback and to beta test the initial online training platform
- Facilitators who can support educators, hold training workshops, and help develop local infrastructure for SEE Learning
- Post-secondary professionals to collaborate on research design and assessment, development of university-level curricula, and teacher education
- Donors to support and increase the impact of the ongoing work
- Translators to translate the curricula and online training materials

CONTACT INFO

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Station 5



Touch a piece of furniture or a surface near you. Notice its temperature and texture.

What do you notice on the inside?
Is it pleasant, unpleasant or neutral?



Center for
Contemplative Science and
Compassion-Based Ethics

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