

# EDUCATOR IMPLEMENTATION PACK



**A PRACTICAL SUPPORT FOR YOUR USE OF THE  
SEE LEARNING® CURRICULUM**

*Dear Educators,*

*Many implementers, educators, and parents had been asking us for additional support to help them unpack the SEE Learning® Curriculum, on their journey to SEE Learning® implementation.*

*That led to the creation of this document - [Educator Implementation Pack](#) - which we are pleased to bring to you as a way to help you on your SEE Learning® journey.*

*This document comprises of checklists and tips on how to decode a Learning Experience, which will act as a handy reference for you.*

*We wish you all the very best on this journey!*

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**Reshma Piramal**

**Christa M Tinari**

*We would also like to acknowledge the contribution of the following people towards the creation of this document:*

Suchita Sarda

Chhavi Rahul

Sharanya Joshi



# Congratulations !!

You are embarking on an exciting journey to implement SEE Learning® in your classroom!

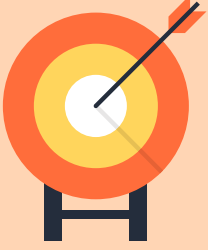
This implementation pack is intended to be a practical support for your use of the SEE Learning® curriculum.

This section comprises checklists, tips, lesson examples and audios on how to decode a learning experience, which will act as a handy reference throughout the year.

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.

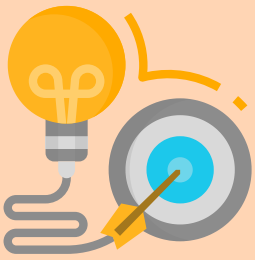
You may connect with us on  
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## OBJECTIVE



To provide educators with nuanced directions on **how to implement SEE Learning®** for the best possible results

## APPROACH



Seeing **educators as learners** this is an immersive opportunity to understand the content not just as declarative knowledge but also as **procedural knowledge** with an aim to integrate it and use it autonomously in their classrooms. We understand that personalization of SEE Learning® attitudes, knowledge, and skills will develop through engagement with SEE Learning® that makes connections between one's personal and professional practice.

## WHO THIS IS FOR



An educator who has **finished SEE 101 and an in-person 4- day educator preparation workshop**, in need of a roadmap and guidance to apply SEE Learning® skills and practices in the classroom.

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# INTRODUCTION TO SEE LEARNING®



# INTRODUCTION TO SEE LEARNING®

## CH // 01

Social, Emotional, and Ethical (SEE) Learning is a K-12 innovative education program developed to provide high quality, easy-to-use curricula and is a comprehensive framework for educators and students for their holistic development based on scientific research and the latest knowledge in educational practice.

It is for all levels of education, including higher education and professional learning. SEE Learning® provides a clear pathway for grade-level curriculum for schools, comprising easy to implement lessons, as well as a support structure for educator preparation, facilitator certification, school leader implementation, coaching and on-going professional development.

# WHAT IS SEE LEARNING® ?



SEE Learning® is an education program developed by **Emory University**. It provides educators with the **tools** they need to foster the **development of emotional, social, and ethical intelligence for students and themselves**.

It has been developed with the help of a **team of experts** in developmental psychology, education, neuroscience, and trauma-informed care. It is the culmination of over two decades of academic **collaboration** between **Emory University and H.H The Dalai Lama**, who has long called for education for both heart and mind. Designed for teachers and administrators, the program provides a **universal, non-sectarian and science based approach to fostering the ethical development of the whole child**.



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Daniel Goleman,  
PhD  
Author of *Emotional Intelligence*, *Social Intelligence*, and *A Force for Good*; Co-author of *The Triple Focus*



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Elaine Miller-Karas  
Trauma Resource Institute

collaboration of

The SEE Learning® framework includes three domains (**Personal, Social, and Systems**) and three dimensions (**Awareness, Compassion, and Engagement**).

The pedagogical model leads 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

\* FOR MORE INFORMATION: REFER CHAPTER 2, PAGE 13, THE SEE LEARNING® COMPANION

# DOES SEE LEARNING® FIT INTO THE INDIAN CONTEXT?

SEE Learning® is intended to serve as a **framework** that can be used **across countries and cultures internationally** and is a **non-sectarian approach** to universal ethics that can be **acceptable to people of any or no religious faith**. SEE Learning® aims to facilitate greater “emotional literacy” and promote “ethical literacy,” in students.

“

*We need an approach to ethics that can be equally acceptable to those with religious faith and those without.*

*We need a secular ethics.*

~ H.H The Dalai Lama ”

**“Ethical literacy”** is the cultivation of skills and understanding that can promote behaviours that are conducive to one's own and others' wellbeing

It 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 and, as Rabindranath Tagore says, **“We achieve our greatest happiness when we realise ourselves through others.”**\*

SEE Learning® is based on **common sense, common experience, and science**, built around a foundation of common humanity and interdependence. It represents the state of the art in education by enhancing SEL programming with key additional components, including:

- **Attention training**
- **Compassion and ethical discernment**
- **Systems thinking**
- **Resilience and trauma-informed practice**

\* [HTTP://WWW.NCERT.NIC.IN/RIGHTSIDE/LINKS/PDF/Framework/ENGLISH/NF2005.P](http://www.ncert.nic.in/rightside/links/pdf/framework/english/NF2005.P)

The New Education Policy, 2020 further lays **emphasis** on the principle that **education must develop** not only cognitive capacities – both the ‘foundational capacities’ of literacy and numeracy and ‘higher-order’ cognitive capacities, such as critical thinking and problem solving – but also **social, ethical, and emotional capacities and dispositions**. Further it **necessitates teachers to focus on socio-emotional learning**– a critical aspect of any student’s holistic development. Hence, SEE Learning® Framework is well timed as it aligns with ideas in National Education Policy 2020 of India\*

SEE Learning® **directly aligns** with the **National Education Policy 2020**. This policy directly states that **“education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development” (p. 3).**

SEE Learning® enables the National Education Policy to **fulfill its vision and purpose by cultivating awareness and compassion throughout India**. System reform requires the foundation level skills of resilience, self regulation, compassion, and systems thinking.

SEE Learning® builds a **foundation** within students that promotes **resilience, executive functioning skills** (sustained attention, response inhibition, working memory, etc), **prosocial behaviors, and compassionate responses**. This foundation serves to inform behavioral expectations for students, enables positive relationships to be cultivated between students and staff, and contributes to a positive overall climate and culture of learning.

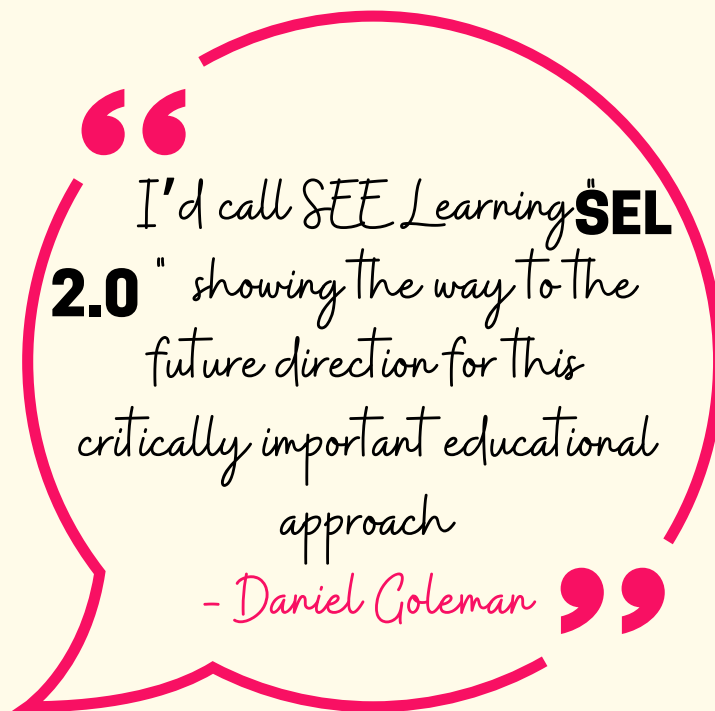
As outlined by the National Education Policy 2020, SEE Learning® enables education to foster **“foundational capacities... such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions” (p.4).**

SEE Learning® competencies can be taught as stand alone learning experiences or as integrated concepts within the curriculum. It aligns with the new pedagogical and curricular structure outlined within the National Education Policy 2020.

\* [HTTPS://WWW.MHRD.GOV.IN/SITES/UPLOAD\\_FILES/MHRD/FILES/NEP\\_FINAL\\_ENGLISH\\_0.PDF](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)

# HOW IS SEE LEARNING® DIFFERENT FROM OTHER SEL PROGRAMS?

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 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.



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 to schools. One can find **resonance** between **Dr Daniel Goleman's five sets of competencies identified by CASEL** (Collaborative for Academic, Social and Emotional Learning) and 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®.**

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



## COMPREHENSIVE FOCUS ON ETHICS

SEE Learning® adds to SEL a more comprehensive focus on ethics. 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**.



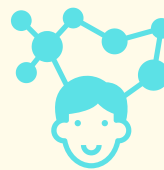
## TRAUMA-INFORMED CARE

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 a safe and effective way. It does so through a **strengths-based resilience lens**, meaning that it is **appropriate for all students**, including both those who have suffered from trauma and those who have not.



## SYSTEMS THINKING

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. SEE Learning® both includes **explicit teaching of systems thinking to students and adopts a systems approach itself**.



## 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**.



## 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

# IS SEE LEARNING® FOR ME ?

01 .....

SEE Learning® is intended to be a **UNIVERSALLY-APPLICABLE** curriculum that does not promote any particular philosophy or culture

..... 02

SEE Learning® promotes the development of **SECULAR ETHICS** that can provide a basis for just and peaceful relationships between people of all backgrounds

03 .....

With respect to the curricular materials, **CULTURAL MODIFICATIONS** may be necessary, as every classroom or group is different, and it's important that you consider your students' learning needs when delivering the curriculum.

..... 04

SEE Learning® programs will work best when the educational efforts in the classroom are **SUPPORTED** by and mirror the efforts made by **PARENTS** and **SOCIETY** at large

05 .....

While SEE Learning® provides a framework for curricular content, it also recognizes that a true education of SEE Learning® competencies depends not only on curriculum, but just as importantly on the **ENVIRONMENT** in which learning takes place.

..... 06

SEE Learning® is intended to serve as a master framework that can be instantiated in a variety of ways. We can say there is no ideal setting to implement the SEE Learning framework, instead it can be **IMPLEMENTED ACROSS SETTINGS AND CONTEXT.**

# GETTING STARTED



# GETTING STARTED























## CH // 02

Planning implementation of SEE Learning® can be imagined differently across different settings like classroom, school, after-school, or organizational setting. It's important that you choose an option which, given time constraints and resource availability, fully provides an opportunity for you and your students to engage in SEE Learning®. The implementation options described below 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. On the next few pages are some tips which can be used across these different settings.

# TIPS FOR GETTING STARTED

## SEE LEARNING® CURRICULUM AND IMPLEMENTATION

### How Can I Implement SEE Learning®?

	CLASSROOM	SCHOOL-WIDE COMMUNITY	AFTER SCHOOL/ COMMUNITY-BASED PROGRAM
Read Age Appropriate SEE Learning® Curriculum			
Make SEE Learning® curriculum part of the academic plan (annual/unit/lesson plan)			
Offer SEE Learning® as an elective choice to older students			
Implement Learning Experiences (LE) from SEE Learning® Curriculum partially at least once per week (or more frequently) in sequence			
Proceed slowly when SEE Learning® is a daily routine. Break LE into two or more sessions.			
Integrate SEE Learning® with music, art, sports etc.			
Integrate SEE Learning® as a 5-minute practice (refer <a href="#">The SEE Learning® Companion, Page 89</a> )			
Integrate SEE Learning® as Project Based Learning Modules			

# SEE LEARNING® AS A TOOL OF PROFESSIONAL DEVELOPMENT

## How Can I Implement SEE Learning® As A Tool of Professional Development?

Participate in online Educator Preparation Course

CLASSROOM

SCHOOL-WIDE  
COMMUNITY

AFTER SCHOOL/  
COMMUNITY- BASED  
PROGRAM



Prioritize and model compassion, respect, awareness and engagement in all their professional interactions



Connect to a professional learning community around SEE Learning (refer The SEE Learning® Companion, Page 85)



Meet monthly with fellow educators to discuss challenges, successes, and new ideas (refer The SEE Learning® Companion, Page 85)



Use of SEE Learning® Check-ins during Staff and Parent Meetings



# HOW TO REVIEW THE SEE LEARNING® MATERIAL?

Various SEE Learning® material (Online and Offline) have been made available which explain the overarching objectives, rationale and framework of the program. The curriculum is designed to ensure well supported implementation of the SEE Learning framework® and is available for different age groups. Further, the Educator Implementation Pack has useful practical information on how to best use the curriculum. Below table enlists the best use of different SEE Learning® materials.

How Can SEE Learning® Material Be Helpful To Me?	MAKING THE BEST USE OF			
	SEE IOI	COMPANION	AGE-APPROPRIATE CURRICULUM	EDUCATOR IMPLEMENTATION PACK
Introduction to SEE Learning®	✓	✓		✓
Introduction to SEE Learning® Framework and its components	✓	✓		✓
Overview of pedagogical model and learning threads	✓	✓	✓	✓
Age-appropriate lesson plans and theoretical concepts			✓	
Implementation tips and guidelines for successful implementation				✓
Best suited for learner type	Audio/ Visual	Visual	Visual	Audio/ Visual

# HOW DO I UNPACK THE CURRICULUM?

## What is SEE Learning® Pedagogical Model?



Forms the basis of the teaching and learning in a SEE Learning® classroom



SEE Learning® is a cultivation process where effective tools are consistently used, positive change occurs over time and new habits are gradually developed, so you may not necessarily see an immediate use of the skill while you're teaching.

(Refer The SEE Learning® Companion, Page 21-23)



Guides Students:

Received Knowledge



Critical Insight



Embodied Understanding

# What are Key Learning Threads?



They are pedagogical components that function as principle avenues for-

- exploring
- critically assessing
- internalizing various topics & skills of SEE Learning®



They are called learning threads because they should be **EVIDENT** in each individual Learning Experience in the Curriculum, i.e. each individual SEE Learning® lesson, and thereby become **woven through the entire program**, allowing knowledge and understanding to build and deepen over time on a firm foundation. (Refer The SEE Learning® Companion, Page 23-24).

Given along this pack, is an audio that demonstrates the best use of the learning experiences documented in the SEE Learning® Curriculum

## How are Learning Experiences & Chapters arranged?



Learning Experiences (lessons) are collected into Chapters (units).



There are 7 Chapters in SEE Learning®, ending in a culminating project.



They are carefully designed in a sequence, so they gradually build on & reinforce one another, so we recommend that you do them in the order presented.



In SEE Learning®, lessons are called Learning Experiences because they are experiential activities in which students learn based on their own engagement, rather than a "lesson" to be "taught" to them.

# HOW TO PREPARE FOR DELIVERING A LEARNING EXPERIENCE ?

Now that you have learnt how to decode a learning experience you are ready to deliver it in your classroom. You can refer below steps to be ready for your classroom session.

## WHICH STEPS CAN HELP ME PREPARE FOR DELIVERY OF LEARNING EXPERIENCES ?

STEP 1	<b>Read the SEE Learning® Pedagogical Model and Key Learning Threads.</b> The Pedagogical Model implies exploration by students on their own, not direct instruction. <b>(Refer: The SEE Learning® Companion, Page 21- 25)</b>
STEP 2	Identify the <b>SEE Learning® Broad Goal</b> you want to teach. <b>(Refer: The SEE Learning® Companion, Page 25)</b> (Pre-knowledge: Familiarization with age appropriate SEEL curriculum)
STEP 3	Choose the learning experience to deliver the SEE Learning® Broad Goal and read it in detail. Note: All the Learning Experiences are designed in a logical sequence.
STEP 4	SEE Learning Experience is designed to be taught within a <b>20-40 minute</b> time period. Decide if you will teach full lesson or have a shorter time period to deliver?
STEP 5	<b>Contextualize and customize</b> the lesson plan and include below components: <ul style="list-style-type: none"><li>- Check-in</li><li>- Presentation/ Discussion</li><li>- Insight Activity</li><li>- Reflective Practice</li><li>- Debrief</li></ul>
STEP 6	<b>Assess</b> your lesson plan preparation and practice by asking yourself questions mentioned in the checklist below.
STEP 7	Be a facilitator while delivering the lesson and act as a student of SEE Learning®

## CHECKLIST TO KNOW IF EDUCATOR HAS READ AND UNDERSTOOD THE LEARNING EXPERIENCE :

The following CHECKLIST can be used to REVIEW your Preparation for your Lessons

S. NO.	QUESTIONS THAT EDUCATOR ASKS SELF TO ASSESS PREPAREDNESS	YES / NO	IF NO, THEN WRITE THE NEXT STEPS TO ENSURE YOUR PREPAREDNESS
1	Do I know the SEE Learning® Broad Goal I'm going to teach?	Y/N	
2	Have I read the whole chapter even if I am going to cover only a few learning experiences from it?	Y/N	
3	Do I know the learning outcomes for each learning experience?	Y/N	
4	Have I practiced doing the check-ins myself, or with colleagues, friends or family?	Y/N	
5	Have I read, understood the teacher language scripts and practiced them aloud at least a couple of times?	Y/N	
6	Did I visualize myself and my students putting the instructions into action in the classroom?	Y/N	
7	Have I arranged for the necessary material to deliver the lesson?	Y/N	

8	Have I thought of the duration of each activity and discussion and how much time my class would need for it?	Y/N
9	Do I need to create a word wall for the new words in the lesson? If yes, have I created the same?	Y/N
10	Have I thought of connections that can be made to stories from my or students' lives and other happenings that students can connect with?	Y/N
11	Have I noted the content that might possibly cause a strong reaction with my students and thought of ways to address or modify such content?	Y/N
12	Have I thought about how I can expand the knowledge of these LEs in other classroom activities and in everyday life outside of school?	Y/N
13	Have I thought about how to integrate the LE content with the formal content I am teaching in the classroom?	Y/N

# HOW DO I CREATE A COMPASSIONATE CLASSROOM ?

The SEE Learning® Curriculum presents key concepts & skills in awareness, compassion, and engagement. These are best learned in the context of a compassionate classroom in which educators model awareness, respect, patience, and peaceful problem solving. Educators should find something in each student that allows them to feel genuine compassion for the student.

Given alongside are the key characteristics of a compassionate classroom that helps students feel a sense of emotional safety and belonging resulting in their wellbeing and academic success.

## STUDENTS



Are comfortable asking questions



Can make mistakes



Take reasonable risks



Express their thoughts



Share their feelings



Feel accepted for who they are as an individual and know that it is safe to express their unique identity

# Principles of a Compassionate Classroom / School :

## 01

### RESPECT FOR DIVERSITY



Each student brings unique experiences and individual needs, strengths, and challenges to the classroom. 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 is therefore important that educators create a classroom climate which reflects such values.

## 02

### POSITIVE APPROACH TO MANAGING STUDENT BEHAVIOUR

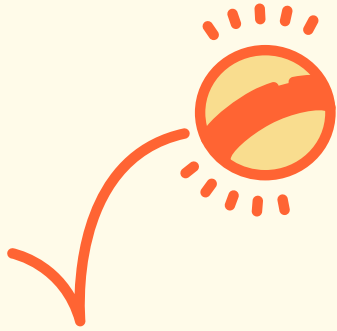


**Misbehaviour** among students is a common occurrence. Their behaviour is likely an attempt to communicate, to meet their **needs**, or to discharge strong emotions. Here are some quick tips for educators to respond effectively to student misbehaviour:

- Take a **scientific and future-oriented approach**. 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, know them as individuals. Find out more about their lives outside of school to expand your feelings of connection and empathy towards them.
- **Model authentic, caring behaviour** 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

# 03

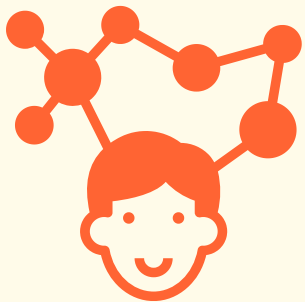
## RESILIENCE- INFORMED APPROACH



SEE Learning® takes a **strengths-building approach**, rather than one that focuses on remedying deficits. It aims to **strengthen the resilience of children** by offering a compassionate classroom environment, encouraging the development of mindful awareness, fostering compassion for self & others, and teaching and practicing attitudes and skills that allow students and educators to manage and recover from everyday stressful situations.

# 04

## STUDENTS AS SYSTEMS THINKERS AND RESPONSIBLE DECISION- MAKERS



In SEE Learning®, 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**.

# Layout of a Compassionate Classroom:



The layout of the classroom is **supportive in creating a compassionate classroom**. Here, layout is more about **visuals, learning stations and a sense of comfort and welcome**. Having the furniture, materials and equipment to support the learning stations is always useful but you can build your learning station from primary resources too. Some of the ways in which this can be done are as follows:

## 01

Include a spaces for informal learning and group activities, **peace corner** and some space where students can gather for **circle time** in the formal learning setting.



## 02

**Help Now! Strategies** can have a station of their own in the resilience zone, where they practice various “Help Now!” Strategies



## 03

Walls and artwork can reflect the SEE Learning® practices



## 04

Space for **classroom agreements**, SEE Learning® domains and dimensions etc. Write the classroom agreements together and remind them regularly of the agreements



## 05

Space to add student work related to each chapter and learning experience



## 06

Invite students to make these stations as they learn about these concepts.



# 07

Invite students to decorate the classroom and give them ownership of the visuals and what goes up.



# 08

Integrate **check-ins**, mindful moments, resiliency practices into classroom life



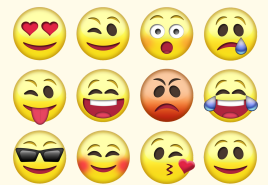
# 09

Invite students to make the **glitter jars** and other such aids and let them know that they can use the **peace corner** and **the resilience zone** as needed throughout the day.



# 10

Make **circle time** an essential part of their day and spend time getting to know about their feelings and emotions in the moment



# CAN A TEACHER BE A FACILITATOR & A LEARNER ?

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®.** Educators are expected to have:

- a sincere interest in growing your skills in this area,
- a sincere desire to help students develop their skills,
- a sincere hope that SEE Learning® will benefit your students and the wider community.

## Teacher As A Facilitator

### WHY ?

To make **engagement** in the subject matter easier for students and to facilitate SEE Learning's® approach to ethics: one of self-inquiry as well as collective exploration, critical thinking, and dialogue.

### WHAT ?

As a facilitator, Teacher needs to be a **"guide on the side"** rather than a "sage on the stage."

### HOW ?

- Become **aware of the experiences** of each student, as well as the class.
- **Connect new SEE Learning® concepts** with ideas and experiences with which your students are already familiar.
- If students need more time to digest a new concept, you may opt to **repeat a learning experience.**
- **Prioritize the learning needs and inquiry processes** of your students rather than rigidly focusing on reaching your own preconceived goals.
- **Support students** in using their own skills in **questioning, observing, hypothesizing & discerning**, and encourage student inquiry, exploration, and reflection.

# Teacher As A Learner

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## WHY ?

To **deepen your understanding**, develop new skills, and grapple with challenges & successes similar to your student. It will lead to personal benefit for yourself as well as an increased ability to facilitate experiences for your students.

---

## WHAT ?

The **common experiences** that you & your students collectively reflect on and discuss, can evoke empathy and understanding, having a **positive impact on your student-teacher relationships**.

---

## HOW ?

- If you adopt a **curious, compassionate, non-judgmental approach** around your own SEE Learning journey, your students will follow your example.
  - **Relax expectations** on yourself to know the “right answers”.
  - Take up a **regular personal practice** yourself. Eg: Practicing resourcing, grounding, attention training, or any of the reflective practices, daily or several-times-per-week.
  - Engage with the **professional learning community**, online SEE Learning® live webinars and other resources.
-

# WHY DO I NEED TO ASSESS MY PEDAGOGICAL STYLE ?

The SEE Learning® curriculum draws- from the **constructivist approach** to teaching and learning. However, you might not be using that approach in your classrooms currently. Pedagogical changes require a paradigm change and do not happen overnight. This requires continuous learning and incremental improvements.

Hence, it is **important to reflect on our own pedagogical style** at the onset so that we know what we need to work on.

## What is a Constructive Approach to Learning?

Learning is a constructive process in which the learner is building an **internal meaning of knowledge**. In this approach **learning is an active process** in which meaning is accomplished **based on personal experience**.

**Conceptual growth comes from the sharing of various perspectives** and the simultaneous changing of our internal meaning in response to those perspectives as well as through **cumulative experience**.

It means encouraging students to **use active techniques** (experiments, real-world problem solving) to **create more knowledge** and then to **reflect** on and talk about what they are doing and how their understanding is changing.

There are 4 essential features in constructivism:

### **BUILD ON PRIOR KNOWLEDGE**

Capstone Project provides students with an opportunity to integrate the knowledge and skills they have acquired through all the previous learning experiences (Refer Capstone Project, Page 296, Early Elementary Curriculum)

### **CREATING COGNITIVE DISSONANCE**

Cognitive dissonance occurs when two opposing thoughts reside in the same mind, generating inner conflicts. It can be resolved by choosing one thought, idea, value, belief over the other. eg: educator promotes mindful listening in class while she does not practice it herself.

### **APPLICATION OF NEW KNOWLEDGE WITH FEEDBACK**

Learning to pay attention skill can be practiced in different activities like mindful listening, mindful walking, mindful eating, observing the mind etc. (Refer Chapter 3, Page 113, Early Elementary Curriculum)

### **REFLECTION ON LEARNING**

Debrief exercise in each Learning experience helps students to reflect on the learning from each activity

# SEE Learning® Pedagogical Model & its Constructivist Underpinning

## 01

### STUDENT VERSUS TEACHER CONTROL



While direct instruction remains an integral and vital part of any teacher/student relationship, in a constructivist classroom it is balanced with **student-driven inquiry and open-ended learning**. One of the key teacher roles is to model the behaviours of a reflective learner.

## 02

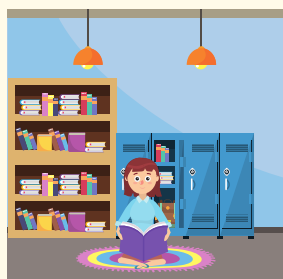
### GROUPING STRATEGIES



A constructivist classroom should have **varied and balanced grouping strategies**. Whole group, individual, paired and small group instruction, inquiry, assessment and reflection all play a role.

## 03

### USE OF PHYSICAL SPACE



Variety and balance again is the watchword in a constructivist classroom. There may be areas of the classroom set up for **individual exploration of a topic, group work or for students working in pairs**. Materials will be readily available to the students, to support their artistic and other expression and exploration. Additionally, a SEEL classroom will have a **peace corner and Station for help now strategies** or a resilience zone.

# 04

## STRATEGIES FOR LEARNING



**Language, special needs support, trauma informed practices** are supported by constructivist learning strategies.

# 05

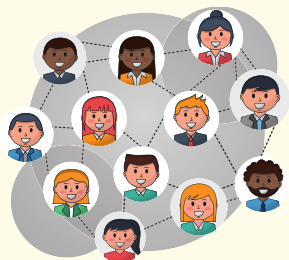
## ASSESSMENT PRACTICES



SEE Learning® curriculum does not require the teacher to undertake any formal assessment. Teachers are actively encouraged **not to judge students**. However, in a constructivist approach assessments will not be limited to traditional pencil and paper tests, but at all stages – formative, ongoing and summative – it will be varied to include opportunities for students to show the depth of what they know and are learning.

# 06

## ETHICAL DIMENSION



Such an ethical framework is based on an **inclusive** stance and in no way suggests opposition to any other religion. It is based on common sense, common experience and science, built around the foundation of **common humanity and interdependence**.

Eg: This dimension will be addressed through the class visuals that represent the reflection of each student, layout that gives for different perspectives and ways of learning, LE's that encourage reflection and debrief and class agreements that highlight the ethical dimension of SEE Learning®.

# Understanding My Pedagogical Style

Let's look at a Reflection Tool which will help educators reflect on their Pedagogical Style and identify areas that align with the SEE Learning® approach and other areas where they will need to make changes.

S. NO.	SELF REFLECTION QUESTION EDUCATORS CAN ASK SELF TO REFLECT ON THEIR PEDAGOGICAL STYLE THAT ALIGN WITH SEE LEARNING APPROACH	MAKE NOTE OF YOUR REFLECTION. CITE EVIDENCE SUPPORTING YOUR REFLECTION	IF POSSIBLE, WHAT WOULD YOU CHANGE WHILE DELIVERING YOUR NEXT SEE LEARNING EXPERIENCE ? LIST DOWN.
1	What have I done to ensure a learning space in the classroom which makes students feel warm, welcomed, a sense of ownership and belongingness?		
2	How do students practice their critical insight and develop an embodied understanding in the classroom?		
3	How do I proactively build positive relationships with each student and in what ways do I get to know them as individuals?		
4	In what ways do I adapt lessons and strategies to meet the needs of all students?		
5	What learning strategies and methods do I use that are active, participatory, and embodied for students? (Eg: group projects, student-led discussion, collaborative games, arts, music, writing, etc.)		

6	In what ways do I provide opportunities to students to question stereotypes & explore different perspectives through mindful dialogue and critical thinking?		
7	What have I done to co-create classroom agreements with the students? What have I done to invite student suggestions for how they might recommit to the agreements or support one another in honouring them more consistently?		
8	How do I encourage the development of mindful awareness that helps students regulate their bodies and provide themselves with self-care?		
9	How do I help students consider and explore the interdependence and common humanity of all people, regardless of differences?		
10	What do I do to prioritize the learning needs and inquiry processes of my students as they arise, rather than rigidly focusing on reaching your own preconceived goals?		
11	In what ways do I remind myself to be non-judgemental?		

# Educators can be Constructivist in their Approach if they:

- 01 Create and maintain a learning space that is **warm and inviting** to all students and their families
- 02 **Co-construct** classroom norms with students, and discuss them regularly. Talk about how norms help maintain a great learning environment.
- 03 **Foster student agency** (e.g., voice, choice, autonomy, input, student-led goal-setting) in developmentally- appropriate ways.
- 04 **Offer opportunities** for students to collaborate on work and build relationships with one another, while providing scaffolding and strategies to facilitate positive, authentic interactions.
- 05 **Adapt lessons** and strategies to meet the needs of all students.
- 06 **Invite conversation** when a student offers a perspective different from the popular opinion.
- 07 **Clear a pathway** for student inquiry, critical thinking, reflection, skill practice, and expression and remain aware of the experiences of each student, as well as the class as a whole.
- 08 Offer students the chance to **explore** how to apply skills and strategies in new contexts
- 09 **Anticipate** where **teachable moments** might arise during a lesson or interaction.
- 10 **Recognize** when a strategy or skill is being applied in a new way and bring it to a student's **attention** (and to the attention of the larger group, if applicable and appropriate).
- 11 Keep **readily-available** resources in the classroom to support different learning needs and styles
- 12 **Limit** the temptation to tell students what is right
- 13 **Encourage** students to discern the learning for themselves during debrief
- 14 Are **non-judgemental**
- 15 **Scaffold** the learning across the three domains and dimensions of SEE Learning Framework

# PARTICIPATING IN A COMMUNITY OF PRACTICE



# PARTICIPATING IN A COMMUNITY OF PRACTICE

## CH // 03

To facilitate your implementation of SEE Learning®, we encourage you to participate in a Community of Practice around SEE Learning®. A Community of Practice can be immensely helpful when educators begin to work with new ideas and materials.

# WHAT IS A COMMUNITY OF PRACTICE ?



A Community of Practice is driven by the value it brings to the members



It 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 practicing SEE Learning®.



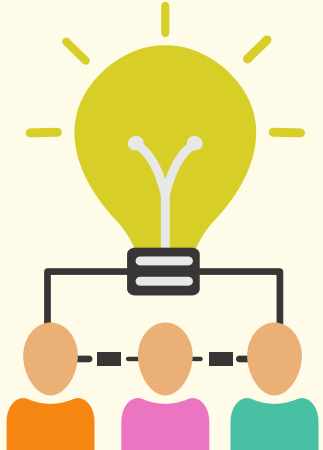
People volunteer to be part of the community because it is interesting, and it helps them to be more effective



It continues as long as it is useful to its members.

If such a learning community is not possible, we encourage you to find at least one other partner educator to share your experiences with. This could be online sharing too!

# How might you benefit from a Community of Practice?

<p><b>Opportunity to connect</b> with like-minded educators and peers</p>	<p><b>Revision of SEE Learning®</b> concepts explored through the curriculum</p>	<p><b>Opportunity to lead and practice facilitation</b> of learning experiences with peers</p>
<p><b>Practical tips and resources</b> for practical implementation of SEE Learning®</p>	<p><b>Reflect and share insights</b> and gain from and contribute to the community</p>	<p><b>Opportunities to share your implementation experiences</b> in classrooms – successes, challenges, modifications</p>
<p><b>Problem-solve barriers to successful implementation.</b></p>	<p><b>Learn best practices</b> to start your very own study circle in your community</p>	<p><b>Try short practices</b>, like check-ins, grounding, resourcing, and reflective practices together and reflect on those experiences</p>
<p><b>Discuss</b> the learning needs and <b>progress of students</b> (while maintaining appropriate confidentiality) in order to better serve student needs</p>	<p>Provide <b>emotional support and encouragement</b></p>	

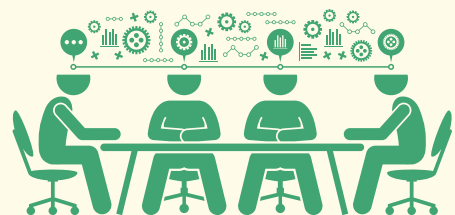
# HOW TO CONNECT WITH A COMMUNITY OF PRACTICE ?

“  
Communities of Practice  
are groups of people who share a  
concern or a passion for something  
they do and learn how to do it  
better as they interact regularly.  
~ Etienne Wenger ”

A CoP is an easy way to **collaborate** and **helps deepen educator's understanding** about SEE Learning®. It is a **group** sharing a common passion or a concern they come together to learn from each other while furthering their understanding.

A CoP could be initiated by :

**ORGANISATION /  
SCHOOL**



**INDEPENDENT GROUP  
OF EDUCATORS**

# How might your CoP look?

## TWO CONTRASTING WAYS A COP MIGHT APPEAR

HOW WOULD YOU PREFER CONNECTING TO A COP ?

CONTRASTING FEATURE	ORGANISATION / SCHOOL-LED COP	COP LED BY GROUP OF EDUCATORS
Structure	Structured space (virtual or in-person)	Informal space organically formed by group of committed individuals who self-sign up
Responsibility of Learning	The onus of curating CoP sessions (including planning, setting an agenda, managing logistics, facilitation of sessions, follow ups etc) lies on such anchoring organization.	Members own each other's learning and hence take up the ownership of curating learning experience
Ownership	High ownership displayed by anchoring organization/ school	High ownership and leadership displayed by individual educators
Frequency	There is rhythm to the sessions and are conducted on a periodic basis as per CoP session calendar	The sessions/ learning meet-up might be conducted as per educators convenience.
Sessions	Webinars and learning experiences are customized to cater participants with different learning rigour. Surveys may be conducted for need assessment of the group.	Sessions are conducted based on mutual agreement between the CoP members and each take turn to lead the sessions/ learning experiences.
Challenges	Such spaces are alive till the time anchoring organization/ school take the lead in operating such CoP.	Few CoP participants may end up taking more responsibility which may be an extra workload. Such CoP do not grow beyond a network of friends and fizzle out if it's members lose interest in the space.
Highlights	It is a formal space where learning is structured and paced.	It is an inorganic space where its members' commitment to learn and contribute is high.

# WHAT MAKES AN EFFECTIVE COMMUNITY OF PRACTICE ?

## Key principles of an effective CoP



### REFLECTIVE DIALOGUE

It is described as those **conversations** in a CoP that focus on **teaching behaviors** and **learning outcomes** to encourage teachers to discuss their teaching practices and collaborate on how they can be improved.



### COLLECTIVE RESPONSIBILITY

For every child to embody SEE Learning®, CoP members participate and **lead virtual engagement opportunities** that **support and reflect the in-person experiences** to strengthen their own SEE Learning® concepts.



### INVITE DIFFERENT LEVELS OF PARTICIPATION

People participate in communities for **different reasons**—some because the community directly provides value, some for the personal connection, and others for the opportunity to improve their skills.



### PUBLIC AND PRIVATE DIMENSION OF COP

The public (conference) and private (phone call, email exchange, problem solving conversation) dimensions of a CoP are **interrelated**. When the individual relationships among CoP members are strong, the events are much richer.



### COMBINE FAMILIARITY AND EXCITEMENT

CoP becomes a **"place"** where people have the **freedom to ask for candid advice**, share their opinions, and try their half-baked ideas without repercussion.



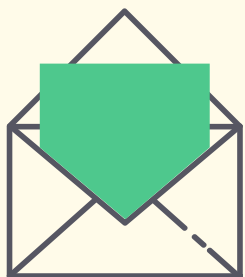
Effective CoPs provide **time and forums** for educator conversations about SEE Learning®.

# Frequency and Nature

Once you have established a CoP in your school or across schools and organizations you can agree upon frequency and nature of meetings.

CRITERIA	WITHIN A SCHOOL COP	ACROSS SCHOOLS / ORGANISATIONS COP
Frequency of Meeting	Weekly	Monthly/ Fortnightly
Nature of Meeting	In-person/ Virtual (if in- person is not possible)	In-person/ Virtual

CoP members should have at least completed the SEE 101 online course and 1 day orientation and may have explored some of the learning experiences in their classrooms. In addition to this, the L1 course, 4-Day Ed-prep workshops and CBCT workshops are also useful.

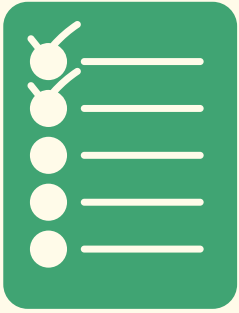


Once the founding CoP has been active for 2 months or has had 8 or more meetings, more educators with interest in taking SEE Learning® to their classroom can be invited. CoP members can create their own criteria for inviting educators to expand the community.

# Steps To Conduct an effective CoP (Suggested) :

Step 1	Initiate	<ul style="list-style-type: none"> <li>• Meet like minded people who wish to strengthen understanding about SEE Learning®.</li> <li>• Where there is potential and readiness, identify potential leaders and initiate launch of CoP</li> <li>• Discuss and establish the structure of CoP</li> </ul>
Step 2	Determine Mission & Goals	<ul style="list-style-type: none"> <li>• Collaborate to develop a statement of purpose/ vision of CoP</li> </ul>
Step 3	Get Going	<ul style="list-style-type: none"> <li>• Conduct a pilot session and take feedback</li> <li>• To begin CoP sessions, put together below information: <ul style="list-style-type: none"> <li>- Preliminary plan and agenda,</li> <li>- Meeting calendar,</li> <li>- Roles and responsibilities,</li> <li>- Facilitation Plan</li> </ul> </li> <li>• Send an invitation to CoP members along with agenda and pre-work, if any, at least 24 hours before the meeting</li> <li>• Make common agreements in the first session of CoP</li> </ul>
Step 4	Communicate and Take Feedback	<ul style="list-style-type: none"> <li>• Openly share failures and challenges as well as successes</li> <li>• Take feedback from CoP members</li> <li>• Use the goals of the CoP to maintain accountability</li> <li>• Share resources of the session in soft copy through a shared drive</li> </ul>
Step 5	Measure of Success	<ul style="list-style-type: none"> <li>• CoP members are participating and leading sessions</li> <li>• CoP members are collaborating to share ideas and learning</li> <li>• CoP network continues to grow in number</li> <li>• CoP visits are producing stories of impact</li> </ul>

# WHAT ARE SOME TOOLS TO CONDUCT COMMUNITY OF PRACTICE MEETINGS ?



This section includes a planning template you could use for these CoP meetings. You could use google drive or other such sharing platforms for this exercise and share the document with the CoP members so they can see it as you work on it.

## Planning Template For CoP Meetings :

01

GOALS

02

SEE LEARNING® CONCEPT TO BE EXPLORED DURING MEETING

03

DATE AND TIME

04

AUDIENCE

05

COP MEMBER ROLES AND RESPONSIBILITIES

06

MODE OF DELIVERY AND FREQUENCY

07

INFORMATION TO SHARE AND HOW

08

QUESTIONS FOR COP MEMBERS

09

NEXT STEPS

10

FEEDBACK AND MEASUREMENT

## Tips:



CoP's should make sure their members are aware of their privacy rights and include those in the **essential agreements**.



Over time create your own **templates**.



Keep in mind- templates could also include **joint activities** like planning for LE's, looking at curriculum, trying out new activities.

# Planning Template For CoP Meetings:

GOALS	
SEE LEARNING® CONCEPT TO BE EXPLORED DURING MEETING	
DATE AND TIME	
AUDIENCE	
COP MEMBER ROLES AND RESPONSIBILITIES	

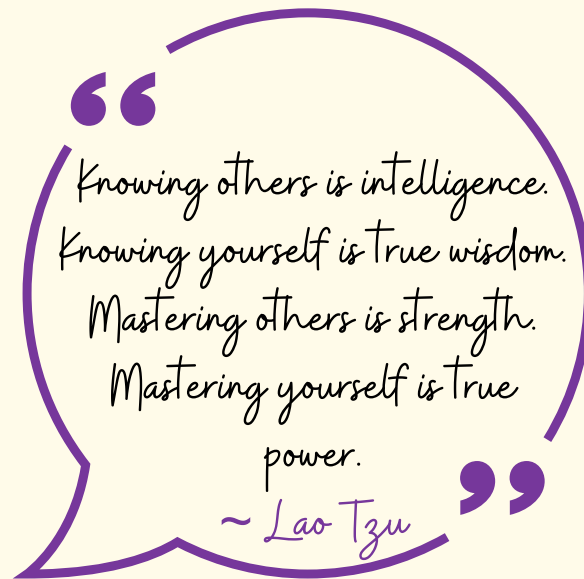
MODE OF DELIVERY AND FREQUENCY	
INFORMATION TO SHARE AND HOW	
QUESTIONS FOR COP MEMBERS	
NEXT STEPS	
FEEDBACK AND MEASUREMENT	

# SEE LEARNING® AND ME



# SEE LEARNING® AND ME

## CH // 04



Social learning theory states that children learn a great deal from observation of the behaviors they see modeled by the adults around them. We recognize that many educators teaching SEE Learning® are on a learning journey themselves. This learning journey will provide educators with common experiences that educators and their students can collectively reflect on and discuss. These common experiences can evoke empathy and understanding, having a positive impact on your student-teacher relationships. If educators can adopt a curious, compassionate, non-judgmental approach around their own SEE Learning® journey, their students will follow their example.

**We recognize that many educators teaching SEE Learning® are on a learning journey themselves. It cannot be stressed enough how individual wellbeing is gained from living SEE Learning i.e. applying this knowledge into our everyday life and activities.**

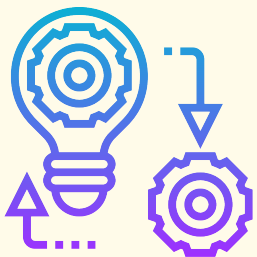
# PURPOSE AND NEED FOR PERSONAL PRACTICE

In the SEE Learning® program, different kinds of personal practices have been introduced, including exercises in compassion, attention practices, body-based resiliency skills, and reflective practices that are designed to deepen one's understanding of subject matter. These are called **"personal practices"** because they **deepen one's personal social, emotional, and ethical enduring capabilities**. Once introduced, they can be engaged in independently, and practiced on a schedule as one determines fit or used as needed.

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.

The **benefits** of developing a personal practice include:

- Deepening one's self-knowledge and self-awareness,
- Building internal resiliency,
- Mitigating stress and
- Increasing one's physical and emotional well-being.



Engaging in personal practices and reflecting on those practices can also lead to **"ah-ha" moments** and to **embodied understandings** that lead to lasting changes in one's thoughts, feelings and actions.

# BUT, I FOLLOW OTHER RELIGIONS ?

01

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**.

02

**All religions advocate compassion. Compassion is not limited only** to those who look like us or who share our citizenship or religion; **it encompasses everyone** on the basis of our **common humanity**.

03

SEE Learning® 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.

04

SEE Learning® framework is based on an **inclusive stance**, and in no way suggests opposition to any religion

05

SEE Learning® is intended to be **compatible** with individuals of **any or no religious faith**.

06

It is based on **common sense, common experience, and science**, built around a foundation of common humanity and interdependence.

07

In SEE Learning®, **contemplative practices** are **secular** (nonreligious) and are incorporated under the umbrella of reflective practices.

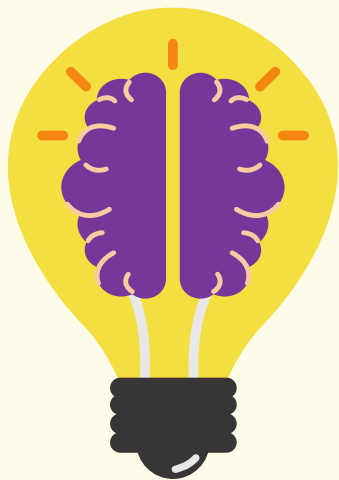
08

You may choose to frame these practices as **focus-building experiences** that support cognitive learning, based on current understanding of neuroscience and brain development.

09

Compassion can be **expanded and developed**. CBCT® (Cognitively-Based Compassion Training) is a system of contemplative exercises designed to **strengthen and sustain compassion**.\*

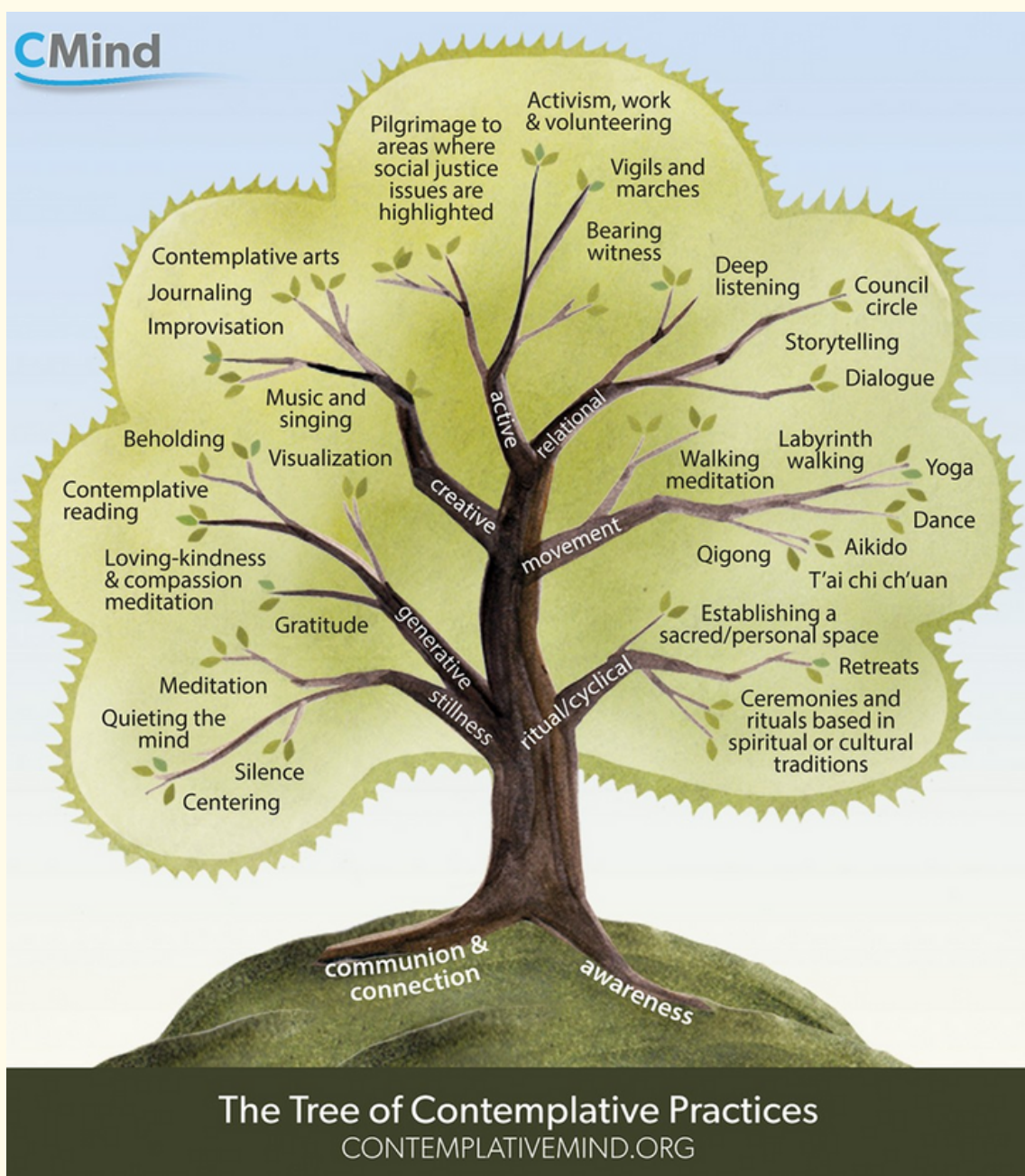
\* [HTTPS://WWW.COMPASSION.EMORY.EDU/CBCT-COMPASSION-TRAINING/INDEX.HTML](https://www.compassion.emory.edu/cbct-compassion-training/index.html)



# Contemplative Practices

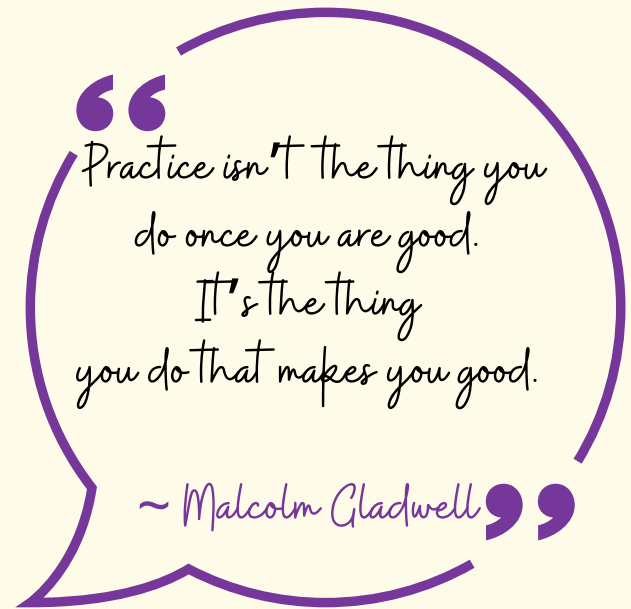
Practices of reflection and the inner cultivation of values intended to bring about practice new insights and to reinforce existing insights so that they become embodied understandings. (refer The SEE Learning® Companion, Page 107)

Below is a resource from “**The Center for Contemplative Mind in Society**” which lists out contemplative practices that one could practice. Your practice would be called **contemplative** when they **lead to a deeper understanding of self and help you with inner cultivation of values** bringing new insights/ reinforcing existing insights as mentioned in above definition.



# PERSONALIZING CONTENT-PRACTICE TO PERSONALIZE

Educators may choose to take up a regular personal practice to cultivate one or more of the enduring capabilities that SEE Learning® seeks to cultivate in students. This could mean practicing resourcing, grounding, attention training, or any of the reflective practices, on a daily basis or several-times-per-week basis.



Short personalized tools for self - practice are given below :

PERSONAL PRACTICE	WHAT IT IS	WHEN CAN EDUCATORS USE IT (ANYTIME, PLUS....)
Resourcing	<p>Calling to mind a source of strength &amp; tracking pleasant or neutral sensations in the body that arise during the practice.</p> <p>Examples: Resourcing with a kindness drawing, resourcing with chosen objects</p>	<ul style="list-style-type: none"> <li>• When you need to feel a greater sense of support and well-being.</li> <li>• When you want to get in touch with their inner and outer strengths and supports.</li> </ul>
Recalling & Reflecting on Kindness	<p>Remembering a kind or compassionate act and focusing on it as a resourcing practice.</p> <p>Examples: Recalling acts of kindness, kindness drawing; journaling, sharing kindness stories, interdependence drawings.</p>	<ul style="list-style-type: none"> <li>• As a daily circle ritual, or partner sharing.</li> <li>• As a lead-in to resourcing.</li> <li>• During family time, meal time</li> </ul>

## The Resilient Zone

Understanding the way the nervous system responds to stress and developing an awareness of where we are in the zone in order to respond in a healthy way.

Examples: Zone check-ins, mapping oneself on the zone, mapping a fictional character on the zone, exploring the zones through scenarios.

- As a check-in during family time/ meal time, or any stressful event when you'd to recognize the state of their nervous system and identify a regulation strategy.
- During a conflict resolution discussion with family

## Help Now! Strategies

Quick & easy actions that can be practiced to return our bodies & minds to the present moment. The Help Now! strategies are accompanied by the practice of noticing sensations and labeling them as pleasant, unpleasant or neutral.

Examples: See Chapter 2

- Use these as needed when you get bumped out of the resilient zone.
- Take 5 minute break times during any time of day

## Grounding

Focusing on how our bodies are supported & tracking pleasant or neutral sensations that arise during the practice

Examples: grounding with a stance, an object, or the body.

- Use as a settling practice after times of higher physical energy or when in need of calming or grounding one's emotional energy.

## Tracking

Noticing what is happening inside the body at the present moment and learning to read the sensations (body literacy)

Example: Focusing attention on what is happening inside one's body and naming the sensations

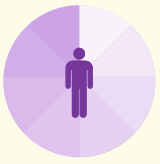
- Always during resourcing, grounding and Help Now! practices.
- Useful during attention and mindfulness practices as well.

## Shift & Stay

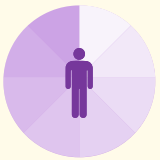
Moving our focus to a place in the body that feels better and keeping our focus there for 10-12 seconds; can relax the nervous system back into resilient zone

- Always during resourcing, grounding and Help Now! practices.
- When you need to direct your attention away from minor physical discomfort.

# SEE LEARNING® IN MY PERSONAL LIFE



SEE Learning® is not only a curriculum educators take to the classroom but it's a path of self discovery.



If educators decide to commit to a personal practice, their understanding and skills will develop over time. Hopefully, this will lead to personal benefit for educators as well as an increased ability to facilitate experiences for their students. Their students are sure to notice, benefit, and learn from the ways in which educators model awareness, compassion, and engagement in the classroom.

## Daily Logging

**Increases awareness**, which is also one of the SEE Learning® domains. This self awareness **leads to insights into the working of your mind and how it affects your behaviour**. This awareness and insight can help you change habits and behaviours so that you can move towards the goal you have set for yourself.

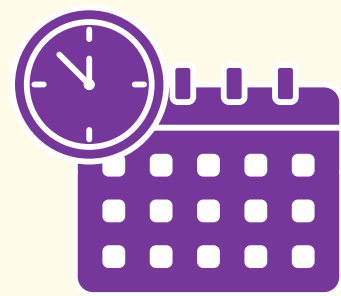
In this context it is suggested to **use the logging process to record practice of above personalized tools**. By logging it on a regular basis you can move forward towards your personalized practice goal.



## Things to Keep in Mind

- You can **choose** how often you want to log it.
- It could be once or twice a day or at every hour. It is **recommended that you log daily**.
- To log you need pen and paper or you can use excel spreadsheet or a google form.
- It is **not** writing what happened or why you did not meet the goal or how you met the goal.
- It is **recording the fact** with a simple check or cross or color to know where you are.
- **Maintain a routine** while logging and try to log around the same time everyday.

An example of daily log to record practice of your personalized tool is given below:



# Contemplative Practice Daily Log

DATE	CONTEMPLATIVE PRACTICE	REFLECTION FROM PRACTICE
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

# ADDITIONAL SUPPORT



# ADDITIONAL SUPPORT

## CH // 05

This chapter includes quick tips for educators for smooth and effective classroom implementation.

# CLASSROOM FACILITATION TIPS



This section includes quick tips for educators for smooth and effective classroom facilitation. You may adapt these tips to your classroom/school setting.

## 01

## Behaviour Management



**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.



### DOs

- Build **positive relationship** with each student
- **Create safe learning environment** by modelling kindness and consistency as well as patience, calmness, good humor, and vulnerability
- **Model your own self-control** and compassion in challenging times to make a distinction between the actor and action
- **Cultivate enduring capabilities** of "self regulation" amongst students
- **Appreciate students** who have not stolen from, harmed, or insulted.



### DON'Ts

- **Resist tendency** to instil fear in ways like:
  - Lecturing
  - Blaming and Shaming
  - Threatening Chastising
  - Punishing

# 02

## Transition Time



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

### Short Resourcing Exercises

Engage in a "Help Now!" strategy

Focus their attention on the kindness others have shown them

Plan one thing they can do to show compassion towards others during the day.

Read an inspirational quote on the topic of kindness, empathy, respect for diversity, interdependence, attention, mindfulness, resilience, or a related topic, and share thoughts.

Talk to a partner to discover 3 similarities and 3 differences between the two of you.

### Short Grounding Exercises

Mindful Walking

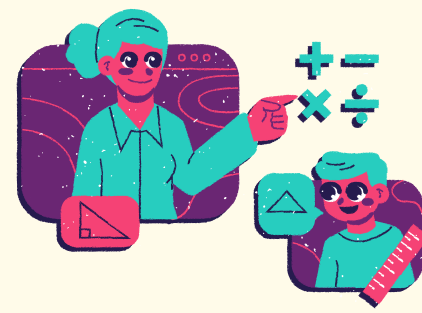
Visualize ways to show kindness to others.

Check-in with a partner about how they are feeling. Write one paragraph on compassion, kindness, empathy, or gratitude in an on-going journal.

Focus on gratitude and write a thank you card to a member of the school community.

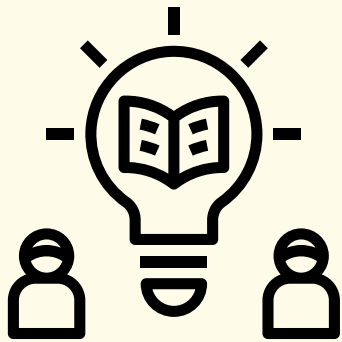
Practice mindful dialogue in pairs

# APPROACH TO TEACHING AND LEARNING - THINGS TO LEARN & MY SEL TOOLS



## 01

## Constructive Pedagogy



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. (Refer SEE Learning® Companion, Page 106)

“ A child's play is not simply a reproduction of what he has experienced, but a creative reworking of the impressions he has acquired. He combines them and uses them to construct a new reality.  
- Lev Vygotsky ”

### EXAMPLES

#### NON CONSTRUCTIVIST STATEMENT

Having students read a textbook chapter about Kindness and answer comprehension questions about it.

# 1

#### CONSTRUCTIVIST STATEMENT

Having students participate in a simulation process and answer questions.

Eg - How do we feel when people are kind to us? How do we feel when people are mean to us?

Giving students the definition of kindness.

2

Making and Reflecting on the Definition of Kindness.

Eg - I wonder if we could come up with one sentence to explain what kindness is. So that if someone asked us, "What does kindness mean? We could tell them.

In the recent topic how often did you?



- **Build on prior knowledge** of students?

Rarely

Sometimes

Often

- **Encourage students** to apply new knowledge in different aspects of life?

Rarely

Sometimes

Often

- **Pose thought-provoking questions** and encourage students to have independent thinking?

Rarely

Sometimes

Often

- Provide students **opportunities to reflect and learn** from their surroundings?

Rarely

Sometimes

Often

- Support students in **practicing SEE Learning® Enduring Capabilities?**

Rarely

Sometimes

Often

- **Ask students to look for personal relevance** in subject matter?

Rarely

Sometimes

Often

- **Create an atmosphere** where students do not have to think they have to get everything right at first time?

Rarely

Sometimes

Often

- **Model SEE Learning® Enduring Capabilities?**

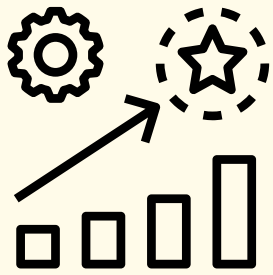
Rarely

Sometimes

Often

# 02

## Developmental Discipline



The approach is **not a set of isolated strategies** to specific disciplinary problems, but **rather a system through which teachers help children to monitor behaviour and ramifications of their actions.** At the same time teachers assess their own curriculum, pedagogical style, and quality of communications with students to determine the effectiveness of their practice. An overall goal of developmental discipline is for teachers to **better understand the reasons for children's misbehavior in order to guide them sensitively and effectively.** It emphasizes observation and insight as a guide to intervention. Classroom discipline is not a thing in itself. It is advocated as a path to growth in knowledge and skills<sup>\*</sup>

In the recent topic how often did you?



- Build a **safe and trusting** classroom culture?

Rarely Sometimes Often

- **Enquire** in the child's past misbehaviour pattern to see that a child has a need to belong and a **need** that may **not** have been adequately **met**?

Rarely Sometimes Often

- Make efforts to build **a warm and supportive relationship** with the student?

Rarely Sometimes Often

- Give more **space and time** to children with difficult behaviour?

Rarely Sometimes Often

- **Reinforce** desirable behaviour.

Rarely Sometimes Often

- **Praise positive behaviour** and "catch children being good"?

Rarely Sometimes Often

- Provide students with options of **acceptable and appropriate behaviour**?

Rarely Sometimes Often

- **Engage** in **loving kindness and compassion** practice aimed at students?

Rarely

Sometimes

Often

- Make a **non-judgemental inquiry** about parents' attitudes toward discipline?

Rarely

Sometimes

Often

- **Work with parents** to promote developmental discipline techniques at home?

Rarely

Sometimes

Often

- Follow **consequences with love and trust**, and ensure that the student knows the correction is directed against the behaviour and not the student?

Rarely

Sometimes

Often



Restorative practices are processes that **proactively build healthy relationships** and a **sense of community** to prevent and address conflict and wrongdoing.\*

Simply put, to be “**restorative**” means to believe that decisions are best made and conflicts are best resolved by those **most directly involved in them**. The restorative practices movement seeks to **develop good relationships and a sense of community** in an increasingly disconnected world. Being restorative requires teachers to be creative in their responses to situations that arise in their classroom.\*\*

In the recent topic how often did you?



- Conduct a class-wide discussion, in which each student had an **opportunity to express how the conflict affected them**, eventually resulting in a class-wide solution.

Rarely

Sometimes

Often

- **Create an atmosphere of caring community** in the classroom?

Rarely

Sometimes

Often

- **Promote respect, trust and sensitivity** to individual and cultural differences amongst students?

Rarely

Sometimes

Often

- In a conflict situation, ask the student to recount what happened, discussing their emotions and rationale, eventually landing on a **mutual plan of action** for making the situation right again?

Rarely

Sometimes

Often

- **Model compassionate and empathetic qualities** that you hope to build in students?

Rarely

Sometimes

Often

\* <https://www.iirp.edu/restorative-practices/defining-restorative/>



Instead of lecturing or giving the explanation to students right away, **open ended questions help students discover concepts on their own.** It is a great way to guide students thinking and teach them **how to think** rather than provide them answers to questions which they don't fully understand. It helps students to think through the questions and how to approach it. **Open ended questions don't have one right answer** and they cannot be answered in simple Yes or No or one word answer. Such questions generally begin with "How", "What If" or "Why".

## EXAMPLES

### CLOSE- ENDED QUESTIONS

Will knowing about sensations help you feel happier and kinder?

Does attention training help us?

1

### OPEN- ENDED QUESTIONS

How can knowing a little more about the idea of sensations help us be happier and kinder?

(Refer: SEE Learning® Early Elementary Curriculum, Page 63)

How it might help us if we practiced attention and got better at it?

(Refer: SEE Learning® Early Elementary Curriculum, Page 129)

2

# In the recent topic how often did you?



- Encourage students to get their **own unique answers**?

Rarely	Sometimes	Often
--------	-----------	-------

- **Provide reasoning** experience to students?

Rarely	Sometimes	Often
--------	-----------	-------

- Provide students a **free, responsive, and supportive learning environment** because there are many different correct responses?

Rarely	Sometimes	Often
--------	-----------	-------

- Provide an **opportunity to students to explain how they arrived at their response** or why they chose to respond in a particular way?

Rarely	Sometimes	Often
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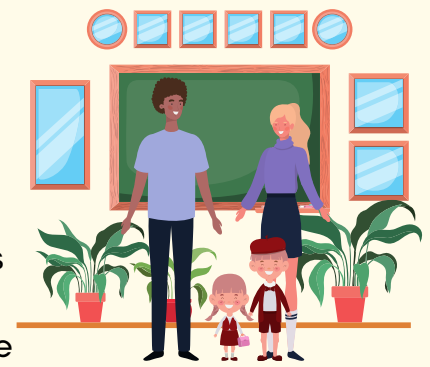
- Encourage students to consider **alternative points of view**?

Rarely	Sometimes	Often
--------	-----------	-------

- **Build curiosity among students** about others responses by way of comparison and discussion methods?

Rarely	Sometimes	Often
--------	-----------	-------

# INVOLVING PARENTS



Social, emotional and ethical Learning **starts at home**. Schools and parents/ caregivers can **work together to promote SEE Learning® in the classroom** and at home through genuine **school-family partnerships**. This partnership involves **two-way communication between teachers and parents/** caregivers and the participation of family members/ caregivers in students' education both at home and in school. Parents/ caregivers can also promote SEE Learning® by reinforcing the skill development taking place at school. Further, parents/ caregivers can **model the Enduring Capabilities** that we want students to embody.

## Ideas to involve parents :



### CHAPTER INTRODUCTION LETTER

Each chapter of the SEE Learning® curriculum includes a **letter which keeps parents and guardians informed** of what their children are learning, and **invites them to connect** with their children around SEE Learning® concepts and skills



### FAMILY INTERVIEWS

Have students conduct **family interviews** on some of the topics raised in the curriculum.



### LETTERS TO PARENTS

Have **students write letters** to their parents or guardians about what they are learning.



### SESSION WITH PARENTS

Provide a parent/guardian education **session that reviews the resilience skills** and how they might be used at home.



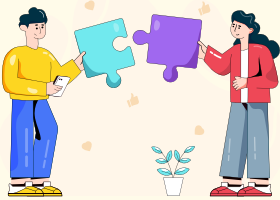
## SHARE THE CURRICULUM

Make the **curriculum available** to parents who would like to review it themselves.



## DISPLAY STUDENT WORK

**Display student work** on SEE Learning® in the classroom or school during parent-teacher conferences or “back-to-school”, and throughout the year.



## CALL FOR PARTICIPATION

**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

**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.



## OPPORTUNITIES TO DISCUSS SEE LEARNING

**Organize opportunities** for parents to come together and discuss SEE Learning®



## FAMILY WORKSHEETS

**Design/Collate** and suggest **SEE Learning® worksheets** that require both parents and students to practice SEE Learning® at home.

# CHANGE TAKES TIME

During SEE Learning® Experiences, students are introduced to many new concepts and skills. 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.



1

It is important to explore **not everything is within one's immediate power** or sphere of influence, and that deep seated problems take time to change.

2

The SEE Learning® curriculum is designed to facilitate students' **journey from received knowledge to embodied understanding**. Repeated familiarization with a critical insight over time can lead to embodied understanding. This **process takes time, and isn't highly predictable**.

3

As an educator it is important to recognize that examples of embodied understanding of SEE Learning® concepts will take time, and appear **when the curriculum is taught in a consistent and linear fashion at regular intervals**.

4

Implementation of SEE Learning® may require more time and patience but **once the process becomes natural**, it will be helpful in **achieving the end outcomes of SEE Learning®**.

# Barriers to Successful Implementation of SEE Learning®

It is **not considered** to benefit **academic achievement** and given low priority in academic planning and integration

**Low knowledge** or understanding of how could **SEE Learning®** be **integrated with academics.**

**Lack of support in implementation** from either stakeholder namely educator, administrator, parents and students



**Lack of consistency in educators personal practice** to get an embodied understanding of enduring capabilities

**Resources and support are not contextualized** to the cultural setting of learners and educators

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## Frequently Faced Challenges!



As highlighted in the above sections implementation of SEE Learning® takes time. Educators might face challenges in implementing SEE Learning® and may also come across barriers to successful implementation of SEE Learning®.

What do you do when things don't go as per plan?

S. NO.	FREQUENTLY FACED CHALLENGE	WHAT DO YOU DO ?
1	Lack of familiarity with, understanding of, training of the SEE Learning® Framework	Familiarize by reading The SEE Learning® Companion,* complete SEE 101 Online Orientation course**
2	I do not have an opportunity for continuous improvement/ professional learning/ share best practices	Connect with existing Community of practice/ initiate a community of practice/ reach out to SEE Learning India team to connect with Community of Practice/ SEE Learning® Champion
3	Lack of support in implementation from various stakeholders/ SEE Learning® is taking time	Implementation of SEE Learning® may require more time and patience. It may take time for stakeholders to be invested in SEE Learning®, till then continue sustained efforts of implementing SEE Learning® in your setting
4	SEE Learning® resources are not contextualized	Adapt SEE Learning® framework as per your cultural setting, local context, language preference. Reach out to SEE Learning India team if need arises for support
5	I am not able to locate SEE Learning® online resources	<a href="https://seelearning.emory.edu/resources-research">https://seelearning.emory.edu/resources-research</a>
6	At a personal level, I struggle to practice enduring capabilities that SEE Learning® seeks to cultivate in students	These enduring capabilities take time to become embodied understanding and are lifelong learnings. Adopt practices like daily logging to maintain discipline in your efforts.
7	I need support/ guidance to implement Learning Experiences as per SEE Learning® Curriculum	Collaborate with another educator to discuss your challenges and get implementation tips from an existing SEE Learning Champion.
8	But, I follow other religions?	SEE Learning® 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.

# CELEBRATING YOUR SEE LEARNING® SUCCESS



In order to encourage educators to take stock of what they and their students have accomplished, their SEE Learning® journey can be celebrated in a variety of ways:

Verbal  
Praise

Write a  
Note

Send  
recognition/  
notes of  
appreciation  
to parents

Displaying  
student work  
in the  
classroom

Classroom  
Incentives/  
Celebrations

#SEE Learning  
Day

Teacher  
testimonials

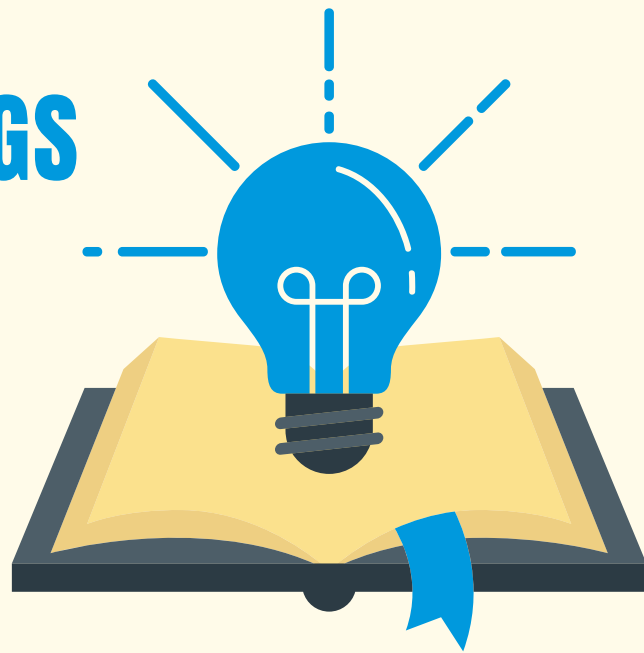
Feedback  
circles

Presentation  
of projects  
Eg:  
Capstone  
Project

(Refer: The SEE Learning®  
Early Elementary Curriculum:  
Capstone Project)

# RECOMMENDED READINGS

This section recommends readings/articles/resources specific to SEE Learning® for educators who want to delve deeper into understanding SEE Learning® concepts.



<https://seelearning.emory.edu/resources-research>

[https://www.yumpu.com/en/document/read/63653560/rethinkin\\_g-learning\\_a-review-of-social-and-emotional-learning-for-education-systems](https://www.yumpu.com/en/document/read/63653560/rethinkin_g-learning_a-review-of-social-and-emotional-learning-for-education-systems)

<https://seelearning.emory.edu/resources-research>

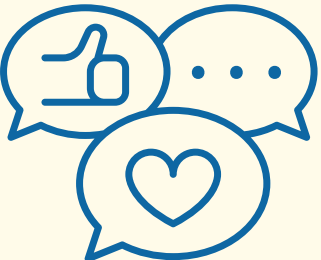
Beyond Religion:  
Ethics for a Whole  
World- by H H  
Dalai Lama



## NOTE : Educators Self Directed SEE Tools

As Educator's strengthen their personal practice of SEE Learning®, their SEE Learning® competence and wellbeing would reflect in their classroom behavior management and interactions with students, which would significantly impact relationships. It would further enable and encourage them to innovate and design their own and student's learning in the form of self directed SEE Learning® tools.

- Educators' self directed SEE Learning® tools include independent learning, sometimes initiated at the learners' discretion, using available resources that may include computers and internet.
- Educator's self directed SEE Learning® tools would supplement effective implementation of SEE Learning in the classroom. **SEE Learning® acknowledges that Educator's self directed SEE Learning tools are unique and that educators may continue to adapt them in SEE Learning® context.**



# FEEDBACK

You may fill the form below, or alternatively, provide us with a feedback via Google form.

<https://forms.gle/e61Mk1oFfk71vnMn8>

**What information/ tools were helpful to get you started with SEE Learning® in your classroom?**

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**What additional information / tools would you like to help you in your implementation?**

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**Any additional comments?**

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