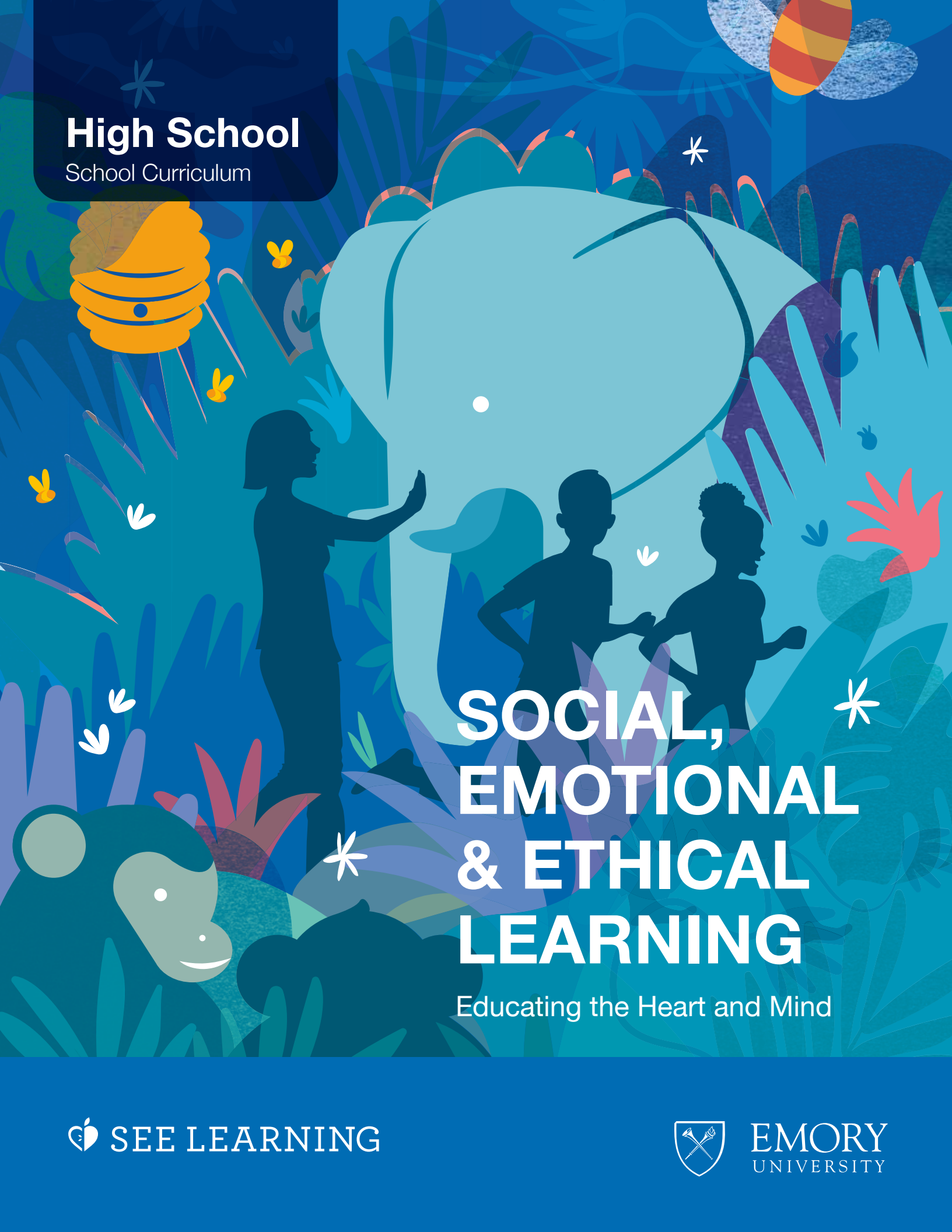




High School
School Curriculum

SOCIAL, EMOTIONAL & ETHICAL LEARNING

Educating the Heart and Mind

High School

School Curriculum

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Educating the Heart and Mind



Center for
Contemplative Science and
Compassion-Based Ethics



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For more information, please visit compassion.emory.edu

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Introduction and Acknowledgment

Welcome to the High School SEE Learning® curriculum. This curriculum is designed to be used with the SEE Learning (Social, Emotional, and Ethical Learning) program, which was developed by the Center for Contemplative Science and Compassion-Based Ethics at Emory University in Atlanta, Georgia, U.S.A.

Apart from developmental considerations, the high school curriculum aligns with the same key components and progression of concepts as other SEE Learning curriculum. This is because each version of the curriculum is designed to be the first engagement that students will have with SEE Learning.

This means students need not progress through the elementary or middle school curriculum to begin the high school curriculum. The high school curriculum contains unique learning experiences and insight activities that are designed for students aged 14-19.

This curriculum represents the standalone version of the high school program. It is considered standalone because a designated time and space need to be identified to guide students through the learning experiences. SEE Learning at the high school level can also be adapted and presented through a curriculum integration model. With these models, the learning experiences not only present a SEE Learning concept, they serve as the basis for curriculum integration through overt content connections, the application of SEE Learning components through instructional practices, and assessments of learning. Examples of curriculum integration include doing a grounding practice before a quiz, reflecting on a self-compassion prompt before reviewing an exam result, exploring ethical discernment to understand characters in a piece of literature, or finding connections that demonstrate interdependence in ecology, biology, or chemistry.

Before implementing the SEE Learning high school curriculum, it is highly recommended that schools and educators first register with Emory University or one of its affiliates, and participate in the online “SEE 101: Orientation” course or receive a school-based in-person training. Also, as you work your way through the curriculum, you are encouraged to participate in the worldwide SEE Learning community to share your experiences, learn from others, and engage in the ongoing professional development opportunities designed to help you and your students.

In addition, educators are encouraged to read SEE Learning Companion, which explains the overarching objectives, rationale, and framework of the program. The chapter on implementation, specifically, has useful and practical information on how best to use this curriculum. The curriculum is based directly on the SEE Learning framework found in that volume, which was largely inspired by the work of the Dalai Lama, as well as other thought leaders and education specialists. It provides a comprehensive approach for complementing Social and Emotional Learning (SEL) with the cultivation of basic human values such as compassion, forgiveness, and gratitude. Through SEE Learning, students gain the opportunity to engage in systems thinking and to develop attention and resilience skills. These competencies align directly with essential competencies needed for academic achievement and personal wellbeing.

Thousands of educators have participated in the SEE Learning program since 2019. Educators around the world have attended foundational workshops, engaged their classes in SEE Learning lessons, and provided feedback and suggestions for the curriculum. Numerous educators and curriculum writers have contributed to this version and earlier versions of the curriculum in invaluable ways. Scores of educators have provided important feedback on individual learning experiences. As with all aspects of the SEE Learning program, the process was overseen by Dr. Lobsang Tenzin Negi, Executive Director of Emory University’s Center for Contemplative Science and Compassion-Based Ethics.

The Benefits of SEE Learning®

The SEE Learning framework builds on the innovative work done in Social and Emotional Learning (SEL), soft skill development, and non-cognitive skill development. Each of these focus areas seeks to provide a holistic education for adolescent students. SEE Learning helps students develop proficiencies that are linked to higher likelihood of employment, job satisfaction, and higher income. Competencies such as adaptability, coping with uncertainty, self-motivation, sustained attention, organizational awareness, and empathy are all explicitly linked with both personal and professional wellness. Research on the part of Heckmen and Karapakula¹ and Chetty et al.² has demonstrated the longitudinal benefits of soft skill or non-cognitive skill development. Their research explicitly indicates how these skills lead to the following:

- Higher Rates of Employment
- Greater Lifetime Earnings
- College Attendance
- Likelihood of Home Ownership
- Investment in Retirement Savings

The development of soft skills, non-cognitive skills, and SEL competencies involves processes through which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, feel and show empathy for others, establish and achieve positive goals, develop and maintain positive relationships, and make responsible decisions.³ Doing so allows individuals to effectively and ethically handle themselves, their relationships, and their work.⁴ These competencies are viewed as “mastery skills” underlying virtually all aspects of human functioning. Moreover, SEE Learning competencies offer educators, students, families, and communities relevant strategies and practices to better prepare for “the tests of life, not a life of tests.”⁵

The development of soft skills is sometimes called “the missing piece.” This is due to the fact that they represent a part of education that is inextricably linked to school success but often has not been explicitly stated or given much attention until recently. SEE Learning competencies comprise the foundational skills needed for making healthy personal and social decisions. They foster active learning approaches in which the curriculum’s skills can be generalized across content areas and contexts. All of the important competencies found within soft skills, non-cognitive skills and SEL skills can be learned through providing opportunities for students to practice the skills that foster positive attitudes, behaviors, and thinking processes within nurturing and caring learning environments.⁶

Scope and Sequence of SEE Learning®

The SEE Learning curriculum consists of seven chapters. The curriculum contains 53 learning experiences total. Each chapter begins with an introduction that outlines the major content of the chapter, followed by four to nine learning experiences (or lessons) that are designated as “core” or “extension” experiences. Each learning experience is designed to take around 45 minutes. Any learning experience can always be expanded on, or spread out over one or more days, for deeper and more graduated learning. Curriculum integration can be utilized to deeply and meaningfully embed SEE Learning competencies into what and how learning occurs. Most learning experiences can be divided into two sections when time does not allow for an entire learning experience to be completed in one session.

Each learning experience within SEE Learning has up to five parts. These are:

- Check-In
- Presentation
- Insight Activity
- Debrief
- Reflective Practice

The five parts of the SEE Learning experience correspond to SEE Learning's pedagogical model of deepening one's knowledge from received knowledge to critical insight to embodied understanding.

In general, the check-in provides the opportunity to ground oneself, in preparation for focused learning. The check-in within SEE Learning also offers students the opportunity to reinforce and develop essential skills contained within SEE Learning that support resilience and wellbeing such as resourcing and tracking. The presentation component of the learning experience serves to provide students with the information necessary to engage in a meaningful way with the insight activity. The insight activity is aimed at stimulating critical thoughts and insights through engaging and experiential activities. These activities are conducted through partnered or small group engagement. The insight activity will occasionally come before the presentation when the activity provides a meaningful and significant opportunity for students to construct their own understanding of new concepts. The debrief can stand alone or be integrated into the insight activity. The purpose of the debrief is to provide an opportunity for students to synthesize and engage in a process of meaning making. The debrief can occur as a whole group-facilitated discussion led by the classroom teacher or it may occur in small groups. The debrief provides essential feedback to the classroom teacher on both the comprehension of SEE Learning topics on behalf of individual students and the class as a whole. After the students debrief, they have the opportunity to engage in personal reflection. The reflective practice is structured to lead to an embodied understanding as well as guide students in making thoughtful connections that anchor their learning. These are explained in greater detail in the introduction to Chapter 1 of the curriculum.

Educational programs like SEE Learning work best when they are implemented in a way that promotes student-centered learning and engagement. Student-centered learning consists of the following:

- Activities that support skill development
- Engaging and relevant learning experiences
- Students have choice in how new concepts are explored and how convey their understanding of concepts
- The classroom teacher facilitates inquiry and exploration rather than delivers instruction
- The focus of learning is on skill development as opposed to acquiring knowledge

When implementing the standalone curriculum it is encouraged to facilitate individual chapters or learning experiences in the sequence presented in the curriculum to avoid confusion among your students. Care has been taken in designing the sequence of the chapters and learning experiences so that they gradually build on and reinforce one another. Many ideas and practices introduced early in the curriculum, such as using resilience skills to calm the nervous system, are then built upon later in the curriculum, such as when thinking back on what was learned about the nervous system to understand emotions. As SEE Learning is a resilience and trauma-informed program, and resilience skills are taught in Chapter 2, skipping this chapter would result in a program that is no longer informed by best practices in trauma and resilience-informed instruction.

Chapter 1: Creating a Compassionate Classroom

Chapter 1, “Creating a Compassionate Classroom,” introduces the foundational concepts of kindness and compassion. Although there may be subtle differences between these terms, for the purpose of SEE Learning, the important thing is to introduce these concepts and explore them with your students so that they develop their own rich understanding of the concepts and what they look like in practice. Subsequent chapters of SEE Learning then build upon this foundation by exploring self-compassion in the personal domain with regard to the body, the mind, and emotions (Chapters 2 to 4); interpersonal awareness (Chapter 5) compassion for self and others (Chapter 6); and applying compassion and ethics through systems thinking (Chapter 7). The first chapter introduces the “what” of SEE Learning and the remaining chapters explain the “how.”

Chapter 2: Building Resilience

Chapter 2 explores the important role that our bodies, and in particular our nervous systems, play in our happiness and well-being. In modern life, our bodies sometimes react to danger when there is no real threat to our survival, or hold on to a sense of danger for far too long after a threat has passed. This can lead to a dysregulation of the nervous system, which in turn can damage a student’s ability to concentrate and learn. Ongoing and pervasive dysregulation can even compromise a student’s short-term and long-term physical health. Fortunately, students can learn to calm their bodies and minds and regulate their nervous systems. This chapter helps students develop resilience skills that can foster strategies for self-care.

Many of these resilience skills are based on a significant body of clinical and scientific research. It is possible that while exploring sensations of the body with your students, some of them will have difficult experiences that you may not be able to deal with sufficiently on your own, especially if they have suffered or are suffering from trauma. The Help Now! Strategies can be suggested to the student in the immediate aftermath of an unexpected reaction. If you have counselors or school psychologists, we encourage you to seek assistance and further counsel as necessary. However, the approach taken in SEE Learning is a resilience-based approach that focuses on the strengths of individual students, not on treating trauma. These are general wellness skills that can be beneficial to anyone, regardless of their level of experience of trauma. Students will be well positioned to explore the next elements of SEE Learning, cultivating attention and developing emotional awareness, when they have more ability to regulate their nervous systems.

Chapter 3: Strengthening Attention and Self-Awareness

In addition to body literacy and awareness of the nervous system, self-compassion and compassion for others are supported by emotional literacy and an understanding of how our minds work. In order to engage in compassion for self and others, we need to be able to observe our minds and our experiences carefully and with close attention. Attention training has numerous benefits for students. It facilitates concentration, learning, and the retention of information. It allows one to better control one’s impulses and direct their attention when and where it is needed. Attention training calms the body and mind in ways that promote physical and psychological health. The expectation to pay attention is perhaps the first that students encounter upon entering school, yet they have rarely been taught the methods by which they can train and cultivate stronger attention skills. In SEE Learning, attention is not cultivated through force of will, but by repeatedly and respectfully cultivating opportunities for practice, just like any other skill.

Students generally do not have trouble paying close attention to things they find interesting. The problem is paying attention when things are less stimulating or when there are distractions. Chapter 3 takes a multi-pronged approach to attention training. First, it introduces the idea of attention training and its potential benefits. Second, it shows students that when we pay attention to things, we may find them more interesting than we initially thought. Third, it introduces attention exercises that are engaging and accessible. Lastly, it introduces attention training with objects of attention that are more neutral and less stimulating, like the simple act of walking or paying attention to one's breath. Throughout, students are invited to notice what happens to their minds and bodies when they are able to pay attention with calmness, stability, and clarity.

Chapter 4: Navigating Emotions

Adolescents are at a highly suitable developmental stage to engage in a deep exploration of emotions. In SEE Learning, students are given opportunities to explore emotions both directly and through different models, so they can develop what can be called a “map of the mind”. A goal of Chapter 4 is for students to understand different mental states, such as emotions, and their characteristics. Understanding the map of the mind supports the development of emotional literacy. Emotional literacy supports student well-being and helps them to better navigate their own emotional lives. SEE Learning further allows students to make applied connections to the role of emotions in their lives by exploring the emotion timeline. Emotion timelines consist of the sequence of processes regarding emotion generation, emotion regulation, and the resulting behavior. Students also explore emotion families and how to develop strategies for dealing with “risky emotions,” or those which can lead to problems for oneself and others if left unchecked. With these experiences, students can become better equipped to exercise restraint from behaviors that harm themselves and others. Examining the role of emotions in our lives can help us further appreciate the value of cultivating good emotional hygiene, which involves interacting with our emotions in a healthy way rather than suppressing them.

Chapter 5: Learning About and From One Another

Changes in brain development during adolescence mean that students become increasingly oriented towards their peers and gain more developed capacities for perspective-taking and empathy. Far more than at any previous time in life, their identity comes to be formed relationally with peers, and not just with family members. Students at this age are ready to be taught specific skills and concepts to help them understand and navigate this tricky period of development, making it the perfect time for introducing the topics of empathy, appreciating diversity, and perspective-taking, as well as the skill of mindful listening. Moreover, since adolescence is also a time of considerable stress for many students, exploring the ways in which they are like one another, and understanding their differences alongside shared commonalities, can help them feel less alone in their struggles. These are the topics of Chapter 5, which focuses on interpersonal awareness and recognizing common humanity, becoming increasingly aware of the other people with whom one interacts.

Chapter 6: Compassion for Self and Others

Teenage students are undergoing rapid and at times seemingly uneven development. This makes for a time of great opportunity, and also potentially significant stress. While much of the brain structure has already developed, this stage of adolescence sees further growth and reorganization of the prefrontal cortex. This part of the brain is associated with reasoning, impulse control, and decision-making. While this development allows for greater

perspective taking and consideration of others, it is also associated with greater emotional reactivity and risk taking. As students' social identities mature, their relationship circle expands to include their peers as well. With this can come a fear of social rejection and social isolation, and a heightened susceptibility to peer influence and social comparisons. As a result, some students at this age struggle with anxiety about academics, body image, and other pressures. Other issues such as social anxiety, self-esteem, and self-worth can become very impactful for teenagers.

Adolescence is also a particularly important time for identity formation. A central part of identity formation is how we relate to ourselves and how we view ourselves: our self-concept. SEE Learning engages students in activities that help them to treat themselves with kindness, understanding, and compassion. The learning experiences in Chapter 6 help teenagers become aware of their limitations but also aware of their capabilities and the fact that we are always growing and changing. Despite the challenges students face, students at this age have greater resources for caring for themselves and others than at any time before in their lives. It is therefore an especially opportune time to explore empathy, forgiveness, compassion, and self-compassion with them.

Chapter 7: We're All In This Together

"Our innate systems intelligence, just like our innate capacities to understand self and others, needs to be cultivated," writes Peter Senge, one of the world's leading systems thinkers, in *The Triple Focus*.³ In our increasingly complex world, kindness and compassion alone are not enough to ensure that the ethical ways we choose are realistic. Good intentions must be complemented with discernment. Discernment is the capacity to assess, and respond to, different and changing factors to maximize benefits and minimize harm. It is essential for responsible decision making that is based on an understanding of the wider systems within which we live. Through the learning experiences in Chapter 7, students learn to grapple with issues of complexity so they can better understand the world around them, and better engage with, and within it. Systems thinking serves as the basis for ethical discernment. The capacity to be a systems thinker also supports the experience of gratitude and connection with others which serves to motivate acts of kindness and compassion.

In SEE Learning we use the terms interdependence and systems thinking interchangeably. Chapter 7 of the curriculum fosters the competency of appreciating interdependence by focusing on systems and systems thinking. These are not entirely new topics, having been introduced throughout the curriculum. In Chapter 1, students drew an interdependence web, showing how many things are connected to a single item or event. In Chapters 3 and 4, they explored how emotions arise from causes and are contextual, and what it takes for an emotional spark to escalate into a raging fire, thus affecting everything around it. In Chapters 5 and 6, students explored identity, forgiveness, and compassion for others. Thus, systems thinking has been built into the entire curriculum, but in this chapter it is approached directly and explicitly.

Cultural and Linguistic Adaptations

Educators are the best judges of what's needed in their classrooms and schools. Teachers and administrators should feel free to change the names of characters in the stories and other specific details in the learning experiences to better align with the context of your group. If teachers are considering making more significant changes, we encourage them to first look carefully at the objectives for that learning experience, and to consider discussing the changes with a colleague to ensure that they do not unintentionally alter the intent, impact, or safety of the learning experience.

Effectively Implementing SEE Learning®

How SEE Learning is implemented plays a crucial role in influencing the outcomes and benefits for students. Every school and school system is unique. Thinking through implementation allows school leaders to draw a picture of how to facilitate the program and is an essential for guiding effectiveness.⁷ High quality implementation relies on identifying specific outcomes that the program seeks to target.

When implementing SEE Learning, it is critical to recognize the importance of completing all lessons and activities in the program (dosage) in the way it was designed by the program developers (fidelity), in order to maximize the likelihood of success in your own classroom environment. Research shows us that ongoing monitoring and supporting of the implementation process is vital. In their meta-analysis, Durlak and colleagues⁸ found that the positive effects of Social and Emotional Learning interventions on academic gains, reductions in depression and anxiety, and reductions in conduct problems were approximately twice as large when implemented with full fidelity to design and dosage.

Although the importance of implementing the program and its individual components fully, and as described and intended in the curriculum, is widely accepted, contextualizing program implementation can and should occur according to the different needs and culture that exists within your educational settings. For example, teachers may choose to adapt their facilitation of the curriculum to match their teaching style, or to address specific student interests and needs in their classroom. At times, full implementation is impossible due to time constraints, but note that altering the intended scope and sequence of the learning experiences can compromise the fullness of the curriculum's effectiveness. Key concepts related to establishing high implementation quality include:

- Fidelity: the degree to which the major elements of the curriculum are delivered as designed
- Dosage: how much of the program is delivered (how many lessons, and how completely)
- Quality of Delivery: how completely the implementation is conducted, and the extent of facilitator training and support
- Adaptation: any ways in which the program was altered or adapted
- Participant Engagement: the degree to which students engaged in the activities⁹

Core and Extension Learning Experiences

The SEE Learning High School curriculum consists of 49 learning experiences that span 7 chapters. Ideally a school or school system would teach all of the learning experiences contained within the curriculum. However most high schools have time and space constraints that will impact the ability to deliver the learning experiences. The learning experiences have been designated as Core or Extension. There are 36 Core learning experiences and 12 extension learning experiences. Delivering Core learning experiences to students is considered essential and necessary in order for students to adequately learn and engage with the components of SEE Learning. Extension learning experiences build off of the Core learning experiences by providing additional opportunities for students to cultivate insights and make connections. If time and space is limited for SEE Learning, a school or school system can choose to deliver only the Core learning experiences.

School and School System Implementation Plan

A helpful strategy that can be used to support the implementation of SEE Learning is the development of school or school systems implementation plan. The implementation plan should consider the following components; goals, instructional delivery, review, and support. You can use the SEE Learning Enduring Capabilities (pg 26 of the SEE Learning Companion)¹⁰ as a reference to align the learning outcomes of SEE Learning with your school-based goals and initiatives. The following prompts can support your school or school system in developing an implementation plan.

Prompt 1 - Goals:

- What goals do you have for SEE Learning for the upcoming school year?
- What does success look like for students at the end of the year?
- What does success look like for teachers at the end of the year?
- What are some indicators for the school community of successful SEE Learning implementation?

Prompt 2 - Instructional Delivery:

- What will the structure or model be for instructional delivery?
- Who will deliver the learning experience and when will that occur?
- How will SEE Learning learning experiences be delivered to students?
- How will SEE Learning practices and activities be reinforced through classroom routines?
- How will teachers be supported through embedded professional development?

Prompt 3 - Review:

- How will you know if you have achieved your goals?
- What measures can you develop or create to determine the impact of SEE Learning on students, teachers, and the school community?
- How will you reflect on those indicators?

Prompt 4 - Support:

- What support does your team need to achieve your goals, plan, structure, and review?
- How will SEE Learning implementation be communicated to the school and parent community?
- How will SEE Learning implementation be celebrated?

SEE Learning can also be implemented at the Secondary School level through curriculum integration. This model enables educators to connect their curriculum (content, instructional practices, and assessment) to SEE Learning competencies and practices. Educators may select to use a grounding practice before an assessment to help regulate their students' nervous systems. Educators can also use a self-compassion prompt or reflective activity to prepare students for when an exam is returned back to them for review. Many educators are actively integrating SEE Learning enduring capabilities, such as interdependence and ethical discernment, into the what, how, and why of their content and instruction.

A Note about “Mindfulness”

The term “mindfulness” has become very popular over the past decade and is now applied to a variety of strategies and practices, some of them quite distinct from the traditional ways the term was used. One of the most popular current definitions of mindfulness describes it as a type of non-judgmental awareness of the present moment. Many have argued over whether mindfulness is a spiritual practice, a secular one, or both; or whether it necessarily involves meditation or can be cultivated without meditation. While some may question the universality of the term “mindfulness,” there is no question about the universality of attention.

In SEE Learning, “mindfulness,” therefore, refers to continuing to focus on what the mind is attending to. It is similar to the idea of retention, or not forgetting. For example, if one needs to remember one’s keys, it is mindfulness that helps one do so; if one forgets one’s keys, it is because one had a lapse of mindfulness. What is most important here is that students will develop an understanding that one can also be mindful of one’s values and commitments. Indeed, this is vital to developing ethical literacy. Mindfulness is one of the key elements that helps us stay true to our values and act accordingly, whereas “forgetting ourselves” is a common cause of acting out of alignment with our values.

SEE Learning also retains the term “mindfulness” in describing well-known practices such as “mindful listening,” “mindful walking,” etc., because they are common conventions. If your school prefers, however, you can substitute other terms such as “active or attentive listening,” “attentive eating,” or “attentive walking.” Whichever term you find best for your situation is fine, what is important is that students come to understand the value of cultivating attention and using that attention to develop discernment with regard to their internal and external situations.

Thank You

We thank you for your interest in SEE Learning. By implementing SEE Learning you are joining a global community of compassion practitioners who are committed to create a more aware, resilient, and compassionate world. We hope SEE Learning is a useful resource for you and your students. We hope that you will share your experiences and insights with the SEE Learning community in your region and worldwide. Your contributions, however small, are directly adding to the wellness of our shared global community.

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HIGH SCHOOL

CHAPTER 1

Creating a Compassionate Classroom



OVERVIEW

At the high school level, SEE Learning is about students learning how best to take care of themselves and each other. In order to accomplish this, the curriculum helps students develop social, emotional, and ethical competencies. The goal of SEE Learning is to promote compassion: for oneself and others.

It is not enough to tell students to be compassionate to others and to themselves; rather, students must have opportunities to reflect upon and experience compassion in a meaningful way.

With support, students move through three levels of understanding on their way to becoming compassionate individuals. First, they learn about compassion. Next, they are given opportunities to engage with various tools and skills involved in supporting compassion to allow for personal experiences and individual understanding. Finally, as students come to understand the value of these tools and methods, they embody compassion through their actions and behaviors.

Chapter 1, “Creating a Compassionate Classroom,” introduces the foundational concepts of well-being and compassion. It is important to introduce these concepts and explore them with your students so that they eventually develop their own rich understanding of the concepts and how they look in practice.

All the subsequent chapters of SEE Learning then build upon this foundation by exploring self-compassion in the personal domain with regard to the body, the mind, and emotions (Chapters 2 to 4); compassion for self and others (Chapters 5 and 6); and compassion and ethics in a systemic context (Chapter 7). This first chapter introduces the “what” of SEE Learning and the remaining chapters fill out the “how.”

SEE Learning is designed as a flexible and universally applicable program that can be adapted across diverse countries, cultures, and school types. While the program generally recommends implementing each learning experience in its curriculum, it explicitly acknowledges and provides guidance for addressing constraints related to time, available resources, specific contexts, and diverse cultural backgrounds.

To address these practical considerations, SEE Learning has identified core lessons, which focus on fundamental concepts that are integral to students’ journey through the curriculum’s content. These core lessons include, for example, the foundational understanding of compassion and the recognition of common humanity. Extension Lessons, conversely, are intended to expand upon, deepen, and reinforce understanding gained from these core lessons, particularly beneficial in settings where students are already familiar with SEE Learning principles.

Key Concepts in Chapter 1

Well-being: In SEE Learning, this is described as a state of being happy, healthy, and satisfied. Well-being can be applied to one or more of the following: physical, emotional, social, cultural, and environmental. As students move through the curriculum, they will discover more about fostering and caring for their personal well-being as well as the well-being of others.

Common humanity: This is the principle that all people, regardless of their differences, are similar and therefore the same at a fundamental human level. Some similarities that are discussed within the context of SEE Learning include wishing to have happiness and avoid unnecessary suffering, having emotions, having a body, and requiring the help of others to grow and survive.

Interdependence: This is the principle that objects and events arise from a multiplicity of other causes and conditions and therefore things can be interconnected even across long distances or periods of time. Interdependence includes an understanding that our lives do not exist in a vacuum and that there is an inherent relationship between ourselves and broader systems of people.

Compassion: Compassion is defined in SEE Learning as an emotion involving the wish to relieve or prevent the suffering of another out of genuine concern for their well-being and a sense of tenderness and care for them. Compassion as an enduring capability refers to cultivating a way of relating to oneself, others, and humanity as a whole through kindness, empathy, and a concern for one's own and other's happiness and suffering.

Chapter 1 Learning Experience Summary

Learning Experience 1, “Exploring Happiness and Well-being,” enables students to explore interpersonal awareness and common humanity through the lens of happiness and well-being. Students are asked to identify how happiness can be cultivated through the development of ethics, the recognition of common humanity, and well-being.

Learning Experience 2, “Exploring Common Humanity,” encourages the exploration of the concept of common humanity through a series of activities. Students examine how all people share a desire to be happy, well, and to experience both kindness and compassion. Students are prompted to reflect on how everyone wants happiness and to avoid distress, worry, and suffering.

Learning Experience 3, “The Web of Connection: Understanding Interdependence in Daily Life,” guides students in exploring the concept of interdependence and examines how it affects their life. Students identify the interdependence that exists within a single event, object, or accomplishment. They are asked to reflect on how an awareness of interdependence can inform the daily decisions they make.

Learning Experience 4, “Building Our Classroom Community: Creating Agreements for Collective Well-being,” enables students to view their classroom as an interdependent system. Primed with an understanding of common humanity, diversity, inclusivity, and interdependence, students will work together to explore shared ways of interacting and relating to one another that promote shared happiness and well-being. Students reflect on how they can interact with others and expect others to interact with them in their classroom.

Learning Experience 5, “From Ideas to Action: Creating Our Compassionate Classroom Community” engages students to further apply the lenses of interdependence and systems thinking, common humanity, diversity, and inclusivity to shape suggestions into class agreements. Students are encouraged to reflect on the short-term and long-term implications of upholding these agreements on both themselves and others.

Extension Learning Experience 6, “Beyond Good Intentions: Examining Compassion and Motivations,” asks students to explore scenarios and identify underlying motives for the actions each character took. Students are asked to decide whether they were acts of genuine compassion or apparent compassion/kindness. This creates a first experience with the concepts of reciprocity and integrity as they relate to compassion. Human social life depends on the ability to give and take with fairness. The principle of reciprocity means that if we want others to

respect us and our well-being, we should extend that respect to others in return. In this way, we create a positive feedback loop of mutual benefit. Integrity consists of having an authentic intention that respects and values the common humanity and equality of others. It is not compassionate to do things that look good externally, but that are actually driven by a hidden motivation to take advantage of others. To act that way violates the principle of reciprocity, since we do not want to be taken advantage of.

The Components of a SEE Learning® Experience

You will notice that each learning experience begins with a check-in, which over time changes and develops. The check-ins provide a way of transitioning into the SEE Learning experience and signaling a shift in the day. Check-ins also serve as a way to strengthen essential SEE Learning skills through repeated practice. You are encouraged to use the check-ins outside of SEE Learning experiences.

Some learning experiences involve presentations of new information that give students a basic introduction to a new concept. These brief presentations help set the stage for what the students are going to explore and investigate through the insight activities. Insight activities are designed to deepen the received knowledge and develop critical insights, which in SEE Learning is called “a-ha” moments and signifies a deeper realization. Whenever possible, received knowledge is incorporated into the insight activities (rather than as a separate presentation) so that students can learn by doing. The insight activities are followed by a whole group or small group debrief. This debrief allows the students to synthesize the new information they received in the presentation and insight activity by sharing and discussing their thoughts, feelings, and questions. It also allows the classroom teacher to assess both individual students and the class overall for their level of understanding.

Each learning experience also includes a reflective practice. The reflective practice helps students progress from critical insight into embodied understanding. The reflective practices enable students to make personal connections to what they are exploring. In some cases there is not a sharp distinction between insight activities and reflective practices, as reflection is ongoing and encouraged within SEE Learning. Also, an insight activity can be repeated and deepened to encourage further reflection and internalization.

Time and Pacing

Each learning experience is designed to be approximately 45 minutes in length. If time allows, and if your students are capable of it, spending more time on the activities and reflective practices especially can be very beneficial. If you have less than 45 minutes, you can choose to only do one of the activities or a part of the activity, and finish the learning experience in the following session. However, remember that check-ins and insight activities are important to include regardless of time.

Student Personal Practice

Throughout the SEE Learning curriculum, your students will be introduced to a variety of personal practices that they can use in their school life and personal life. Given that each student is unique, it is likely that the students in your classroom will respond differently to various SEE Learning practices. As a trauma and resilience-informed program, SEE Learning scaffolds student engagement with different practices in a gradual manner. This is because, if done in a manner that is not trauma and resilience-informed, some practices may actually make students feel worse, rather than better.

Chapter 1 sets the stage for students' personal practice by establishing a safe and caring environment. Chapter 2 then introduces practices that help students to calm and regulate the nervous system. Chapter 3 engages students with practices involving the cultivation of attention and self-awareness. In Chapter 4, practices involving identifying emotions and emotional regulation are presented. Chapter 5 introduces practices that foster awareness of identity, appreciation of diversity, and recognition of common humanity. Chapter 6 then engages students in practices related to self-compassion, forgiveness, and compassion for others. Finally, in Chapter 7, students are guided through practices that support their development as systems thinkers and cultivate the capacity for ethical and compassionate discernment.

It is advised that you follow this sequence as best as you are able, as your students will be well prepared for each additional type of practice and will be able to return to the simpler forms of practice in case they become upset or dysregulated. Students will journal throughout the curriculum to capture personal reflections through drawings, notes, or written work.

Teacher Personal Practice

It is highly recommended that you explore and try out some of the resiliency and attention practices in Chapters 2 and 3 before introducing them to your students if you do not already have familiarity with them. As you grow in familiarity and fluency with the practices, you will find yourself better prepared to guide and support your students in their experiences with the practices and the SEE Learning curriculum in general.

Further Reading and Resources

If you have not yet completed reading the SEE Learning Framework, contained within the SEE Learning Companion, you are encouraged to read that up to and through the Personal Domain. Also, recommended is Daniel Goleman and Peter Senge's short book *The Triple Focus*, and Linda Lantieri and Daniel Goleman's book *Building Emotional Intelligence: Practices to Cultivate Inner Resilience in Children*.

CHAPTER 1

CORE Learning Experiences

CORE LEARNING EXPERIENCES

- **Learning Experience 1** - Exploring Happiness through Well-being
- **Learning Experience 2** - Exploring Common Humanity
- **Learning Experience 3** - The Web of Connection
Material: SEE Learning Sweater Interdependence Web
- **Learning Experience 4** - Laying the Foundation for Class Agreements
Material: Gallery Walk Prompts
- **Learning Experience 5** - Co-Creating class Agreements
Material: Revisiting Class Agreements - Teacher Note

Exploring Happiness through Well-being

OVERVIEW

In this learning experience, students will explore what happiness is and what leads to it. They will also investigate the role we play in each other's happiness through kindness and compassion. These concepts (happiness and how we treat one another) are foundational to the SEE Learning program, in the cultivation of ethical discernment, and set the stage for all future learning.

VOCABULARY

Well-being is a state of being happy, healthy, and satisfied; can be physical, emotional, social, cultural, and environmental.

ENDURING CAPABILITIES

Attending to Our Shared Reality with Others: Appreciate what we share with others on a fundamental level, such as wanting to experience happiness and avoid hardships, having emotions and body states, and other common experiences

Appreciating Diversity and Difference: Appreciate that part of our shared reality is the diversity, uniqueness, and difference of individuals and groups, along with learning to respect those differences and the way they add to our collective life

MATERIALS REQUIRED

- Chart paper
- Large “Yes” and “No” signs that are placed on either end of a continuum line
- Markers and writing materials

LEARNING OUTCOMES

Students will be able to:

- Identify how the desire for happiness and well-being is an essential component of common humanity
- Determine how the orientation to happiness can help to explain many human activities, motivations, and emotions
- Describe the relationship between happiness and well-being

PRIMARY CORE COMPONENTS



**Interpersonal
Awareness**

CHECK-IN | 5 minutes

Settling Activity

This short check-in is meant to help students settle into the space and prepare for the learning ahead. Students are not expected to speak or respond.

Encourage quiet reflection and focus during this time.

Guiding Language

As we engage with the SEE Learning curriculum this year, our lessons will begin with what's called a "check-in." This will be a time for you to settle your body and embrace a mindset for learning and reflection.

Display the prompts "What is happiness?" and "What leads to happiness?"

Throughout the next few weeks we will be discussing topics such as happiness and well-being. Today we will begin by reflecting on the following questions: "What is happiness?" and "What leads to happiness?" Engaging in the process of exploration and dialogue around them is more important than searching for the "right" answers to these questions. This will be our approach for the whole year: exploration and dialogue, not right or wrong answers.

Take a moment to independently consider the prompts: "What is happiness?" and "What leads to happiness?" We won't share at this time. Instead, we're using the questions to bring our focus for the lesson.

Pause and give students time to reflect silently on the question. [30 seconds or more as they seem comfortable]

INSIGHT ACTIVITY | 20 minutes

Where I Stand

Overview

Students will be given prompts that encourage them to think about the personal and universal wish for happiness, the internal and external causes for feeling

happy, and the role these play in their own motivations and actions. They will reflect on prompts, agree or disagree with those statements, and then explain their thinking to others.

Directions

1. Set up a continuum line in the classroom by placing two large signs reading "Yes" and "No" on either end of a line. The line can be imaginary or can be created with string or colored tape on the floor.
2. Read the provided prompts aloud to the students, provide time for students to ponder the prompt and then choose their position along the continuum.
3. Ask for volunteers to explain to the whole group why they chose their position.

Guiding Language

I'm going to read some statements that I would like for you to reflect on. We will then each stand along this continuum line, showing how close to "definitely yes" or "definitely no" each of us feels about the statement.

We'll have some time to think about where we'd like to stand, then we'll each pick a place to stand and have the opportunity to share our thoughts with each other on why we are standing where we are.

You may find that you're unsure about where you'd like to stand, and this is okay too. If at any time, you change your mind or hear something that makes you feel differently, you can move to a different position on the line.

Happiness Statement Prompts

- Everyone wants happiness in their life.
- People know exactly what they need to make them happy.
- If people got what they needed to be happy, they would be happy forever.
- I can think of a time when someone got something they thought would make them happy and it did not actually make them happy in the end.

- Sometimes people do things they think will make them happy, but they end up hurting themselves or others as a result.
- People prefer to be treated with kindness rather than cruelty.
- There are different kinds of happiness, some temporary and some longer lasting.
- Our human wish for happiness is at the root of many things we do.
- How we are treated affects our level of happiness.
- How we treat others affects our level of happiness.
- It is possible to experience happiness by seeing the happiness of someone else.
- My happiness is affected by others' actions that support me.

Invite students to reflect on, and possibly write a response to, one or more of the following prompts:

- How might our own happiness be connected to the happiness and well-being of others?
- What role does caring for others play in our own sense of well-being?
- What did you discover today about what you have in common with your classmates, even when you had different opinions?

DEBRIEF | 10 minutes

As a whole class, invite students to share their responses to the following questions:

- Think back to our "Where I Stand" activity. What was one statement or discussion point that really made you think, or perhaps surprised you about what others shared?
- One of the prompts was: "Our human wish for happiness is at the root of many things we do." How might your own or others' behavior be different if we were motivated not just by our wish for happiness and well-being for ourselves, but for others as well?

REFLECTIVE PRACTICE | 5 minutes

Guiding Language

At the end of our lessons in SEE Learning, we will have an opportunity to reflect on what we learned or discussed in the lesson and consider our personal thoughts and reactions. For today, you can choose to sit and quietly reflect on the following prompts, or you may prefer to write a reflection in your journal.

Exploring Common Humanity

OVERVIEW

In this learning experience, students will examine the concept of common humanity. Through a series of activities, students will investigate if all people share a desire to be happy, to be well, and to be treated with kindness and compassion. Students will reflect on whether, like them, others want happiness and to avoid distress, worry, and suffering.

VOCABULARY

Common humanity is the principle that all people, regardless of their differences, are similar and therefore the same at a fundamental human level.

Interpersonal awareness is the ability to recognize our inherently social nature and attend to the presence of others and the roles they play in our lives.

Diversity is the reality of individuals being different from one another in a variety of ways, examples of which include ethnicity, culture, language, gender, race, ability, experience, beliefs, etc.

ENDURING CAPABILITIES

Appreciating the Fundamental Equality of All:

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

MATERIALS REQUIRED

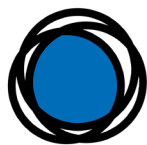
- Blank index cards
- Writing materials

LEARNING OUTCOMES

Students will be able to:

- Explain the relationship between common humanity and diversity
- Identify ways awareness of common humanity supports the appreciation of diversity

PRIMARY CORE COMPONENTS



**Recognizing
Common Humanity**

CHECK-IN | 5 minutes

Settling Activity

This short check-in is meant to help students settle into the space and prepare for the learning ahead. Students are not expected to speak or respond.

Encourage quiet reflection and focus during this time.

Guiding Language

To start today, I invite you to reflect back on the topic of happiness and well-being from our last SEE Learning experience. See if you can recall a real-life example of something that recently contributed to your happiness or well-being, or to the happiness and well-being of someone you know.

Consider this question: Was it something physical, or was it the way you were treated, perhaps feeling like you were truly cared about, seen, heard, or respected?

Looking back, were you aware of it contributing to your happiness or well-being at the time? Why or why not?"

Invite students to reflect silently, or to write, draw, or make notes to help organize their thoughts.

PRESENTATION | 10 minutes

Use the questions and prompts below to engage the class in a discussion around common humanity and diversity.

Guiding Language

Today, we are going to look more deeply at the concept of common humanity. What is common humanity?

Name some things that we all have in common as human beings.

Example: *We're all born, we all age. We all need food and water. We all have bodies, we all live, grow and eventually die. We all experience emotions. We are all vulnerable to physical, emotional and environmental harm. We all need nourishment and safety. We all depend on others for survival, es-*

pecially when we are young; we all depend on this planet for our survival and we all prefer well-being, happiness and health.

If we consider our common humanity, does this mean we are exactly the same in every way?

How do our differences relate to common humanity?

What about our identity? What types of group identities are there?

Example: *fan of a sports team, gender identity, cultural identity, racial identity, national identities, generational identity*

Would a difference, such as the type of food you eat, or an identity, such as being American or Japanese, affect our common humanity?

Throughout history, there have been many times when one group tried to deny the common humanity of another group by focusing on their differences and not acknowledging their humanity.

Diversity doesn't mean we don't have common humanity. To be a human is to share many commonalities with others, and to be a human is also to be unique.

This brings up a question we will explore today: What is the relationship between what we have in common and the ways we are different? How can we hold both of these truths at the same time?

Give students a moment to reflect and ask a few volunteers to share their thoughts.

INSIGHT ACTIVITY | 20 minutes

All People/Not All People

Overview

Students will consider the ideas of common humanity and diversity by writing examples of both on index cards. Once the cards are collected, shuffled and handed out at random, students will then further explore the concepts by working in pairs to review and discuss the examples of the cards they are given.

Teacher Tip: It is recommended to model how you would like students to write on the index cards when going through the directions. You are invited to use the examples included below.

Instructions and Guiding Language

1. *For this activity, you will each receive 2 index cards. Label one card with the words “All People” and label the second card “Not All People.”*

2. *Write down 2-3 examples on each index card. Under the heading “All People,” think back to our discussion before and write down examples of common humanity.*

Example: *I will write on my “All People” card: “are born.”*

3. *Under the heading “Not All People” write down examples of diversity (something that is true for some people but not all people). Please use appropriate examples that are respectful of everyone in the group as we will be sharing our examples with the class.*

Example: *On my “Not All People” card, I will write: “eat meat.”*

4. *After completing the statements on the cards, all the cards will be shuffled together and you will receive two random cards that were written by another classmate.*

5. *Next, you will pair up and take turns reading the statement(s) on the card. One partner will respond yes (agree) or no (disagree) and mark a Y or N on the card, giving some evidence or an example that supports their answer. Then you will switch roles.*

6. *After you have read and responded to the statements on the cards, thank your partner, trade cards, and find another partner by holding your cards up.*

7. *You’ll repeat this process until time is up.*

DEBRIEF | 5 minutes

Small Group Debrief

Guiding Language

With your partner, find another pair of students and discuss the following:

- Which statements (that you’re holding now or that you talked about in other partnerships) got mostly “No” answers (identified by N’s on the card)? What do you notice about those statements?
- Which statements (that you’re holding now or that you talked about in other partnerships) got mostly “Yes” answers (identified by Y’s on the card)? What do you notice about those statements?

Whole Group Debrief

As a whole class, invite students to share their responses to the following question:

- Is it possible to appreciate common humanity and diversity at the same time? If so, how?

REFLECTIVE PRACTICE | 5 minutes

Invite students to reflect silently or journal about the following questions.

- In our check-in, some of you thought about times you felt truly seen, heard, and respected. How might understanding our common humanity influence how we choose to treat others, and how we create spaces where everyone feels they belong?
- As we finish up today, what’s one important idea or feeling about common humanity that you want to remember or think more about from our session?

The Web of Connection: Understanding Interdependence in Daily Life

OVERVIEW

In this learning experience, students will examine how interdependence affects their life. Through an examination of the concept of interdependence and through the application of systems thinking, students will identify the interdependence reflected within a single event, object, or accomplishment. Students will reflect on how an awareness of interdependence can inform the daily decisions they make.

VOCABULARY

Interdependence is the principle that objects and events arise from a multiplicity of other causes and conditions and therefore things can be interconnected even across long distances or periods of time; an understanding that our lives do not exist in a vacuum and that there is an inherent relationship between ourselves and broader systems of people.

Systems thinking is the ability to understand how objects and events exist interdependently with other objects and events in complex networks of causality.

ENDURING CAPABILITIES

Understanding Interdependent Systems:

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

Individuals within a Systems Context: Recognize how all individuals exist within a systems context, and how they affect and are affected by that context

MATERIALS REQUIRED

- Large sheets of paper
- Markers and writing materials
- SEE Learning® Sweater Interdependence Web

LEARNING OUTCOMES

Students will be able to:

- Investigate the interconnected nature of objects, people, and events as a feature of our shared reality through interdependence drawings
- Evaluate how our personal happiness and well-being rely on multiple external factors, including other people, objects, and circumstances
- Evaluate the benefits of recognizing interdependence and developing systems thinking for personal decision-making and community relationship



**Appreciating
Interdependence**

CHECK-IN | 5 minutes

Interdependence Mapping Warm Up

Settling Activity

This short check-in is meant to help students settle into the space and prepare for the learning ahead.

- Draw a stick figure or write the words “Human Being” on the center of the board. Draw a circle around it.
- Write the following prompt: “What does every human being need to survive and be happy?”
- Provide a minute for silent contemplation of the question, then invite student responses and write them in the circle for students to see.

Examples: food, water, shelter, safety, friends, family, knowledge, health, etc.

Guiding Language

Now, let’s take a look at what we’ve put on the board. Take a moment to reflect on these ideas to yourself.

INSIGHT ACTIVITY | 30 minutes

Creating a Web of Interdependence

Overview

In small groups, students will create a web of interdependence by choosing a single accomplishment, event, or object related to well-being or happiness. The web of interdependence can include drawings and/or words that illustrate all the things that their chosen accomplishment, event or object depends or depended on.

Examples: SEE Learning Sweater Interdependence Web (Located at end of Learning Experience)

Instructions and Guiding Language

I invite you to look at the responses we have for what human beings need to survive and be happy. Consider what objects (drinking water) or common events (learning to read) might be involved in those needs being met.

Invite students to provide examples of items they see or use daily and examples of common events or accomplishments.

Teacher Tip: You may use the table listed below to start off the discussion. Keep this list to use as the starting objects/events examples for groups to choose from for the insight activity.

Items From Our Daily Lives

- Bicycle
- Seat belts
- Water bottle

Common Events or Accomplishments

- Cooking dinner
- Brushing your teeth
- Celebrating a cultural holiday

To explore the idea of interdependence, we’ll be working in small groups to create an interdependence drawing. Using the lists we made together in the presentation of this lesson, each group is going to choose an accomplishment, event, or object that you all agree can contribute to a person’s well-being and happiness. This will be called your starting object/event.

Share the instructions below by posting them for students to see (for example, projecting on a classroom board) or distribute printed copies. You may allow students to move at their own pace, or read through the instructions while allocating a certain amount of time for groups to finish each step.

1. *In a small group of three, choose an accomplishment, event, or object that can contribute to a person’s well-being and happiness. This is your starting object (or starting event). Draw and label it in the middle of the piece of paper.* [2 minutes]
2. *Add other things or events around it that your starting object depends on to exist. Draw lines to connect them to your starting object. Keep adding more things until you can’t think of any more. This is your first circle of interdependence.* [5 minutes]
3. *Now look at your first circle of things. What do they themselves depend on? Add additional*

items around those things, connected by lines.
[5 minutes]

4. *Look at all the things in your drawing. What people are needed for these things to exist or happen? Add any people or groups of people that are necessary.* [5 minutes]
5. *Add up the total number of people on your drawing and write this number on the sheet. This is your estimate of the total number of people needed for your starting object or event to exist.* [2 minutes]
6. *When you're done, sign your drawing with the names of each group member.* [1 minute]

Ask students to share one key insight per group.

Teacher Tip: Monitor each group to provide guidance as necessary. You can prompt them to think further by asking questions like “This item here, does it exist all by itself or does it need other people or things for it to exist?” Alternatively, you may decide to create an example Web of Interdependence or share the example from this learning experience.

PRESENTATION | 5 minutes

Guiding Language

What you've just mapped out is a picture of a core principle we call interdependence. The method of thinking you used to see all these connections is called systems thinking. Looking at the group drawings, how would you define interdependence?

Invite student responses before sharing the definitions below.

Interdependence refers to the fact that everything that exists, including all objects, events or people, exists in dependence on other things and in relationship to other things. Understanding interdependence helps us appreciate complexity and is a key aspect of what is called systems thinking.

DEBRIEF | 5 minutes

Guiding Language

Today, we've done a deep dive into the idea of interdependence and how things are connected in both obvious and subtle ways.

As a whole class, invite students to share their responses to the following question:

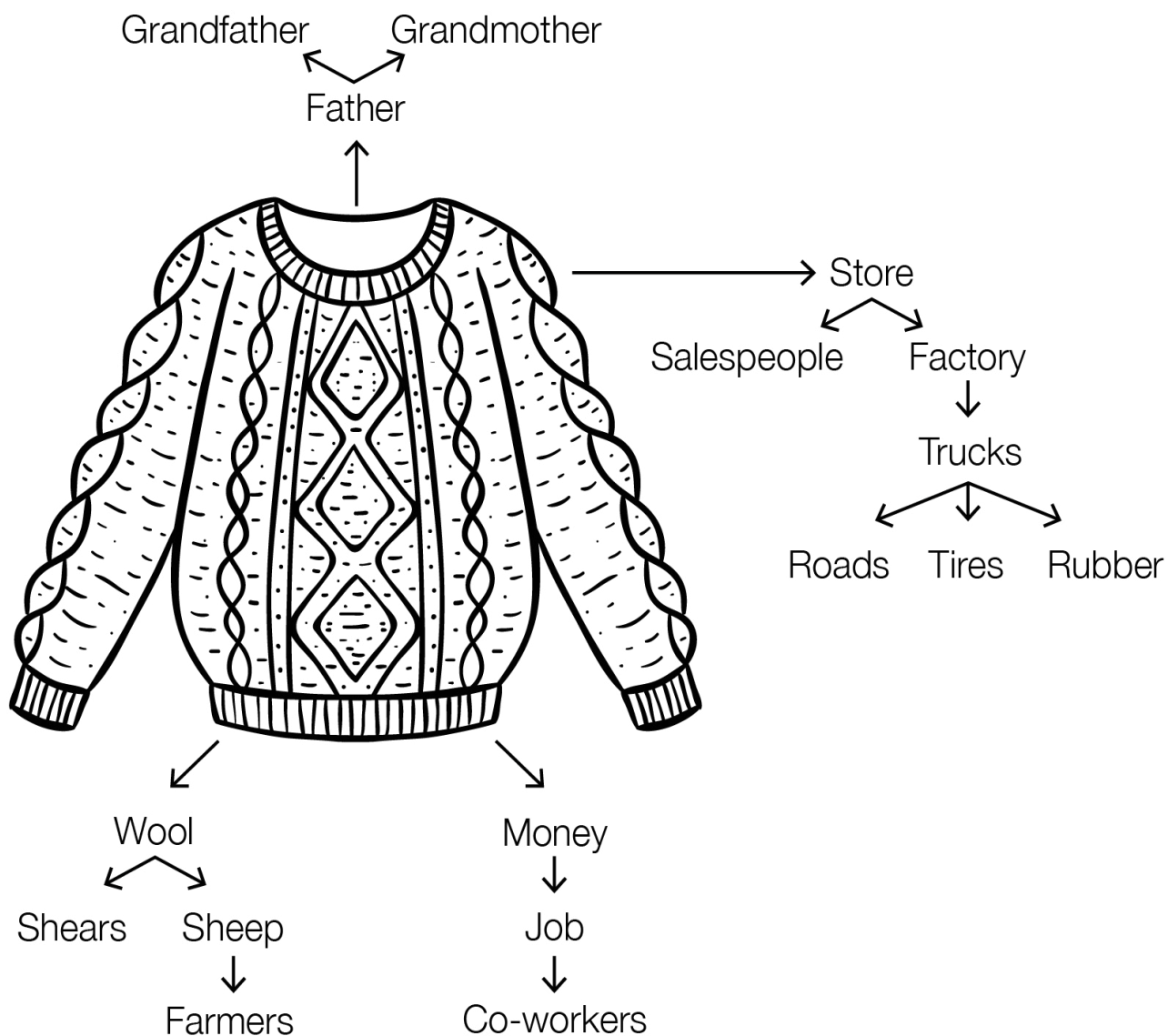
- Thinking back to our interdependence webs and our discussions, what's one connection or part of a system that became visible to you today that you hadn't really considered before?

REFLECTIVE PRACTICE | 5 minutes

Invite students to reflect on and possibly write a response to the following prompt:

- How might being aware of our interdependence on others change the way we interact with objects and people?

SEE Learning® Sweater Interdependence Web



CHAPTER 1

CORE

LEARNING
EXPERIENCE

4

Building Our Classroom Community:
Creating Agreements for Collective Well-being

OVERVIEW

In this learning experience, students will view their classroom as an interdependent system. Students will lay the groundwork for coming up with a set of class agreements (or class intentions) that will shape their time together for the rest of the year, grounded in their understanding of what promotes their collective and individual happiness and well-being.

VOCABULARY

Common humanity is the principle that all people, regardless of their differences, are similar and therefore the same at a fundamental human level.

ENDURING CAPABILITIES

Attending to Our Shared Reality with Others: Appreciate what we share with others on a fundamental level, such as wanting to experience happiness and avoid hardships, having emotions and body states, and other common experiences

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

MATERIALS REQUIRED

- Chart Paper
- Markers
- Gallery Walk Prompts

LEARNING OUTCOMES

Students will be able to:

- Analyze how individual behaviors and choices, both intentional and unintentional, impact the classroom community and learning environment
- Identify specific needs, feelings, and values that support personal and collective well-being in the classroom
- Generate and contribute ideas for class agreements that reflect shared responsibility, respect for diversity, and an understanding of interdependence

PRIMARY CORE COMPONENTS



**Interpersonal
Awareness**

CHECK-IN | 5 minutes

Remembering and Drawing an Act of Kindness and Compassion

Settling Activity

This short check-in is meant to help students settle into the space and prepare for the learning ahead. Students are not expected to speak or respond. Encourage quiet reflection and focus during this time.

Guiding Language

Today, we will draw and/or write about an act of kindness or compassion in our journals or on a clean sheet of paper.

First, we're going to take a moment to sit quietly together and rest our minds and bodies to help us be ready to focus and connect. [PAUSE]

Maybe you are tired or full of energy; maybe it's been a challenging day so far, or an exciting one. Either way, it's helpful to take this moment together.

Let's each see if we can think of any moments of kindness or compassion in our day so far. Maybe, something happened at home or on your way to school or while you've been at school today. See what comes up for you, remembering a moment of kindness or compassion that you witnessed, or that you felt. [PAUSE]

Picture that moment in your mind, and hold onto it. [PAUSE]

Don't worry if you can't think of a particular example right now. If you can, imagine a moment of kindness or compassion, or draw an example from a book or movie. [PAUSE]

As we bring that into our mind, let's take a few moments to draw or write about that moment of kindness that came to mind. (Allow a few minutes for student to draw or write out their moment)

As you focus on this moment of kindness or compassion, notice how you're feeling. [PAUSE]

This could be an emotion, like calm or happy, or a sensation, like relaxed or warm.

Keep your journals, or the paper with your drawing, in a safe place. We will add to these illustrations later on in Chapter 2.

PRESENTATION | 2 minutes

Guiding Language

Our classroom is an interdependent system, in which each person affects and is affected by the others. Today, we will begin to brainstorm shared agreements for how we will be together in this class. We use the word "agreements" rather than "rules" because these are not meant to be strict laws, but rather collaborative understandings of how we will all contribute to creating a positive and respectful learning environment. Agreements are born out of mutual respect and our shared desire for well-being, the desire for well-being we all share as humans, as well as the understanding that our actions affect other people, and other people's actions affect us.

Societies have laws, which can sometimes feel imposed if people didn't help create them or unfair if they discount certain voices, but our class agreements will come from all of us.

Teacher Tip: SEE Learning encourages the use of the word "agreements" or "intentions" rather than "rules" because, unlike a school code of conduct, the purpose of student agreements is to allow students to identify the role they will play in creating a positive and respectful learning environment. If you feel it would be better, use the words "class intentions" for your class rather than "agreements," to emphasize that these are inner orientations, not conduct agreements. This has the added benefit of reinforcing the understanding that compassion itself is an intention, the purpose being to promote the well-being of others and prevent or lessen their suffering.

INSIGHT ACTIVITY | 25 minutes

Gallery Walk

Overview

In small groups or pairs, students will move through

stations and consider four prompts that encourage them to consider the type of classroom and learning environment they believe will support them and their peers. They will make notes of their ideas that can be revisited by individual classmates and the class as a whole.

Either write out the prompts below on large chart paper or print out the prompts and tape/ glue them to the chart paper. Create four stations around the room, each with one prompt paper. Students will visit each station, discussing and writing down ideas and thoughts on the chart paper provided.

Gallery Walk Prompts

- How do we want to feel in our classroom?
- What do you need personally to be successful as a learner?
- What kinds of actions and words help everyone feel respected, included, and ready to learn?
- How do we depend on each other in our classroom?

Guiding Language

To begin creating our classroom agreements, we will consider four prompts in our class agreement Gallery Walk. The prompts are posted at four stations around the room.

With your group, go to your assigned station. Read the prompt out loud. Talk together and write your ideas on the chart paper. When time is called, rotate to the next station.

You will have 3-5 minutes to visit each station. The purpose of this activity is to notice the similarities and differences we share specifically related to personal needs and expectations in the classroom setting. We will not be creating class agreements at this time, but rather authentically and compassionately responding to each prompt. Please, be thoughtful and respectful when writing down your ideas.

Once all groups have visited and contributed to each station, move into the debrief.

Teacher Tip: For large classes, consider having two (or more) sheets of paper available at each station and enough writing materials to encourage all students to record their thoughts.

Remember to keep the chart papers from this activity to use in the next learning experience.

DEBRIEF | 5 minutes

Guiding Language

We've just spent time contributing to and reflecting on our Gallery Walk, gathering many ideas about how we want our classroom to be and what we need from each other. This is valuable groundwork for shaping our shared class agreements.

As a whole class, invite students to share their responses to the following questions:

- As you walked around and reviewed everyone's contributions, what were some common themes or desires you noticed coming up frequently across different stations? What seemed to be important to many of us?

REFLECTIVE PRACTICE | 8 minutes

Guiding Language

In your pairs or small groups, silently walk around to each station again and consider what your classmates wrote. If you agree with a response, put a check mark next to the idea. If you disagree, just leave it for now.

How do we want to feel in our classroom? Why?

Think about or imagine a time you were in a class or on a team and you felt successful and supported.

Share that instance and tell what it was about the situation that made you feel successful and supported.

Gallery Walk

What do you need personally to be successful as a learner?

Think about or imagine a time you were in a class or on a team and you felt successful and supported.

How do we impact and affect one another?

Intentionally (on purpose) or unintentionally (without knowing)?

Positive Impacts	Negative Impacts

Gallery Walk

**How do we depend on
each other in our classroom?**

**Are my needs and assets
the same as everyone else in
my class?**

**What might be a particular
asset (useful or valuable
quality), that I or some
students might have, that
not everyone in our class
might have?**

From Ideas to Action: Creating Our Compassionate Classroom Community

OVERVIEW

In this learning experience, students will shape or transform their brainstormed suggestions into a list of class agreements that can be used by the class for the remainder of the school year. This will set the collective aspirations into actions and create the culture of the class. Students will explore the idea that compassion itself is a kind of intention that desires the well-being of others. Students will reflect on the short and long-term implications of adhering to these agreements for both themselves and others.

VOCABULARY

Compassion is an emotion involving the wish to relieve or prevent the suffering of another out of genuine concern for their well-being and a sense of tenderness and care for them.

ENDURING CAPABILITIES

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

MATERIALS REQUIRED

- Revisiting Class Agreements (teacher note)
- Small group charts from Learning Experience 4 - Gallery Walk
- Sticky notes, index cards or slips of paper, and tape near each poster
- Chart paper for final draft of agreements
- Markers or other writing materials

LEARNING OUTCOMES

Students will be able to:

- Co-create class agreements that reflect shared values, common humanity, and diverse needs within the classroom
- Explain compassion as an intention to support the well-being of others, and connect this idea to classroom agreements
- Evaluate the potential short and long-term impact of following class agreements on the classroom community's relationships, learning, and well-being

PRIMARY CORE COMPONENTS



**Compassion
for Others**

Teacher Tip: The class agreements set the tone for a compassionate classroom going forward. Remember to plan intentional moments in your classes going forward to review the class agreements and check if they have been helping the group in their interactions. The class agreements may be revisited or modified as needed for your class.

CHECK-IN | 5 minutes

Settling Activity

This short check-in is meant to help students settle into the space and prepare for the learning ahead. Students are not expected to speak or respond.

Encourage quiet reflection and focus during this time.

Display the charts from the classroom agreements gallery walk.

Guiding Language

In our last SEE Learning lesson, you considered how you want to feel and what you need to be successful in the classroom, as well as how we depend on each other to act in ways that will positively impact everyone.

I invite you to take a moment to look back at the things you and others wrote to help guide the creation of our class agreements.

Take a few minutes to choose one or two ideas that you feel are the most important to you. Then, reflect on why those ideas should be present in our class agreements. You can choose to use the following prompts to guide your thinking, or just reflect on your own. You may choose to write your reflection or put down a few notes in your journal.

- How will we know this idea is influencing our classroom? What will I, my classmates, and my teacher do if we are guided by this idea?
- If our classroom reflected this idea, how would everyone benefit – myself, my classmates, and my teacher?

INSIGHT ACTIVITY | 25 minutes

Creating Class Agreements

Overview

Students will work in small groups of 3-4 to build a list of class agreements, drawing from the suggestions they previously brainstormed and recorded. They will use three prompts as a guide to help in assessing class agreements and in rewording them. Each group will produce one to three suggested agreements, each written on a separate index card or piece of paper, to contribute to the class.

Teacher Tip: It is important to spend enough time discussing the agreements, so that students feel that their voices are being heard. If you do not have enough time to reach a consensus, you may need to continue the discussion and adoption in the next session or find time outside of the lessons to finalize the class's thoughts. The 25-minute timeframe for this multi-step, consensus-building activity is ambitious. Be prepared to extend this into the next session if needed. A rushed process can make students feel unheard; the quality of the discussion is more important than finishing in one period.

Conversely, if the discussion seems to be going on too long, remind students that the list of class agreements is a living document and that you will return to it as a class regularly. This means that it is not set in stone, and they can always change or revise the agreements later.

Instructions and Guiding Language

Today you'll work in small groups to start building our class agreements.

Display or print out the directions for the groups to follow and preview them verbally with the whole group.

1. **Share Themes:** *Each group member shares their thoughts from the check-in activity. Observe similarities and differences among the responses and identify any themes.*

2. **Draft Individual Agreements:** Based on the identified themes and information displayed in the room, each group member writes one agreement they feel is important to the success of the class and shares it with their group.
3. **Create Group Agreements:** Collaboratively, the group develops 1-2 class agreements using everyone's ideas, overlapping themes, and the displayed information.
4. **Reflect and Revise:** Reflect on the following questions to refine the agreements:
 - How will this contribute to our individual and collective well-being and support learning in this class?
 - Does this address shared human needs, like respect and safety?
 - Does this include and acknowledge the diversity of everyone in the group?
5. **Finalize Agreements:** The group proposes three finalized agreements in positive statements ("We will..."). Write each agreement clearly on a separate index card or sticky note.

Teacher Tip: You may choose to share class agreements from previous years, or examples of colleagues that you personally like, but it is best to share these examples only after students have generated and discussed their own ideas, or if a group is completely stuck. Sharing them beforehand can short-circuit their creative process and lead them to simply adopt your examples.

Guiding Language

Together, we will hear the 3 group agreements from each group and combine agreements that are similar.

We will settle on no more than 5 agreements that we will formally adopt for our class for the year. We want to have enough agreements that they cover the things we feel are important, but not so many that we can't remember or feel overwhelmed by them.

Each group will read out and present their three agreements. Please explain why you chose that agreement. Once you have presented, place your index card or sticky note on the table or board next to other agreements that have similar themes so that we can combine them.

Let's look at these proposed agreements and see which ones we can combine. (Invite discussion if necessary when combining proposed agreements.)

Review the list aloud. As you read each item, ask for a show of hands from the students to signal agreement. If students object, invite them to share their reasons and how they would reword or re-state the agreement.

DEBRIEF | 5 minutes

Guiding Language

Thank you all for your thoughtful work and for the caring ways you made space for each other's ideas and needs. Let's take a moment to look at the agreements we've created.

What's one thing you notice or feel as you read them?

REFLECTIVE PRACTICE | 5 minutes

Invite students to respond to the prompt by writing their reflection or creating a drawing illustrating their reflection in their journals.

Guiding Language

Let's look at our agreements through a lens of interdependence and imagine what our classroom or our school might look like if everyone kept in mind these intentions and lived them out each day of the year.

What would our classroom or school look like at the end of the year?

Revisiting Class Agreements

Teacher Note

REVIEW SESSIONS

You can vary the way your class revisits and reinforces the agreements in your classroom each day, and the ways students reflect on their individual and collective efforts to maintain the agreements. When agreements are only addressed when a problem arises, they can become a tool for shame and punishment. The agreements are instead meant to foster the building of self-agency and skillful interpersonal relationships. Ideally, the agreements should be revisited in some fashion on a regular basis. This should be frequently in the beginning of the school year (daily and then weekly) and as the year progresses should occur at least once a month. During these review sessions students can suggest rewording, additions, or deletions.

REVIEW PROCESS IDEAS

- Read the agreements aloud as a group after your welcoming/inclusion activity.
- Invite volunteers to each read one agreement as you start the class.
- Each student makes a “table tent” or note card with the one agreement that is most important for them today. Share with a partner one occasion this agreement felt valued; share in small groups another time you use this strategy.
- Make an idea map. This consists of posting several charts around the room with the same class agreement as a heading. You want to make sure there’s lots of space between the charts so there’s room for all the students to participate. You can choose to share directions with students verbally or on the board. **Example:** Add some phrases, pictures, suggestions or compliments connected to at least one Class Agreement poster. Talk with others about your contributions and theirs.
- Have students write in their SEE Learning journal about a specific Class Agreement: What does it look and feel like when we all uphold this agreement? What does it look and feel like when we don’t? Why is this important to me?
- As a Closing, go around the room inviting students to state one thing that made them particularly happy today, reflecting one of the agreements. **Example:** The way Marcus listened to me
- Invite each student to share one agreement they think was upheld especially well that day. Note as you begin that agreements may be repeated, and students are encouraged to make eye contact and give a thumbs up if they hear someone saying the same one they said/were going to say.
- Ask for three volunteers to name an agreement they felt was upheld especially well that day and three volunteers to name an agreement the group could pay even more attention to upholding the next class. (It’s okay if there are less than 3 volunteers in either category.)

CHAPTER 1

EXTENSION Learning Experiences

EXTENSION LEARNING EXPERIENCES

Extension learning experiences build off of the Core learning experiences by providing additional opportunities for students to cultivate insights and make connections. If time and space is limited for SEE Learning, a school or school system can choose to deliver only the Core learning experiences.

- **Learning Experience 6** - Building Compassion Through Reciprocity

Note: Introduce after Learning Experience 2 or after Learning Experience 5

Material: Scenario Handout

Beyond Good Intentions: Examining Compassion and Motivations

OVERVIEW

In this learning experience, students will consider scenarios that explore how different characters navigate relationships with or without compassion. Students will explore the motivation and intentions of characters in the stories as they discuss whether the characters' actions were compassionate or guided by other intentions. Through the use of mindful dialogue, students will reflect on their actions and motivations.

VOCABULARY

Reciprocity is the ability to give and take with fairness.

Compassion is an emotion involving the wish to relieve or prevent the suffering of another out of genuine concern for their well-being and a sense of tenderness and care for them.

MATERIALS REQUIRED

- Writing materials
- Scenarios handout (one per student)

PRIMARY CORE COMPONENTS



**Compassion
for Others**

ENDURING CAPABILITIES

Understanding Others' Feelings and Emotions in Context: Understand others' feelings and reactions in relation to the situations in which they occur, and understand that, like oneself, others have feelings caused by needs

Appreciating and Cultivating Kindness and Compassion: Value the benefits of kindness and compassion and purposefully nourish them as a disposition

LEARNING OUTCOMES

Students will be able to:

- Analyze character motivations and intentions to distinguish between compassionate and non-compassionate actions
- Evaluate how compassion (or lack thereof) shapes interpersonal dynamics and ethical decision-making
- Reflect on personal actions and motivations to identify when their own intentions are rooted in genuine compassion

CHECK-IN | 5 minutes

Identifying Acts of Compassion

Settling Activity

This short check-in is meant to help students settle into the space and prepare for the learning ahead. Students are not expected to speak or respond.

Encourage quiet reflection and focus during this time.

Guiding Language

As you recall, compassion is an emotion involving the wish to relieve or prevent the suffering of another out of a genuine concern for their well-being and a sense of tenderness and care for them.

I invite you to think of a time you acted with compassion; a time you genuinely wanted someone to be safe, happy, and healthy. It could have been towards a friend or family member, such as helping a younger sibling find their shoes, or someone you know less well or not at all, such as returning a forgotten item to someone as they left class or a coffee shop. [PAUSE]

See if you can recall if the person you acted with compassion toward extended gratitude.

Did they thank you? If they did, how did it make you feel? [PAUSE]

How did you respond? [PAUSE]

If they didn't, can you recall your reaction? [PAUSE]

As we will discuss today, compassion doesn't demand recognition or gratitude, even though it can feel good to have our kindness acknowledged.

We will look at some scenarios that illustrate the fairness that compassion seeks to establish in the world.

PRESENTATION | 5 minutes

Guiding Language

Ethics is sometimes understood as being about

rules, and a sense of what is right and wrong. But it can also be understood as how we meet our basic needs together. As humans, we all rely on basic necessities like food, water, and shelter.

But, how do we get these?

Invite students to share answers, highlighting that they are not solely responsible for those needs themselves. For example, they did not build their house or apartment building.

We rely on others to have our basic needs met. And they, in turn, rely on us. Only by working together are we able to survive.

But what if some people only took, and others only gave?

Invite students to reflect.

INSIGHT ACTIVITY | 20 minutes

Exploring Motivations

Overview

In this activity, students will explore different scenarios and try to identify the underlying motivations that may be behind each characters' actions within the scenario. You can print out the scripts and ask students to volunteer to read out the lines of the characters. Alternatively, you can read the scripts or hand them out to be read. Then in small groups or as a whole, the class can explore the topic of compassion and motivation using the prompts provided.

Guiding Language

Today, we are going to think about how we can practice compassion and discuss what motivates a person to be kind and decide whether or not this is genuine kindness based on a person's motives and actions.

Independently read through each scenario and think about the underlying motivations that may be behind each characters' actions.

A few volunteers will read/act them out while the rest of the class is thinking about the character's

motivation and whether they are practicing true compassion or if it is ungentine.

Scenario 1 - The Wealthy Donor and the Principal

A high school principal discusses the recent donation of a wealthy community member.

High School Principal: Everyone at the school appreciates the donation you pledged at the recent fundraising event. We have so many ways we can use the money to help the students and staff here.

Wealthy Community Donor: No, I decide how the donation will be spent. I want the sports team for which my niece competes to receive new uniforms. You'll use it there.

High School Principal: But that team just received new uniforms and equipment two years ago! We were really hoping to be able to update the school's computer lab. That would benefit all of the students and teachers.

Wealthy Community Donor: Then someone else can donate. If my niece is going to compete at her best, she can't be embarrassed in an old uniform. And I want her team to know who to thank! Make sure my name is visible at every sporting event program this year.

High School Principal: Again, their uniforms aren't old, and typically we just thank our generous donors once at the yearly sports banquet...

Wealthy Community Donor: Look, if you want the money, you'll use it for the team I choose and get me my recognition.

Scenario 2 - The Team Captain and the Recruit

The captain of a school sports team sees potential in a new student and really wants them to join the team, thinking it will help win the championship that year.

Team Member 1: Hey, new kid! Sit here with us.

New Student: Uh, sure. Thanks.

Captain: So, a few of us from the team saw you outside after school yesterday. You've got skills.

New Student: Thanks. I used to play pick-up games in my old neighborhood. Do you guys play after school?

Team Member 1: Yeah, we practice after school. Imagine how much more fun you'd have if you joined our team. Everybody's great. We hang out all the time.

New Student: Oh, um, cool. Thanks, but I was planning on focusing more on my art this year.

Team Member 1: Art?! With the art kids? No, you'd be so much better off with us. Think about it; you, us, our other teammates, and our captain. We would be unstoppable!

Captain: And look, since you're new here, this is a guaranteed way to be popular. Plus, you shouldn't let your talent go to waste. We could really use your skills.

New Student: Thanks you guys, but really, I'm okay with my decision. I'm going to put my energy into my art this year.

Team Member 1: Oh, come on! We've got a decent shot at the championship this year, and with you on the team it'd be a sure thing! You're seriously not going to help us out?

Captain: Yeah, just think about it; winning the championship! Imagine not being there with us, celebrating! If you really want to miss all that for some paint, fine, but you could have a great year at this school if you joined the team.

In pairs or as a whole class, answer the following prompts to debrief the activity:

- Did you see examples of kindness or compassion in the scenarios?
- Were the character(s) from the first scenario practicing compassion?

- What evidence or indicators were you able to notice about their motivation?
 - Were the character(s) from the second scenario practicing compassion?
 - What evidence or indicators were you able to notice about their motivation?
-

DEBRIEF | 5 minutes

Guiding Language

As a whole class, invite students to share their response to the following question:

- When we think about compassion as an inner quality, what might we call it? An emotion, a motivation, a thought, an intention? Some or all of these?
- How might reciprocity, or the ability to give and take with fairness, foster compassion?

Note that you are prompting thinking but not seeking a single right answer at this point, so welcome all thoughts.

REFLECTIVE PRACTICE | 10 minutes

Invite students to reflect on, and possibly write a response in their journals to, the follow prompts:

- Think of a time when your motivation to help someone felt very clear and simple. What was that like? Now, think of a time your motivation might have been more complex or mixed. Without judgment, what can we learn by noticing the different feelings and intentions that drive our actions?
- What helps us determine whether our own or others' intentions compassionate?

Scenario Handout

SCENARIO 1 - THE WEALTHY DONOR AND THE PRINCIPAL

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Scenario Handout

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New Student: Uh, sure. Thanks.

Captain: So, a few of us from the team saw you outside after school yesterday. You've got skills.

New Student: Thanks. I used to play pick-up games in my old neighborhood. Do you guys play after school?

Team Member 1: Dude, we *practice* after school. Imagine how much more fun you'd have if you joined our team. Everybody's great. We hang out all the time.

New Student: Oh, um, cool. Thanks, but I was planning on focusing more on my art this year.

Team Member 1: Art?! With the art kids? No, you'd be so much better off with us. Think about it; you, us, our other teammates, and our captain. We would be unstoppable!

Captain: And look, since you're new here, this is a guaranteed way to be popular. Plus, you shouldn't let your talent go to waste. We could really use your skills.

New Student: Thanks you guys, but really, I'm okay with my decision. I'm going to put my energy into developing my art this year.

Team Member 1: Oh, come on! We've got a decent shot at the championship this year, and with you on the team it'd be a sure thing! You're seriously not going to help us out?

Captain: Yeah, just think about it; winning the championship! Imagine not being there with us, celebrating! If you really want to miss all that for some paint, fine, but you could have a great year at this school if you joined the team.

HIGH SCHOOL

CHAPTER 2

Building Resilience



OVERVIEW

Chapter 1 of SEE Learning explored concepts such as kindness, interdependence, compassion, and well-being, leading to the development of class agreements. Chapter 2 shifts focus to the crucial role of resilience and trauma-informed practices to support our physical and mental wellbeing. Throughout this chapter, students explore the role of the nervous system, regulating strategies, and resilience in fostering happiness and well-being. This chapter aims to enhance skills for noticing internal bodily changes and sensations, as well as engaging in self-care practices. The learning experiences within this Chapter engage students in practices and activities that help them to understand the science of resilience, the function of the nervous system, and practical strategies for self-regulation and well-being.

SEE Learning is designed as a flexible and universally applicable program that can be adapted across diverse countries, cultures, and school types. While the program generally recommends implementing each learning experience in its curriculum, it explicitly acknowledges and provides guidance for addressing constraints related to time, available resources, specific contexts, and diverse cultural backgrounds.

To navigate these challenges, SEE Learning implicitly identifies certain learning experiences as core lessons, focusing on fundamental concepts that students are highly encouraged to experience. Examples include “The Resilient Zone” and “Exploring Sensations and Help Now! Strategies,” which are designed to strengthen self-regulation and body awareness. Extension lessons, conversely, are intended to expand upon, deepen, and reinforce understanding gained from these core lessons, particularly beneficial in settings where students are already familiar with SEE Learning principles.

Students are introduced to the Resilient Zone in Chapter 2. The Resilient Zone is a way of describing the regulated state of ourselves and our nervous system (in homeostasis) that is neither hyper-aroused (stuck in the high zone) nor hypo-aroused (stuck in the low zone). The Resilient Zone can also be referred to as the “OK zone” or “zone of well-being (ZOW).” The Resilient Zone serves as a platform for students to explore the role of sensations, tracking, personal resources, and grounding in supporting their well-being. They learn, through direct experience, a set of grounding and regulating strategies called the Help Now! Strategies.

The Biology of Regulation

The structure of the brain provides insights into how and why we interpret both internal and external experiences. A simplified three-part brain model helps to explain the relationship between brain function, nervous system responses, and the capacity to experience well-being. Our nervous system, comprised of the brain, spinal cord, and a network of nerves, is essential for well-being. A key part of this is the autonomic nervous system (ANS). Our ANS runs automatically, without the need for conscious control, and regulates many body processes necessary for survival, including our heart rate, breathing, blood pressure, and digestion. It also regulates our internal organs such as our stomach, liver, kidneys, bladder, lungs, and salivary glands.

The nervous system rapidly reacts to perceived threats or safety. Our autonomic nervous system has two pathways that get activated based on whether we perceive danger (in a “fight or flight” response) or safety (in a “rest and digest” response). The fight or flight response triggers our sympathetic nervous system, turning off systems of digestion and growth and preparing the body for action and possible injury, while the rest and digest response triggers our parasympathetic nervous system, relaxing the body and allowing for functions like

growth and digestion to resume. Modern life can lead to dysregulation of the ANS, where the body reacts to non-threatening situations as danger or holds onto a sense of threat after it has passed. This nervous system dysregulation leads to inflammation and a host of other problems. It is one of the main reasons why chronic stress is so damaging to our health and well-being. Fortunately, we can learn to calm our bodies and minds and regulate our nervous system. Since our nervous system senses things on the inside (such as tension, relaxation, heat, cold, pain, and so on) and on the outside through the five senses, it gives us constant information about the state of our body. This chapter focuses on enhancing skills to notice these changes and engage in practices of self-care.

Key Concepts in Chapter 2

The Resilient Zone: This describes a regulated state of self and the nervous system (in homeostasis), where one feels calm, alert, and in control, capable of making good decisions. It is also referred to as the “OK zone” or “zone of well-being” (ZOW). In this zone, the autonomic nervous system properly alternates between sympathetic and parasympathetic activation. When bumped out of this zone by life events, the ANS becomes dysregulated.

The High Zone (Hyperarousal): This is a state of high-energy dysregulation where one may feel anxious, angry, nervous, agitated, afraid, manic, frustrated, high energy or “amped up,” or out of control. An alternate term for hyperarousal can be overstimulated. Physiologically, it can manifest as shaking, rapid breathing, headaches, nausea, or muscle tightness.

The Low Zone (Hypoarousal): This is another state of dysregulation, characterized by feeling lethargic, exhausted, lacking energy, isolated, numb, or unmotivated. An alternate way of describing hypoarousal can be saying the nervous system is underactive. Both the High Zone and Low Zone are states of dysregulation and individuals may bounce between them.

Sensations: These are physical feelings or perceptions within the body felt in specific parts, such as warmth, cold, pain, numbness, or heaviness, distinct from emotions or non-physical feelings like happiness or sadness. The nervous system constantly provides information about the body’s state through these internal and external sensations.

Tracking: This involves noticing and attending to sensations in the body to build body awareness or “body literacy”. It helps students detect early signs of stress and well-being.

Personal Resources: These are things one likes and associates with greater safety and well-being that can be brought to mind to help return to or stay in one’s resilient zone. Resources can be external (a friend, favorite place), internal (a skill, positive personal aspect), or imagined.

Grounding: This is a method of gaining stability in one’s body by noticing physical support. It involves attending to the sensation at the point of contact of one’s body with objects or the ground to return to or stay in the resilient zone. Grounding helps the body feel safer, more secure, and stable by attending to pleasant or neutral sensations through tracking.

Help Now! Strategies: These are simple and immediate techniques designed to help students return to their

resilient zone when they get “bumped out” of it. They are tools for restoring nervous system balance and managing stress, such as attending to sights or sounds.

Mindful Dialogue: This is a tool that can be used to encourage students to engage in active, nonjudgmental listening. This, in turn, helps build the habits of respectful and trustworthy communication within the classroom. Teachers can refer to the overview of mindful dialogue for further explanation of how it can be used and integrated into the classroom and learning experiences.

Chapter 2 Learning Experience Summary

Chapter 2 is structured around a series of learning experiences designed to build resilience through body awareness and self-regulation. Note that the titles and specific numbering of learning experiences may vary slightly across different SEE Learning materials, but the core content is consistent. The following outlines the key focus of each learning experience:

Learning Experience 1, “Exploring Sensations and Help Now! Strategies,” focuses on building body awareness by teaching students to identify internal physical sensations and connect them to thoughts and emotions for stronger emotional regulation. Students learn and acquire Help Now! Strategies as immediate tools for restoring nervous system balance and managing stress, ultimately understanding how purposeful attention to their internal state enhances personal wellness. It also encourages reflection on body literacy.

Learning Experience 2, “Practicing Resilience Strategies,” guides students in applying self-regulation strategies to support emotional well-being. Students practice key techniques such as tracking (paying attention to body sensations), resourcing (vividly recalling a memory evoking well-being), and shift and stay (shifting attention from distressing to pleasant sensations or a resource). The aim is to strengthen their ability to respond to stress with greater awareness and balance. This experience also enables students to examine nervous system reactions to stress and apply strategies for regulation.

Learning Experience 3, “The Resilient Zone,” is where students explore the resilient zone as a state of well-being and regulation where one feels in control. They learn to recognize signs of hyperarousal (being in the high zone) and hypoarousal (being in the low zone). Through practical strategies like tracking, shift and stay, resourcing, or Help Now! Strategies, students work to return to and stay within their Resilient Zone, enhancing their capacity to respond to stress with awareness and balance. This helps students apply resilience by understanding triggers that can push them out of their “OK Zone.”

Safety Note: When teaching about the three zones (resilient, high, and low), it is safest to initially use a third-person proxy, such as stories, pictures, or emojis, rather than asking students to recall stressful situations directly. Teachers should avoid direct questions like, “What do you feel like when you’re stuck in your high zone?” to prevent inadvertently causing flashbacks to traumatic experiences or high-vulnerability disclosures in a public setting. While noticing unpleasant sensations is part of tracking, starting with pleasant and neutral sensations can be a helpful way to introduce sensations related to resources, especially when first introducing grounding.

Learning Experience 4, “The Practice of Grounding,” introduces various grounding methods to gain stability in one’s body by noticing physical support. Students discover how the nervous system responds to physical

contact for relaxation and regulation. Grounding, similar to resourcing, helps the body feel safer and more stable by attending to pleasant or neutral sensations through tracking. The goal is to help students develop a personal grounding practice for emotional balance, resilience, and overall well-being.

Learning Experience 5, “Responding to Challenging Behaviors,” examines how self-regulation, self-agency (capacity to act), and self-advocacy (communicating needs) can help individuals respond constructively to challenges, including harmful behavior. Students identify factors that push people out of their Resilient Zone and learn strategies to regain balance and make thoughtful decisions. The lesson emphasizes practicing these skills in mild situations to avoid strong emotional responses. It also focuses on personal responsibility in making choices and responding to peer conflict.

Extension Learning Experience 6, “What Supports Resilience,” guides students in exploring resilience beyond an individual trait, examining it at social and systemic levels. The lesson emphasizes cultivating compassion in relationships and creating supportive environments by expanding students’ scope of resilience to include understanding how factors at the personal, social, system, and cultural levels influence well-being. Students analyze examples to identify benefits of strengthening resilience in these various domains for overall flourishing.

Extension Learning Experience 7, “Reinforcing the Resilient Zone,” provides opportunities for students to apply and deepen their understanding of the resilient zone, high zone, and low zone. Through visuals and scenarios, students identify external triggers that can push them out of their resilient zone. They learn to assess and recognize various regulation strategies like tracking, resourcing, grounding, and Help Now! Strategies, which can be used proactively or in-the-moment to return to, or expand, their resilient zone. The overall goal is to build the ability to get “unstuck” from dysregulated states and make more clear-headed decisions.

Check-Ins and Settling Practices

The check-ins for this chapter are designed to build upon each other, incorporating skills and material from preceding Learning Experiences. One skill is that of settling, or coming to the present moment with focus and calm. As they move through the learning experiences, teachers are encouraged to select the most suitable or preferred check-ins and settling practices for their class. These can be used regularly at the start of SEE Learning instruction or at other times such as before students begin an assessment or after a difficult class discussion or interaction.

Encouraging and Modeling Self-Regulation

The importance of practice becomes even more critical from Chapter 2 onwards in SEE Learning. Multiple opportunities to engage with resilience and self-regulation skills (with modifications as needed) is crucial for helping students internalize these skills to the point where it becomes second nature. Identifying times when resilience strategies could be used, such as during a challenging assignment or after a safety drill, and encouraging their use helps students to build their capacity for self-regulation. In addition, modeling the use of resilience strategies gives students insight into how and when strategies might be used.

It’s crucial to recognize that each student is different and what is calming for one may be activating for another. Teachers should observe their students, ask about their preferences, and offer options so students can develop personal practices that work best for them.

Time and Pacing

Each learning experience is designed to be approximately 45 minutes. It is recommended to spend more time if possible, especially on activities and reflective practices. If less than 45 minutes is available, teachers can choose to do only a part of an activity and complete the Learning Experience in a subsequent session. However, check-ins and insight activities are important to include regardless of time constraints.

Further Reading and Resources

Content for the learning experiences in this chapter has been adapted from the work of Elaine Miller-Karas and the Trauma Resource Institute with their kind permission. Teachers interested in learning more about the content and skills presented in this chapter are encouraged to read the book *Building Resilience to Trauma: The Trauma and Community Resiliency Models* (2015) by Elaine Miller-Karas, and to visit www.traumaresourceinstitute.com

Also recommended is Bessel van der Kolk's *The Body Keeps the Score: Brain, Mind and Body in the Healing of Trauma* (2015).

MINDFUL DIALOGUE

What Is Mindful Dialogue?

Mindful dialogues are intentional, present-focused exchanges between two people that prioritize active listening, empathy, and awareness of both verbal and non-verbal cues. Mindful dialogue can be used as a simple, structured practice where students take turns listening and sharing in pairs. One student speaks while the other listens attentively without interrupting. After 60–90 seconds, they switch roles. The protocol is designed to help students experience being deeply heard, practice focused attention, and reflect on meaningful questions.

Why Use Mindful Dialogue?

This practice helps create a classroom environment where students feel seen and heard. It strengthens skills in:

- Active, nonjudgmental listening
- Clear personal reflection
- Respectful communication
- Trust and community building

When and How to Use It?

Mindful Dialogue is introduced at the beginning of Chapter 2 and appears in several learning experiences. You'll typically see it used after a discussion prompt or reflection, often with three guiding questions that go from general > personal > action-oriented.

- Typical timing:
 - 3–4 minutes total
 - 60–90 seconds per student
 - 1–3 questions, depending on time

Optional Supplies to Have On Hand

- Journals or composition books
- Pens, pencils, markers
- Optional folder for handouts or printed materials

Introducing the Practice to Your Class

If you or your students do not have familiarity with mindful dialogue and you have the time, it is recommended you lead them through this extension learning experience titled *Supporting Relationships Through Dialogue*.

If you or your class have already been engaging in mindful dialogue, or if there is little flexibility in the schedule, you may choose to introduce the protocol in a simpler way. You might say: "We'll be using a short structure called Mindful Dialogue. You'll take turns speaking and listening in pairs. One of you will talk, and the other will listen with full attention—without interrupting, offering advice, or jumping in. When the timer goes off, you'll switch roles."

Let students know: They can always “pass” or share only what feels comfortable. If they don’t like the question, they can respond to a question they wish had been asked but is still on topic. When their partner finishes sharing, they should simply say, “Thank you.” There’s no need to finish all questions; depth is more important than quantity.

Listening Reminders for Students

- Resist back-and-forth: This isn’t a conversation—just focused listening.
- Redirect your attention: If your mind wanders or you want to respond, gently bring your attention back to the speaker.
- Use silent signals: Nodding and appropriate gestures are encouraged, but avoid interrupting or speaking as a listener.

Tips for Success

- Model it: Try a quick demonstration with a student or co-teacher before the class tries it.
- Use timers: Project or announce a timer so students know when to switch roles.
- Set the tone: Establish quiet and respectful expectations before starting.
- Stay consistent: Use the same structure each time to build familiarity.
- Offer flexibility: Students can choose to reflect quietly or speak minimally—there’s no “right” amount to share. Some of their 60-90 seconds can be silent.

Optional Setup & Materials

- Prepared questions (provided in the lesson or created by you)
- A visible timer
- Student pairing plan

CHAPTER 2

CORE Learning Experiences

CORE LEARNING EXPERIENCES

- **Learning Experience 1** - Exploring Sensations and Help Now! Strategies
 - Material:** Help Now! Strategies Handout
 - Material:** Help Now! Posters
 - Material:** Mindful Dialogue Overview
- **Learning Experience 2** - Practicing Resilience Strategies
- **Learning Experience 3** - The Resilient Zone
 - Material:** Resilient Zone 1
 - Material:** Resilient Zone 2
 - Material:** Narrow Resilient Zone
- **Learning Experience 4** -The Practice of Grounding
 - Material:** Printouts of Grounding Stations
- **Learning Experience 5** - Responding to Challenging Behaviors
 - Material:** Responding to Harmful Behaviors Handout

Exploring Sensations and Help Now! Strategies

OVERVIEW

In this learning experience, students will build body awareness and develop stronger emotional regulation skills by learning to identify internal physical sensations and apply Help Now! Strategies. As students discover how turning their attention to their internal state (thoughts, emotions, etc.) can provide them with the opportunity to restore nervous system balance, they'll begin to acquire concrete strategies for handling stress and enhancing their personal wellness.

VOCABULARY

Sensations are bodily feedback that is felt in a particular part of the body, such as warmth, cold, pain, numbness, looseness, tightness, heaviness, lightness, and so on.

Help Now! Strategies are immediate tools, such as attending to sights or sounds, drinking a glass of water, or pushing against the wall, for bringing the body's autonomic nervous system into a more regulated state.

Tracking is noticing the absence or presence of pleasant or neutral sensations and keeping one's attention on them.

ENDURING CAPABILITIES

Attention and Self-Awareness

Attending to Our Body and Sensations:

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

Self-Regulation

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

MATERIALS REQUIRED

- Chart paper or board space, and markers to record student brainstorm responses
- Help Now! Strategies Handout (one per student)
- Mindful Dialogue Overview (chapter 2 intro)
- *Optional: Help Now! Strategies posters that will remain posted in the room

PRIMARY CORE COMPONENTS



**Attention &
Self-Awareness**



Self-Regulation

LEARNING OUTCOMES

Students will be able to:

- Determine the connection between physical sensations, emotional states, and thoughts
- Evaluate which regulation strategies are most effective for their individual stress responses

CHECK-IN | 5 minutes

Settling Activity

Begin the lesson with a brief reflective moment. This is a quiet, internal practice, there is no need for students to share responses aloud or complete any writing. Simply guide them through the prompt, allowing space for silent thought.

At the beginning of these ‘Settling’ practices, students may only be able to sit and focus for about 15 seconds. With regular practice over the weeks, they will gradually be able to sit and concentrate for longer periods of time.

Guiding Language

Let’s find a comfortable position where we can stay still and not disturb anyone.

Now, let’s silently tune into our sense of hearing. See if you can identify three sounds inside the room. Raise your hand when you’ve heard three sounds coming from inside the room. [PAUSE 20-30 seconds]

Now, see if you can identify any sounds outside the room. Raise your hand when you’ve heard three sounds from outside the room. [PAUSE 20-30 seconds]

You can put your hands down now.

What do you notice or feel on the inside when we do this? Do you notice any specific sensations? [Allow for sharing]

Now, let’s use our sense of vision. Let’s see if we can silently identify three colors inside this room. [PAUSE 10-20 seconds]

Let your eyes rest on the color that your body likes looking at the most. [PAUSE 10-20 seconds]

What do you notice or feel on the inside when we do this? Is it pleasant, unpleasant or a neutral sensation?

Allow some time for one or two students to share:

- What did you notice on the inside while sensing and observing? Was it a pleasant, unpleasant or a neutral sensation?
- What else did you notice?

INSIGHT ACTIVITY | 20 minutes

Help Now! Strategies Exploration

Overview

In this activity, students will practice Help Now! Strategies and reflect on the accompanying sensations, feelings, and emotions that arise from engaging in the strategies.

This insight activity is well-suited for mindful dialogue. Before beginning, ensure students are familiar with the protocol using the Mindful Dialogue Overview resource.

Mindful dialogue allows students to reflect and share in pairs with focused attention and without interruption. It supports deeper connection, attentive listening, and personal reflection. Consider reviewing the key expectations: one partner speaks while the other listens silently, then they switch roles after 60–90 seconds.

You can find the Mindful Dialogue Overview in the overview section of this chapter.

Introduce and explain the Help Now! Strategies handout.

Guiding Language

Today, we’re going to explore some activities and notice how our bodies react using interoception (our ability to sense what’s happening inside our bodies). These activities are called Help Now! Strategies because they help us connect to our sensations, balance our bodies, and regulate our nervous system in the current moment.

In fact, we’ve already practiced two of these during our check-in. We listened for sounds and looked at colors, then used interoception to notice how our bodies responded.

One thing you may have noticed were sensations. A sensation is a physical feeling that arises in the body, such as warmth, cold, tingling, loosening, tightening, heaviness, lightness, openness, and so on. They can be pleasant, unpleasant, or neutral. For example, an external sensation could be the warmth of the sun on our face when outdoors. An internal sensation could be the warm rush of blood to our cheeks.

With a partner, try these strategies in any order you wish. You can choose to skip some and/or repeat some. Do at least 5 strategies.

Fill out the information on the handout and discuss your findings with your partner.

- What sensations did you experience?
- What feelings or emotions did you notice/experience?
- Did you notice any thoughts?

Allow students to explore the different strategies for 10 minutes, then invite them to return to their seats.

PRESENTATION | 10 minutes

The Nervous System & Sensations

Begin by displaying an image of the nervous system (included at the end of this learning experience).

Guiding Language

In the first chapter, we talked about our shared desire to be happy and to experience wellbeing. In this chapter, we'll explore key concepts and skills that can help us strengthen our resiliency and well-being especially during times of stress. These skills come from The Trauma and Community Resiliency Models developed by Elaine Miller-Karas¹.

The quick activities we just tried are called Help Now! Strategies, and they help our bodies regulate by engaging our nervous system. We applied the resiliency skill of "tracking sensations" by noticing what was happening inside our bodies when we engaged in each strategy.

The nervous system is the part of our body that allows us to feel sensations on the inside as well as sense things on the outside through our five senses. It processes sensory information from the outside and inside to know if we are in danger or in safety, and it responds accordingly.

Sensations sometimes arise from needs. Let's look at this progression. This one is based on one scientific model, but later we will create our own model of sensations and emotions.

Needs: a need arises

- hunger
- need for connection

Sensations: your body notices something

- stomach growls
- tension in chest

Feelings: you interpret that sensation

- "I feel hungry" or "I feel lonely"

Thoughts: your mind assigns meaning

- "I need to eat" or "No one cares about me"

Emotions: a full emotional response emerges

- frustration, sadness, or joy

Noticing sensations is important for developing body awareness and emotional literacy. The more we learn to notice our internal experiences, the more able we will be to understand what they mean and to attend to our well-being. Tracking sensations while practicing Help Now! Strategies provides a great opportunity to develop this skill of regulating the body.

DEBRIEF | 5 minutes

Guiding Language

Use this time to help students reflect on what they just experienced, noticed, or learned during the activity. These prompts are designed to deepen understanding and connect the learning to their lives or prior knowledge.

- What did you notice while exploring the different Help Now! Strategies?

- Did any of the strategies stand out to you or feel helpful?
-

REFLECTIVE PRACTICE | 5 minutes

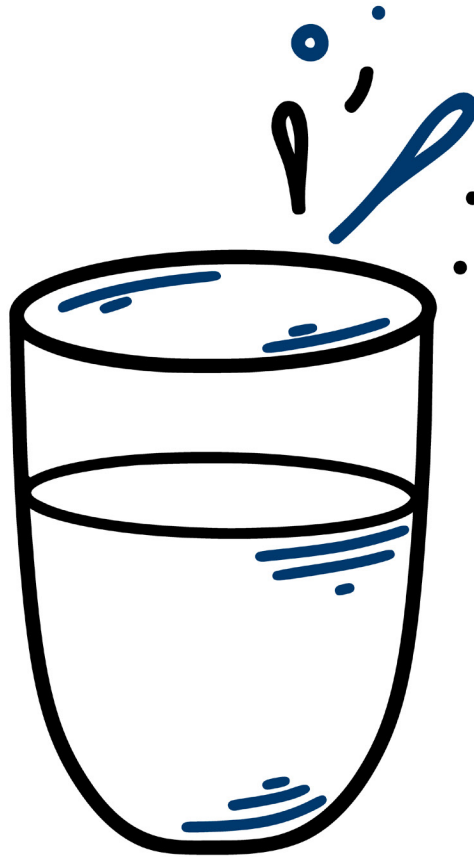
This practice offers students an opportunity to settle and connect the insight activity to their personal lives. Invite them to find a comfortable yet alert position for a short guided reflection exercise. As with check-ins, remind students that they may close their eyes if that feels helpful, or keep their gaze softly focused downward.

Invite students to respond to one or more of the following prompts by writing in their journals:

- How can Help Now! Strategies assist you in moments of stress?
- Which Help Now! strategy did you like best, if any?
- Is there a time of the day or an upcoming event when using a Help Now! Strategy might be helpful for you?

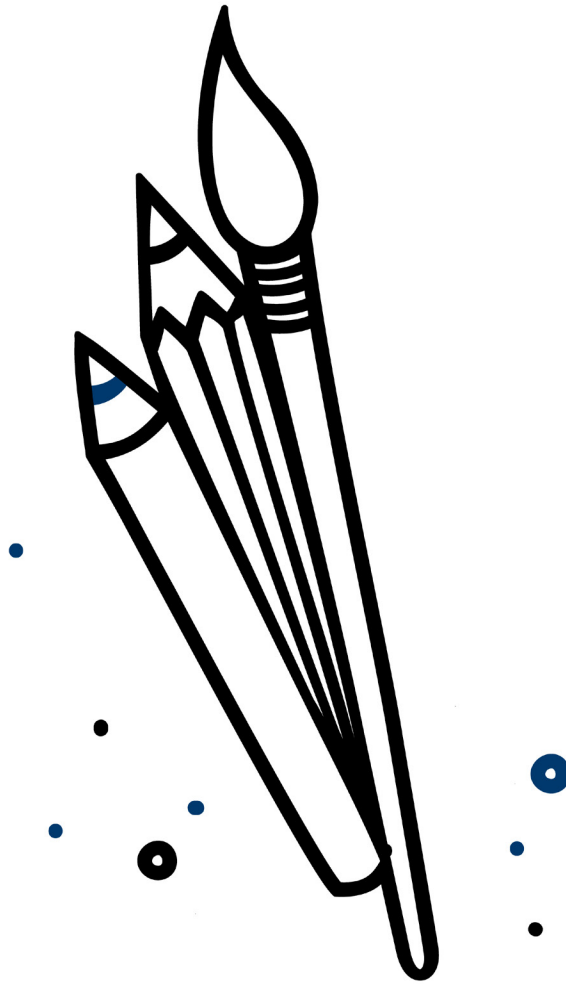
¹ Miller-Karas, E. (2023). Building resilience to trauma: The Trauma and Community Resiliency Models. Routledge.

Help Now! Strategy 1



SLOWLY DRINK A GLASS OF WATER.
FEEL IT IN YOUR MOUTH AND THROAT.
WHAT DO YOU NOTICE ON THE INSIDE?
IS IT PLEASANT, UNPLEASANT, OR NEUTRAL?

Help Now! Strategy 2



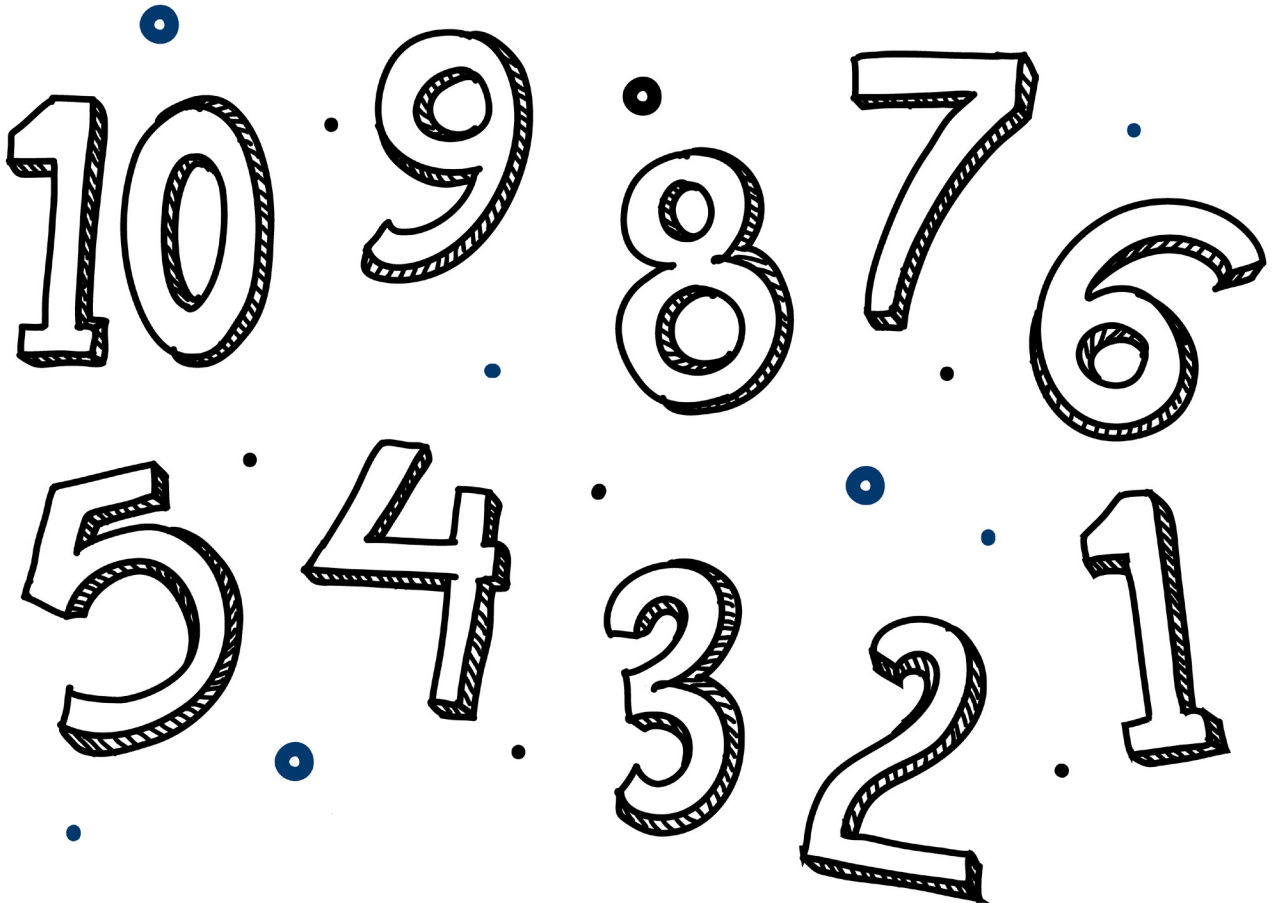
NAME SIX COLORS YOU SEE OR SIX ITEMS OF THE SAME
COLOR. WHAT DO YOU NOTICE ON THE INSIDE?
IS IT PLEASANT, UNPLEASANT, OR NEUTRAL?

Help Now! Strategy 3



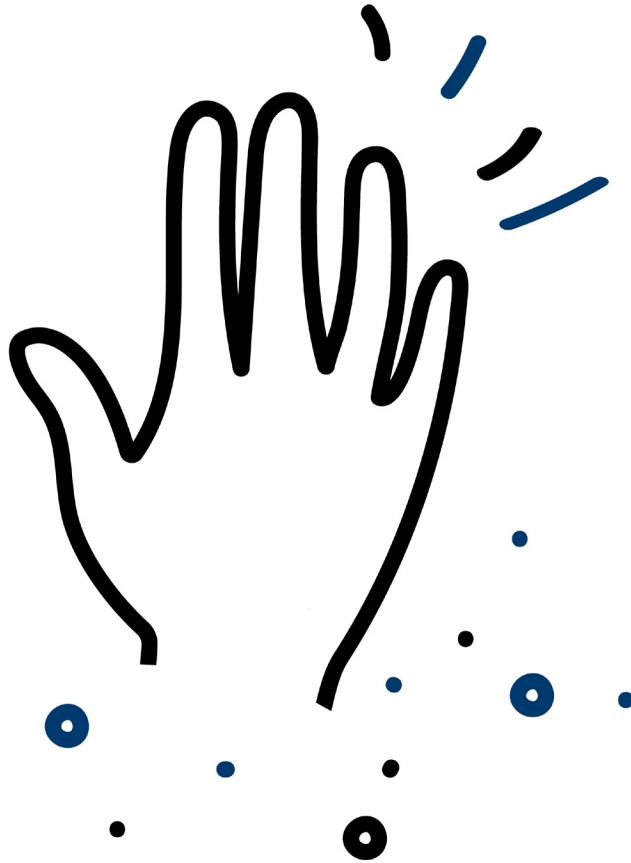
LOOK AROUND THE ROOM AND NOTICE WHAT CATCHES YOUR
ATTENTION. WHAT DO YOU NOTICE ON THE INSIDE?
IS IT PLEASANT, UNPLEASANT, OR NEUTRAL?

Help Now! Strategy 4



COUNT BACKWARDS FROM 10 AS YOU WALK AROUND THE ROOM.
WHAT DO YOU NOTICE ON THE INSIDE?
IS IT PLEASANT, UNPLEASANT, OR NEUTRAL?

Help Now! Strategy 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?

Help Now! Strategy 6



PRESS YOUR PALMS TOGETHER FIRMLY OR RUB YOUR
PALMS TOGETHER UNTIL THEY GET WARM.
WHAT DO YOU NOTICE ON THE INSIDE?
IS IT PLEASANT, UNPLEASANT, OR NEUTRAL?

Help Now! Strategy 7



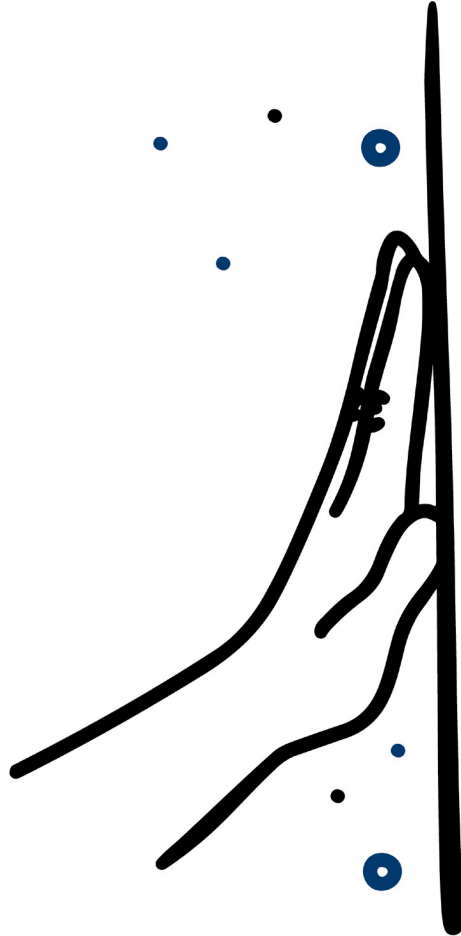
NOTICE 3 SOUNDS WITHIN THE ROOM AND 3 SOUNDS
OUTSIDE. WHAT DO YOU NOTICE ON THE INSIDE?
IS IT PLEASANT, UNPLEASANT, OR NEUTRAL?

Help Now! Strategy 8



WALK AROUND THE ROOM. NOTICE THE FEELING OF YOUR FEET ON THE GROUND. WHAT DO YOU NOTICE ON THE INSIDE? IS IT PLEASANT, UNPLEASANT, OR NEUTRAL?

Help Now! Strategy 9



SLOWLY PUSH YOUR HANDS OR BACK AGAINST A WALL OR
DOOR. WHAT DO YOU NOTICE ON THE INSIDE?
IS IT PLEASANT, UNPLEASANT, OR NEUTRAL?

Practicing Resilience Strategies

OVERVIEW

In this learning experience, students will apply self-regulation strategies in a personal and practical way to support their emotional well-being. They will explore and practice techniques such as tracking, shift and stay, and resourcing to help them manage their bodies and minds more effectively. By engaging with these resiliency strategies, students will strengthen their ability to respond to stress with greater awareness and balance.

VOCABULARY

Tracking means paying attention to sensations inside the body. Tracking is about learning to notice the sensations and then discern whether the sensation is pleasant, unpleasant, or neutral.

Resourcing refers to vividly bringing to mind something that evokes greater well-being, safety, or security. A resource can be anything in one's life that brings joy, comfort, strength, peace, safety, or happiness.

Shift and stay is shifting the attention from distressing sensations to pleasant or neutral sensations in the body. It is also the practice of bringing our attention to a resource or to a Help Now! Strategy.

Self-regulation is the ability to navigate one's emotions, nervous system, and behaviors in ways that promote personal well-being while preventing harm to oneself and others.

ENDURING CAPABILITIES

Attention and Self-Awareness

Attending to Our Body and Sensations:

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

Self-Regulation

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

MATERIALS REQUIRED

- Writing and drawing materials (pencil, pens, colorful pencils, crayons, etc.)
- Tape or glue

LEARNING OUTCOMES

Students will be able to:

- Recognize tracking, resourcing, and shift and stay techniques as helpful strategies when experiencing challenging academic or interpersonal situations
- Create a personalized resilience toolkit with strategies matched to their individual stress patterns
- Assess how regulation strategies impact their ability to maintain focus and make thoughtful decisions

PRIMARY CORE COMPONENTS



**Attention &
Self-Awareness**



Self-Regulation

CHECK-IN | 10 minutes

Rainstorm

Settling Activity

This check-in activity helps students become aware of their body sensations through a game called Rainstorm. If possible, take students to an open area or have them form a circle around the perimeter of the room, so everyone can see each other. If space is limited and students are seated at desks, instruct them to follow along by going up and down each row.

Instructions and Guiding Language

We're going to create a rainstorm together. Has anyone done this before? I'll start a motion, and you'll all join in with the same motion, one at a time, in the order we've just established. The leader will switch to the next action and continue it while other participants pick it up in order around the group again. We will repeat until the game is done, and the storm has ended!

While we engage in the different actions, I want to invite you to notice the sensations in your body. Try to distinguish if they are pleasant, unpleasant or neutral.

Leader Actions:

- Rub palms together slowly
- Rub palms together quickly (produces more noise)
- Slow snapping of fingers
- Faster snapping of fingers (produces more noise)
- Slapping thighs with hands
- Faster snapping of fingers
- Slow snapping of fingers (noise reduces)
- Rub palms together quickly
- Rub palms together slowly (noise reduces)
- Stop (and the noise of the “storm” will die down as each participant finishes in turn)

After finishing the different actions, allow time for a couple of students to share.

What did you notice on the inside? Was it pleasant, unpleasant, or neutral?

Note that some students may not have enjoyed rubbing their palms together or snapping their fingers, or the increased noise. Affirm that simply noticing and exploring pleasant, unpleasant, and neutral sensations is an important way to build body literacy.

INSIGHT ACTIVITY | 20 minutes

Exploring Our Resources

Overview

In this activity, students will practice tracking and resourcing. They will begin by creating a list of their personal resources and identifying each one as internal, external, or imagined. Next, they will choose one resource and draw it. While drawing, students will be invited to notice any sensations that arise as they focus on that resource. To conclude, students will share their drawings and reflections with a partner.

Instructions and Guiding Language

Today, we will be making a list of different personal resources. A resource is anyone or anything that can make us feel better.

As you consider the following questions, make a list of the different personal resources you identify in your journal.

What or who uplifts you? [PAUSE]

What or who brings you joy? [PAUSE]

What objects, situations, or people make you feel peaceful, safe, or comforted? [PAUSE]

Who has helped you? [PAUSE]

What has made you feel strong? [PAUSE]

As you write your list of the different personal resources, try to identify if they are internal or external. Remember that resources can also be imagined.

Sometimes, resources can be mixed. This means that a positive memory can become a sad one. If that happens to you, I invite you to focus on a different resource that can help you feel better.

Give students 5 minutes to work on their list silently.

Now, I invite you to choose one resource you identified. If you would like, make an illustration of it to keep and use as an individual resource. You may do this in your journal or on a separate piece of paper. If you have a resource drawing you started from a previous lesson, you may continue with that one. As you draw, try to include as many details as you can. Remember, this isn't a drawing competition. This is about bringing to mind your personal resource with as much detail as possible and representing it in a way that is enjoyable for you.

Feel free to put in words that you associate with your resource.

As you draw, think about sensations that might be connected to your resource: sounds, sights, smells, tastes, tactile sensations. Feel free to write those sensations in your drawing as well.

If a sad memory comes, try to focus on the positive aspects of your drawing.

Allow about 10 minutes for drawing

Even if there are more details you could add to your resource illustration, I ask that you stop. If your drawing is not in your journal, please either glue, tape or tuck it inside the pages, so it is there for you to use another time.

Teacher Tip: At the close of the learning experience, you can offer students the option to share their lists and drawings with the class, but it should be emphasized that resources are personal and may be kept private.

PRESENTATION | 5 minutes

Tracking, Resourcing, and Shift and Stay

Guiding Language

After drawing and focusing on a resource for an extended period of time, what do you notice?

Allow for a couple of students to share.

The main skill you just practiced is called Resourcing. Resourcing refers to vividly bringing to mind something that evokes greater well-being, safety, or security. A resource can be anything in one's life that brings joy, comfort, strength, peace, safety, or happiness.

Sometimes, resources can be mixed. This means that a positive memory can become a sad one. When that happens, we are encouraged to focus on a different resource that will help us sustain well-being sensations at the moment.

When you noticed the pleasant sensations while drawing, that was tracking. Tracking means paying attention to sensations inside the body and is about learning to notice the sensations and then discern whether the sensation is pleasant, unpleasant, or neutral. If we notice an unpleasant or difficult sensation when tracking, we can use another skill called shift and stay.

Shift and stay is shifting the attention from distressing sensations to pleasant or neutral sensations in the body. It is also the practice of bringing our attention to a resource or to a Help Now! Strategy and resting our minds there. If a difficult memory came up during the exercise and you chose to focus back on the positive parts of your drawing, you were practicing shift and stay.

Teaching Tip: Display the definitions of the different regulation strategies on a slide or poster and give students time to take notes. Provide students with the self-regulation handout to support their reflection and help them organize the information.

DEBRIEF | 5 minutes

Facilitate a short class discussion. Invite volunteers to share responses and highlight a few key takeaways. Consider modeling a response first if helpful.

- When might resourcing be helpful?
- What are examples of resources you or others have used or currently use?

- Resources can be internal (a memory), external (a special item you wear or hold), or imaginary (a song playing in your head).
-

REFLECTIVE PRACTICE | 5 minutes

Invite students to find a comfortable but alert position to engage in a short guided reflective practice. Just as with check-ins, remind students they may close their eyes if it feels helpful, or they can keep their eyes softly focused downward.

Guiding Language

Today, we practiced applying self-regulation strategies like tracking, resourcing, and shift and stay to help manage our bodies and minds more effectively.

Now, I invite you to gently bring to mind a resource, something that brings you a sense of well-being, safety or calm. [PAUSE]

As you focus on this resource, notice any sensations that arise in your body, remembering to practice tracking. You can also bring your attention to your body and what it is in contact with, perhaps noticing the feeling of your chair or your feet. Scan your body for any pleasant or neutral sensations, and allow your attention to rest there for a few moments. [PAUSE]

If your mind wanders, that's okay, gently guide your attention back to your resource or a pleasant sensation. [PAUSE]

Take a moment to consider how these strategies of tracking, resourcing, and shift and stay might support you in managing stress, enhancing your well-being, and building increased awareness and stability. [PAUSE]

Thank you for taking this moment for reflection. When you are ready, you may gently open your eyes if they are closed.

The Resilient Zone

OVERVIEW

In this learning experience, students will explore the concept of the resilient zone as a way to understand and support their self-regulation. They will learn to recognize the signs of hyperarousal or overstimulation (high zone) and hypoarousal or understimulation (low zone), and how these states affect their thoughts, feelings, and behaviors. Through discussing two scenarios, students will consider factors that contribute to strengthening one's capacity for resilience, or widening their resilient zone.

VOCABULARY

The resilient zone is a state of well-being and regulation for the body and mind, where a person feels in control and able to be their “best self.”

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

ENDURING CAPABILITIES

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

MATERIALS REQUIRED

- Resilient Zone 1
- Resilient Zone 2
- Narrow Resilient Zone
- Writing and drawing materials (colorful pencils, crayons, pens, regular pencils, markers)

LEARNING OUTCOMES

Students will be able to:

- Explain the resilient zone visual, describing all three zones (resilient, high, low)
- Analyze factors that narrow or widen their resilient zone in academic, social, and family contexts

PRIMARY CORE COMPONENTS



Self-Regulation

CHECK-IN | 5 minutes

Settling Activity

Begin the lesson with a brief reflective moment. This is a quiet, internal practice, no need for students to share responses aloud or to complete any writing. Simply guide them through the prompt, allowing space for silent thought.

Guiding Language

We will begin today's lesson by practicing resourcing. We're going to take a moment to sit quietly together and rest our minds and bodies to help us be ready to focus and connect. [PAUSE - 3 seconds]

Perhaps, you're tired or full of energy; maybe it's been a challenging day so far, or an exciting one. Either way, it's helpful to take this moment together. You can close your eyes or keep your eyes open and soften your gaze.

Let's each see if we can think of any moments of kindness, generosity, or compassion in our day so far. Maybe something happened at home or on your way to school or while you've been at school today. See what comes up for you, remembering a moment of kindness, or compassion that you witnessed or that you felt. It can be a big moment or a small thing. [PAUSE]

Picture that moment in your mind and hold onto it. [PAUSE]

Don't worry if you can't think of a particular example right now. You can imagine a moment of kindness, generosity, or compassion. [PAUSE]

Let's sit with our moment of kindness or compassion for a little bit. Notice how you're feeling... notice your sensations. Are they pleasant, unpleasant or neutral? If you find a pleasant or neutral sensation in your body, feel free to rest your mind there for a few more seconds. [PAUSE]

If the feelings and sensations that came up for you were pleasant or neutral, remember that you

can do resourcing later today or at any time in the future to regulate your nervous system. Simply recalling those positive emotions and paying attention to any pleasant or neutral sensations can help you feel better, even at a completely different time.

Now, we'll conclude the practice. If your eyes were closed, you can gently open them now.

Thank you.

PRESENTATION | 5 minutes

The Resilient Zone

Begin by displaying an image of the resilient zone, then introduce the lesson's content.

Safety Note: When teaching about the three zones, it is safest to use a third-person proxy (such as a story, pictures, or emojis) at first. Be careful not to ask students to "Think of a stressful situation" as this can lead some students to experience distress or dysregulation. It is also not advised to ask students directly how they feel in the high or low zones as this invites them to revisit negative experiences in their body that can actually move them into the high or low zone. Students may offer these observations independently, but otherwise using a third-person proxy is best practice.

Guiding Language

Over the last few lessons, we've been practicing different strategies to help regulate our bodies and minds. Today, we're going to talk about what it means to be resilient. We will be using the resilient zone model as a visual tool that helps us understand the state of our mind and body. This tool comes from the Community Resiliency Model developed by Elaine Miller-Karas.

Share the image of Resilient Zone 1 provided at the end of the learning experience.

Just by looking at it, what do you think the resilient zone, high zone, and low zone might mean?

Briefly gather a few initial ideas without giving the answers.

INSIGHT ACTIVITY | 15 minutes

Exploring the Zones

Overview

In the following activity, students will analyze different scenarios to determine whether the person in the situation has stayed in, or been bumped out of, the resilient zone. They will also identify the factors that contributed to the result.

Instructions

- Display Resilient Zone 2 visual
- Provide examples of scenarios

Guiding Language

We are now going to analyze two scenarios and how factors and choices can influence the size of our resilient zone.

Scenario 1 - Alex

Alex has been feeling overwhelmed by homework and hasn't talked to their friends much lately. They've been skipping meals to finish assignments and sleeping only 5 hours a night. When they accidentally spill their drink at lunch, they burst into tears and feel embarrassed for the rest of the day.

Discussion Questions

- Where on the Resilient Zone visual would you place Alex?
- What factors contributed to this?
 - Personal factors: What is happening inside for Alex?
 - Social factors: How are Alex's relationships with others affecting them?
 - Systems factors: What is happening in Alex's environment and context that is contributing to their response?
- Would Alex have reacted differently if some of those factors were different? For example, if they had been eating healthily or had time to relax with their friends?

Scenario 2 - Lehka

Lehka has a busy day ahead but started with a healthy breakfast and short run in her neighborhood. She made a checklist of what she needed to get done. When her partner forgets to bring part of a group project, Lehka calmly problem-solves and suggests alternatives.

Discussion Questions

- Where on the Resilient Zone visual would you place Lehka?
- What factors contributed to this?
 - Personal factors: What is happening internally for Lehka?
 - Social factors: How are Lehka's relationships with others affecting her?
 - Systems factors: What is happening in Lehka's environment and context that is contributing to her response?
- Would Lehka have reacted differently if some of those factors had been different? For example, if she'd forgotten her lunch or had an argument with her friend just before class?

PRESENTATION | 15 minutes

Widening the Resilient Zone

Guiding Language

Traumatic or stressful events happen. When they do, the potential to be bumped out of the resilient zone into the low or high zone is always there. Scientists call this "dysregulation" of the nervous system, to distinguish it from optimal functioning or "regulation." These zones are a normal part of our experience.

Let's think about Alex. They burst into tears over a spilled drink. We would say they are in the high zone. When we are in the high zone, our nervous system is in a state of high energy dysregulation (called hyperarousal), detonating a wide range of sensations like accelerated heart beat or agitation. This means we can experience our feelings as very intense and have big reactions that we may feel unable to control in that moment. If we know this,

we can navigate back into our resilient zone using specific activities or techniques.

Now, let's think about Lehka. She encountered unexpected stress when her project partner arrived unprepared. When she calmly responded by trying to solve the problem, it was clear she was in the resilient zone. Being resilient means being able to respond in a productive way to challenges, stress, threats, and unexpected surprises. When we feel in control and generally "ourselves," we say that we are in our "resilient zone." While in the resilient zone:

- *We can experience a wide range of emotions while still remaining in control of our response.*
- *We are able to respond productively to the stresses and challenges of life.*
- *We can choose how we respond to different stimuli.*
- *We are able to learn and retain information.*

Now, let's think about Lehka again. Suppose she had responded in a way that indicated she was in the low zone. What might that have looked like?

Invite student responses, then share the following:

In the low zone, our nervous system is in a state of low energy dysregulation (called hypoarousal), which means we might experience low energy, tiredness, heaviness, and feelings like wishing to withdraw or turn inward. This also means we might feel paralyzed, and unable to do or finish the activities we want to engage in.

Display the narrow and wide resilient zone graphic and the following prompts. Have students turn to the person next to them (elbow partner) to briefly share their responses. Each partner should get about a minute to speak.

It can also be helpful to think about how our resilient zones can become wider or narrower over time, often due to circumstances around us. Have you ever met someone who seems to always be stable even in the face of stress and

challenge? We'd say that person is fortunate to have a wide resilient zone. But maybe a few months later, things have shifted for them. They move to a new place where they don't have friends and family. Would they still have as wide a resilient zone without their support network, and while feeling lonely or uncertain? If their resilient zone gets narrower, maybe little things that never bothered them before now bump them into the high or low zone.

DEBRIEF | 5 minutes

As a whole group, review the prompts below:

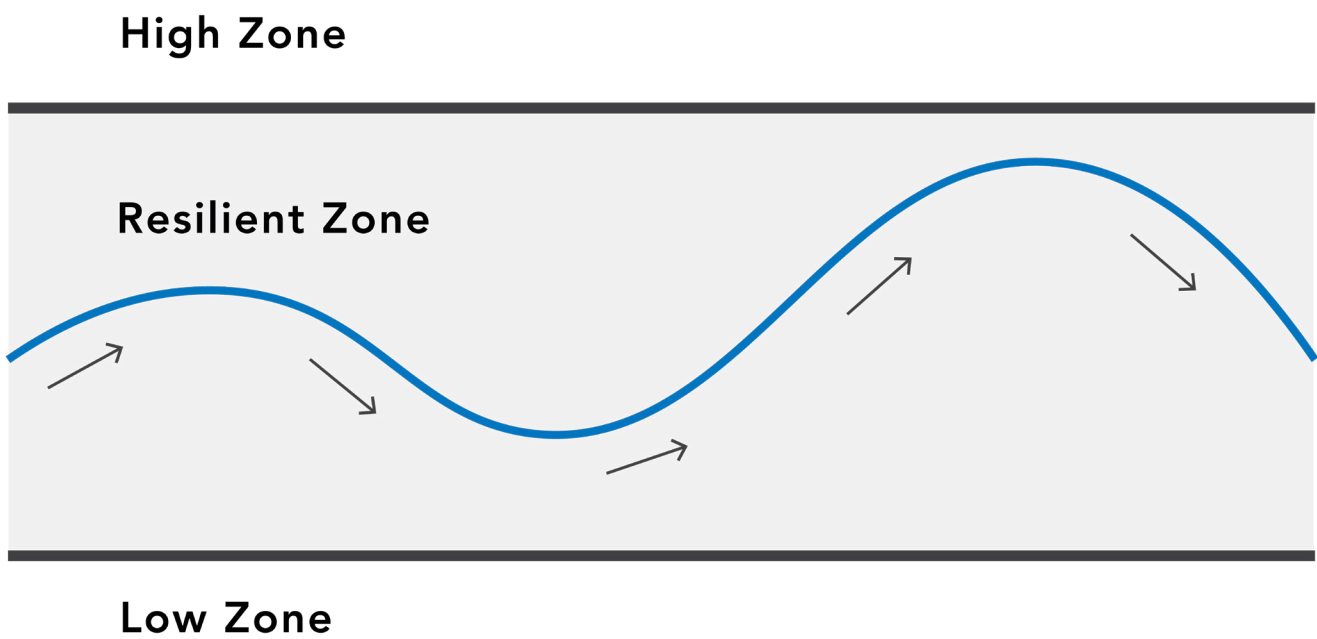
- What pressures from their environment (homework load, school culture, family expectations) might cause a person's resilient zone to become narrower? What environmental factors might help it to be wider?
- What inner qualities, attitudes or perspectives might help a person have a wider resilient zone?

REFLECTIVE PRACTICE | 5 minutes

Choose one or more of the prompts below for students to reflect on and respond to in their journals:

- How would you describe the concept of the resilient zone to a friend using a concrete example they could understand?
- Would you define your own resilient zone as narrower or wider than usual today? Or the same? Why?

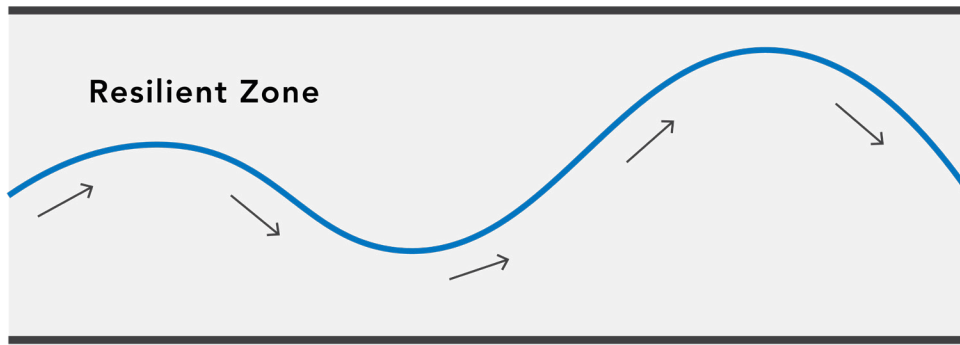
Resilient Zone 1



Resilient Zone 2

High Zone

Edgy, Irritable, Mania, Anxiety, Panic, Pain, Angry, Outbursts, Rage



I feel in control of myself.

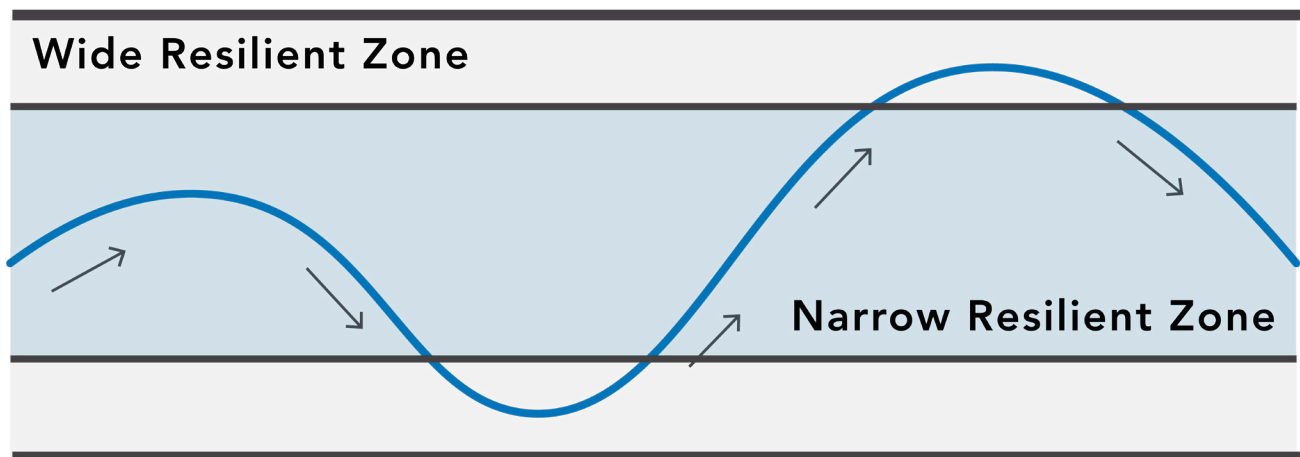
My decisions and actions are more productive.

I can access my tools for self-regulation.

Low Zone

Depression, Sadness, Isolation, Numb, Burned-out, Exhaustion, Fatigue

Narrow Resilient Zone



The Practice of Grounding

OVERVIEW

In this learning experience, students will explore a variety of grounding methods to build a clear understanding of what grounding is and how to practice it effectively. They will discover the benefits of grounding techniques and reflect on how these practices can support emotional balance, resilience and overall well-being in their daily lives.

VOCABULARY

Grounding is gaining stability in one's body by noticing the way it is physically supported.

Tracking means paying attention to sensations inside the body and learning to notice the sensations, then discern whether the sensation is pleasant, unpleasant, or neutral.

MATERIALS REQUIRED

- Writing materials
- Chart paper or board space and markers
- Printouts of grounding stations (Optional)

PRIMARY CORE COMPONENTS



**Attention &
Self-Awareness**



Self-Regulation

ENDURING CAPABILITIES

Self-Regulation

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

Attention and Self-Awareness

Attending to Our Body and Sensations:

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

LEARNING OUTCOMES

Students will be able to:

- Identify a personal grounding practice that can be implemented discreetly in school and social settings
- Compare the effectiveness of different grounding techniques for various types of stressors they encounter
- Apply grounding strategies proactively to maintain regulation during challenging situations

CHECK-IN | 5 minutes

Settling Activity

This short check-in is meant to help students settle into the space and prepare for the learning ahead. Students are not expected to speak or respond.

Encourage quiet reflection and focus during this time.

Guiding Language

Let's take a moment to get comfortable and in an alert position.

For you, it may be settling into your chair, or if you prefer, leaning against a wall, or even sitting or lying on the floor. Please take a moment to make yourself comfortable in an alert position. Feel free to move if you need to. [PAUSE]

What does your body need right now? [PAUSE]

I invite you to think of a resource, something that makes you feel better, safer, happier, or stronger. It could be a person, place, thing, something about yourself, or a memory of a kindness you experienced. It can be real or imaginary. Notice the details of this resource and any sensations associated with it. [PAUSE]

When you think about this resource, what do you notice happening inside your body? Notice the sensations. [PAUSE]

Now, I invite you to bring your attention to your body and what it is in contact with. Perhaps you feel the chair against your back, your hand on your leg. Possibly the coolness of the table, the softness of your shirt, maybe the air going in and out of your nostrils.

What sensations do you notice on the inside? [PAUSE]

Scan your body for a pleasant or neutral sensation and just pay attention to that and observe it. See if it changes or stays the same. [PAUSE]

You can always shift your body and your focus to another place that feels better or you can focus on your personal resource. [PAUSE]

If you get distracted, remember that you are human and it's ok to get distracted. Just acknowledge you're distracted, and try to bring your attention back to your resource, or a pleasant or neutral sensation in your body.

[PAUSE]

As we do this, we're learning more about our bodies and how to calm them and make them feel better.

Now, we'll conclude the practice. If you closed your eyes, I invite you to open them.

Thank you.

INSIGHT ACTIVITY | 25 minutes

Exploring Grounding

Overview

In this activity, students will practice the skill of grounding by trying out five different positions (sitting, standing, pushing down on a surface, leaning against or pushing on a wall, and holding an object), then repeating one of their choice and noticing which ones bring about the greatest sense of well-being in their bodies.

Teaching Tip: Some students who have experienced traumatic events may have sensations of floating or spinning at times. Offer the choice to put something heavy (like a book or their backpack) on their lap, if sitting, as this can help students experience being grounded for the first time.

Instructions and Guiding Language

This activity can be led by the teacher, by students, or through stations. Choose the option that best fits your class.

Today, we will be trying out different grounding strategies, like standing, sitting, pushing down on a desk, leaning against or pushing on a wall, or holding an object. We'll be pausing briefly during each posture to track our sensations as we've done before, to help us be very intentional

and take time to notice how our bodies are responding. Then, you'll have an opportunity to retry a grounding position you felt was helpful.

This will be a quiet and reflective time where we'll tune into our internal sensations. You are in charge of your own experience so feel free to pause, adjust, or choose a different strategy at any time.

Remember to encourage students to use tracking to notice and name the sensations in their bodies as they engage with each grounding practice.

Sitting

Since we're already sitting, let's start here. Take a moment to notice the sensations in your body as you sit.

Teacher Tip: For students who are of shorter stature, suggest trying a position where their feet are touching the floor or ground.

You're welcome to adjust your position to find what feels most comfortable for you. [PAUSE]

If you'd like, shift your attention to where your body makes contact with the seat or the floor. You might notice how the chair supports you or how the floor holds your legs and feet.

Take a moment to notice these sensations. If this feels uncomfortable, that's okay. You can shift to a different resource or use a Help Now! Strategy. Follow what feels right for you. [PAUSE]

Standing

Let's gently transition to standing. Find a stance that feels natural and comfortable.

You might try a few different positions, noticing how your body responds to each one. [PAUSE]

Take a moment to pay attention to the sensations in your body now that you're standing. This could be the feelings of your

feet against the floor or the weight of your arms at your side. Notice and name what you feel inside. [PAUSE]

Leaning Against or Pushing on a Wall

Let's try leaning against a wall with our backs. As you do this, notice how it feels where your body touches the wall.

Take a moment to track the sensations in your body.

What are you noticing?

Are the sensations pleasant, unpleasant, or neutral? [PAUSE]

Now, let's push against the wall with our hands. You decide how much pressure to use. While you're pushing, notice what sensations arise and where in your body you feel them. [PAUSE]

Pushing Down on a Surface

Next, let's explore something different. You can do this either standing or sitting. You can choose what feels best for you.

If it helps you focus, you can close your eyes.

Let's gently push down on a surface, like a table, desk, or the floor. You decide how much pressure feels right for you, it doesn't have to be hard. [PAUSE]

Now, notice what sensations you feel in your body as you do this. Take your time. [PAUSE]

Holding an Object

Choose an object to hold in your hands or something nearby that feels comfortable.

Take a moment to feel the weight of the object. Notice where it rests against your palm or fingers.

If you'd like, you can close your eyes to focus on the sensations.

What do you notice as you hold the object?

Are any sensations, thoughts, or feelings coming up for you? [PAUSE]

Grounding Practice of Your Choice

Now, let's choose a grounding practice that feels best for you:

- *Sitting*
- *Standing*
- *Pushing on a surface with your hands*
- *Leaning against or pushing on a wall*
- *Holding an object of your choice*

As we begin, remember that grounding becomes even more helpful when we take time to track our sensations.

Let's notice where our body is meeting the object or surface we've chosen.

What sensations are you experiencing? Are they pleasant, unpleasant, or neutral? (Feel free to share if you'd like.)

There are no right or wrong answers. Whatever you notice is your experience and that it is valid.

Teaching Tips: As your students grow more familiar with grounding, keep this activity fresh by adding other postures including sitting with one's back against the wall or lying down if your space permits. Arm positions, such as folding one's arms, can also be used. This will help individuals see which postures are most helpful to them.

PRESENTATION | 5 minutes

Guiding Language

The skill you just explored using different postures and physical contact is called "grounding." As you noticed, simply changing our body's position can help our nervous system feel more balanced.

The human nervous system responds to physical contact. When we touch certain objects or

surfaces, the response produced by our body can be relaxing or regulating. This is called grounding.

When we pay attention to that response by attending to pleasant or neutral sensations in the body (through tracking), we can allow the response to deepen and spread throughout the body.

Grounding can help the body feel better, safer, more secure, and more stable. It is similar to resourcing, except instead of thinking of a resource, grounding involves using physical contact and your sense of touch to achieve a comfortable state.

Grounding and resourcing are also similar in that they can be very individualized and, when practiced over time, become easier and more effective.

Teaching Tip: If comfortable, it might be helpful for the teacher/facilitator to share a grounding technique they find helpful, such as one mentioned below.

You may already be using grounding strategies without even realizing it. Do any of you or do you know someone who does the following?

- *Likes to hold something or play with something in their hands.*
- *Likes to hold a pillow or stuffed animal when sitting or lying down.*
- *Likes to feel the weight of blankets on their body when going to sleep.*
- *Leans against something, a chair, wall, etc.*

These are all examples of grounding strategies.

You may invite students to share their self-identified grounding strategies at this time.

DEBRIEF | 5 minutes

Facilitate a short class discussion. Invite volunteers to share responses and highlight a few key takeaways. Consider modeling a response first if helpful.

Guiding Language

Our nervous system is always paying attention to our body's posture and what we're in contact with such as the floor, a chair, or other surfaces. Sometimes, when we simply change how we're positioned or what we're touching, it can help our nervous system feel more balanced. When we track our sensations we deepen our understanding of how our body feels and build body awareness.

Think of the grounding practice that felt the most comfortable to you. Is this something that you might use in the future to help regulate your nervous system?

REFLECTIVE PRACTICE | 5 minutes

Use this time to help students reflect quietly about their experience with grounding. The next prompt is designed to deepen understanding and connect the learning to their lives or prior knowledge.

Guiding Language

Now, I want to invite you to write down in your personal journal a few reflections about your experience of grounding. If helpful, use the following prompts:

- How does noticing the feeling of physical support (like your feet on the ground or the chair beneath you) help you understand what your body needs when you're feeling stressed or unbalanced?
- How might you develop familiarity with this strategy, so that you can use it when you get bumped into the high or low zone?

Grounding Station 1

Sitting

Notice the sensations in your bodies that come from sitting. Feel free to change the way you are sitting to one that is most comfortable for you.

Now, if you like, take a few moments to pay attention to the contact of your body with the seat or the floor. Just notice how the chair is supporting your body, or how the floor is supporting your legs and feet.

Track your current sensations. If this grounding activity is uncomfortable for you, feel free to shift to a resource or a Help Now! Strategy.

Grounding Station 2

Standing

Stand in the way that is most comfortable for you. Try several different stances if you want to.

Each time, see how your body responds by noticing what happens on the inside.

Track what sensations you notice in your body now that you're standing. Notice and name what you're feeling on the inside.

Grounding Station 3

Leaning or Pushing Against the Wall

Try leaning against the walls with your back. Try tracking while you do this, paying attention to our sensations on the inside and noticing the place where the body meets the wall.

What sensations are you noticing now? Are they pleasant, unpleasant, or neutral?

Try pushing against a wall with your hands. While doing that, remember to do tracking.

Notice what sensations are in your body when you push against a wall, and where in your body we feel those sensations.

Grounding Station 4

Pushing Down on a Surface

You can sit down or stand up for this. Choose for yourself whether you'd like to close your eyes, if that helps you concentrate. Push down on the (table/desk/floor) with our hands. It doesn't have to be too hard; you decide the level of pressure that feels best to you.

And now track what sensations you feel on the inside as we do this.

Grounding Station 5

Holding an Object

Hold an object of your choice in your hands. You close your eyes or keep them open.

Feel the weight of the object in your hand. Notice where the object is resting against the palm of your hand.

What do you notice? Are any sensations, thoughts or feelings coming up for you?

Grounding Station 6

Grounding Practice of Your Choice

Now choose the grounding strategy of your choice: intentionally standing or sitting, pushing down on a hard surface with your hands, or pushing against or leaning on a wall, or holding an object of your choice.

As you begin this practice, remember that what makes this a skill that can be used to shift how you are feeling is to track while you are grounding, noticing and naming what you're feeling inside.

Take a minute to pay attention to the place that your body is meeting the object of choice. What sensations are you noticing? Are they pleasant, unpleasant, or neutral?

There are no right or wrong answers to these reflection questions. Whatever is true for you, is your right answer.

Responding to Challenging Behaviors

OVERVIEW

In this learning experience, students will explore how self-regulation, self-agency, and self-advocacy can support constructive responses to life's challenges. Through a series of prompts and scenarios, students will identify what tends to push people out of their resilient zone and choose the regulation strategies that can help them regain balance in those moments to respond in the most constructive way.

VOCABULARY

Self-agency means you have the capacity to take action. It is often viewed in terms of personal agency which is the ability to control personal actions and assume responsibility for the consequences of our actions.

Self-advocacy is the ability to communicate one's needs and to speak up for oneself.

Self-regulation is the ability to navigate one's emotions, nervous system, and behaviors so as to promote well-being and avoid harm to oneself and others.

ENDURING CAPABILITIES

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

LEARNING OUTCOMES

Students will be able to:

- Define the tools of self-regulation, self-agency, and self-advocacy
- Identify productive and healthy response strategies to challenging situations using self-regulation, self-agency, and self-advocacy

MATERIALS REQUIRED

- Responding to Challenging Behaviors handout (one per group)
- Writing materials
- SEE Learning Group Work Protocol

PRIMARY CORE COMPONENTS



Self-Regulation

CHECK-IN | 5 minutes

Settling Activity

This short check-in is meant to help students settle into the space and prepare for the learning ahead. Students are not expected to speak or respond.

Encourage quiet reflection and focus during this time.

Guiding Language

Let's take a moment to get comfortable and in an alert position.

What does your body need right now? [PAUSE]

For you, it may be settling into your chair, leaning against a wall, or sitting or lying on the floor. Please take a moment to make yourself comfortable in an alert position. Feel free to move if you need to. [PAUSE]

Now, I invite you to think of a resource. Perhaps something that makes you feel better, safer, happier, or stronger. It could be a person, place, thing, something about yourself, or a memory of a kindness you experienced. It can be real or imaginary. Notice the details of this resource and any sensations associated with it. [PAUSE]

When you think about this resource, what do you notice happening inside your body? Notice the sensations. [PAUSE]

Scan your body for a pleasant or neutral sensation and pay attention to that. Observe it. See if it changes or stays the same. [PAUSE]

You can always shift your body and your focus to another place that feels better or you can focus on your personal resource. [PAUSE]

If you get distracted, remember that you are human and it's ok to get distracted. Just acknowledge you're distracted and try to bring your attention back to your resource, or a pleasant or neutral sensation in your body. [PAUSE]

As we do this, we're learning more about our

bodies and how to calm them and make them feel better.

Now, we'll conclude the practice. If you closed your eyes, I now invite you to open them.

Thank you.

PRESENTATION | 5 minutes

Guiding Language

Lesson's Framework

Today, we will explore how different tools can help us to respond constructively to challenging situations.

There is a wide range of challenging situations that we can encounter and want to learn how to manage. Nevertheless, in the process of learning how to regulate ourselves, it's helpful to start with situations that feel more manageable. During this class, we want to remain in the resilient zone, and avoid bringing up topics that could make us feel too uncomfortable or unsafe. As we continue to practice, we'll gradually build the skills needed to handle more difficult situations.

Challenging Situations

In life, it's natural to experience challenging situations that can bump us toward our high or low zones, or even out of our resilient zone. Today we will explore some examples that might be familiar to you or someone you know, like failing an exam, being teased by a friend, losing an important sports game, or being snapped at by someone on a particularly difficult day.

Managing challenging situations can be difficult. If we are pushed outside of the resilient zone, either to the high or low zones, it can create all sorts of complications.

Why is it important to take action and respond to a challenging situation while in the resilient zone?

Example: make better decisions, think more clearly, not be overwhelmed by emotion, etc.

What are the risks of reacting when we are not regulated?

Example: make poor decisions, end up harming others or ourselves, saying or doing things we don't truly mean or will regret later, etc.

The tools we will explore today to better manage challenging situations are self-regulation, self-advocacy and self-agency.

Display the concepts on the board or post the definitions somewhere visible in the classroom:

- Self-regulation is the ability to navigate one's emotions, one's nervous system, and one's behaviors so as to promote well-being and avoid harm to oneself and others.
- Self-advocacy is the ability to communicate one's needs and to speak up for oneself. Self-advocacy supports individuals in being able to make personal decisions that promote their well-being.
- Self-agency means you have the capacity to take action. It is often viewed in terms of "personal agency," which is the ability to control personal actions and assume responsibility for the consequences of our actions.

INSIGHT ACTIVITY | 25 minutes

Responding to Challenging Situations

Overview

In this activity students will work in small groups to explore different scenarios that include challenging situations. They will be invited to identify the challenging moment and make suggestions on how to use self-regulation, self-advocacy and self-agency to manage these moments.

Instructions

Display or share the instructions and review them with the students. Then each group of students with the

Responding to Challenging Situations handout will:

- Form small groups of two or three students.
- Read through each scenario on the handout and identify the challenging moment.
- Describe an appropriate response that uses self-regulation (like a Help Now! strategy), self-agency (deciding to act), and self-advocacy (what they could say or do) to navigate the situation constructively.
- After 20 minutes, invite the different groups to pick one of the scenarios they explored and share with the whole class their suggestions for appropriate responses.

DEBRIEF | 5 minutes

Use this time to help students reflect on what they just experienced, noticed, or learned during the activity. These prompts are designed to deepen their understanding and connect the learning to their lives. Students can choose to focus on answering just one or both questions.

Guiding Language

The strategies we are learning won't prevent uncertainty, unfairness, unpleasant experiences, or challenging situations from happening in our lives. However, with consistent practice, these strategies can become powerful tools that help us reclaim our sense of control in stressful moments and return to our personal resilient zone.

- How might you recognize when you have been bumped into the high or low zone?
- How can the practices of self-regulation, self-advocacy, and self-agency help us effectively deal with stressors and challenging situations?

REFLECTIVE PRACTICE | 5 minutes

Invite students to find a comfortable but alert position to engage in a short guided reflective practice. Just as with check-ins, remind students they may close their eyes if it feels helpful, or they can keep their eyes softly focused downward.

Guiding Language

Today we explored challenging situations. To help us self-regulate and transition to the next part of our day with care for ourselves, I invite you to practice grounding.

Bring your attention to your body and what it is in contact with. Perhaps you feel the chair against your back or your hand on your leg. Possibly you notice the coolness of the table, the softness of your shirt, or maybe the air going in and out of your nostrils.

What sensations do you notice on the inside?

[PAUSE]

Scan your body for a pleasant or neutral sensation and pay attention to that and observe it. See if it changes or stays the same. [PAUSE]

If needed, you can shift your body and your focus to another place that feels better, or you can focus on a resource. [PAUSE]

As you sit with a pleasant sensation or positive resource, remember that this is a strategy you can use when you find yourself getting bumped out of your resilient zone. Taking a short pause and briefly bringing attention to something pleasant or neutral can support your resilience and help you feel in control. [PAUSE]

Thank you for participating in this brief practice.

Responding to Challenging Behaviors Scenarios Handout

With a partner, read each scenario and identify the moment of challenge. Then, brainstorm how the character could use self-regulation (like a Help Now! Strategy or resourcing), self-agency (deciding to act), and self-advocacy (what they could say or do) to navigate the situation constructively.

PARTNER NAMES _____

Scenario 1

Hind had been texting with Geo for a few days. Their conversations were filled with shared jokes and ideas, and she felt a growing connection between them. One day, Geo suddenly stopped responding. At first, Hind was calm and waited patiently. After a few hours, she started checking her phone repeatedly, a knot tightening in her stomach. By the end of the day, she started doubting her connection with Geo, thinking, Did I say something wrong? Is he mad at me? Why isn't he responding?

Moment of challenge

Appropriate Response

Describe an appropriate response that uses self-regulation (like a Help Now! strategy), self-agency (deciding to act), and self-advocacy (what they could say or do) to navigate the situation constructively.

Responding to Challenging Behaviors Scenarios Handout

With a partner, read each scenario and identify the moment of challenge. Then, brainstorm how the character could use self-regulation (like a Help Now! Strategy or resourcing), self-agency (deciding to act), and self-advocacy (what they could say or do) to navigate the situation constructively.

PARTNER NAMES _____

Scenario 2

Rhys was hanging out with his long-time friend, Marco, and a few other classmates after school. Marco, known for his quick wit, started making jokes about Rhys' new haircut. Initially, Rhys felt a mild sense of unease. He tried to laugh it off, but the teasing continued, drawing more laughs from the others. Rhys' internal experience began to shift rapidly, the mild unease escalated to frustration and then turned into anger. His thoughts raced: Do they all think I'm a joke? Why won't Marco stop?

Moment of challenge

Appropriate Response

Describe an appropriate response that uses self-regulation (like a Help Now! strategy), self-agency (deciding to act), and self-advocacy (what they could say or do) to navigate the situation constructively.

Responding to Challenging Behaviors Scenarios Handout

With a partner, read each scenario and identify the moment of challenge. Then, brainstorm how the character could use self-regulation (like a Help Now! Strategy or resourcing), self-agency (deciding to act), and self-advocacy (what they could say or do) to navigate the situation constructively.

PARTNER NAMES _____

Scenario 3

Eustacia walks into her messy room after a long day of school, feeling drained. Her resilient zone is already quite narrow due to accumulated academic stress and a recent argument with a friend. Just as she drops her backpack, her mother appears at the doorway, taking in the overflowing laundry and scattered text-books.

“Eustacia! Your room is a disaster! I told you to clean this yesterday! Why is it still like this?!” she exclaims, her voice sharp with frustration.

Eustacia immediately tenses and feels a strong urge to snap back.

Moment of challenge

Appropriate Response

Describe an appropriate response that uses self-regulation (like a Help Now! strategy), self-agency (deciding to act), and self-advocacy (what they could say or do) to navigate the situation constructively.

Responding to Challenging Behaviors Scenarios Handout

With a partner, read each scenario and identify the moment of challenge. Then, brainstorm how the character could use self-regulation (like a Help Now! Strategy or resourcing), self-agency (deciding to act), and self-advocacy (what they could say or do) to navigate the situation constructively.

PARTNER NAMES _____

Scenario 4

Zahir was generally doing well in school, and felt confident as a student. So when his science test was returned graded with a failing grade, he felt a heavy wave of disappointment wash over him. His gaze dropped to his desk and he quickly shoved the exam into his backpack. Thoughts like “I’m stupid” and “What’s the point of even trying?” started to loop in his mind and Zahir wanted nothing more than to get out of the classroom and be alone.

Moment of challenge

Appropriate Response

Describe an appropriate response that uses self-regulation (like a Help Now! strategy), self-agency (deciding to act), and self-advocacy (what they could say or do) to navigate the situation constructively.

CHAPTER 2

EXTENSION

Learning Experiences

EXTENSION LEARNING EXPERIENCES

Extension learning experiences build off of the Core learning experiences by providing additional opportunities for students to cultivate insights and make connections. If time and space is limited for SEE Learning, a school or school system can choose to deliver only the Core learning experiences.

- **Learning Experience 6** - What Supports Resilience

Note: Introduce after Learning Experience 5

Material: Resilient Zone 2

Material: Different Levels of Resilience

Material: Mindful Dialogue Overview

- **Learning Experience 7** - Reinforcing the Resilient Zone

Note: Introduce after Learning Experience 3

Material: Resilient Zone Partner Scenario Handout

Material: Image of the Zones

What Supports Resilience

OVERVIEW

In this learning experience, students will explore resilience across individual, social, and systemic levels. The discussions and activities will guide students in developing an understanding of the importance of cultivating compassion and empathy in relationships and creating systems and cultures that support the well-being and flourishing of all. Through a small-group activity, students will analyze various factors that influence resilience at the personal, social, and systemic levels.

VOCABULARY

Empathy is understanding and resonating with another's emotional state.

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

ENDURING CAPABILITIES

Individuals within a Systems Context:

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

MATERIALS REQUIRED

- Resilient Zone 2
- Notebook or folder
- Colorful pencils, crayons, pens, regular pencils, markers
- Different Levels of Resilience Handout (one per student)
- Mindful Dialogue Overview (chapter 2 intro)

LEARNING OUTCOMES

Students will be able to:

- Describe how the concept of resilience can be applied beyond the individual to help understand the behaviors of others and society
- Identify the benefits of cultivating resilience at the personal, social, systems, and cultural level

PRIMARY CORE COMPONENTS



**Appreciating
Interdependence**

CHECK-IN | 5 minutes

Settling Activity

Begin the lesson with a brief settling practice. You may choose to lead a regulation strategy such as tracking, shift and stay, grounding, or resourcing. You can also choose to invite students to engage in the following practice about recalling moments of kindness.

Guiding Language

I want to invite you to take a moment to sit quietly together and rest our minds and bodies to help us be ready to focus and connect. [PAUSE]

Maybe you are tired or full of energy. Maybe it's been a challenging day so far, or an exciting one. Either way, it's helpful to take this moment together.

You can choose to close your eyes or keep your eyes open, softening your gaze.

Let's take a moment to see if we can recall any acts of kindness or compassion from our day so far. It might be something that happened at home, on your way to school, or since you arrived at school today. Think about a moment you witnessed or experienced. It could be something big or something small. Just notice what comes to mind. [PAUSE]

Picture that moment clearly in your mind. Try to recall as many details as you can. [PAUSE]

If nothing specific comes to mind, that's okay, you can recall an act of kindness from another day or simply imagine a moment of kindness or compassion. [PAUSE]

Now, I invite you to sit with that moment for a little while and let your attention rest in that moment. Notice how you're feeling. [PAUSE]

What sensations are present in your body? Are they pleasant or neutral sensations?

If the feelings and sensations you experienced were pleasant or neutral, you can remind yourself to return to them later today. Simply thinking about those positive feelings and noticing the

pleasant or neutral sensations can help you feel better, even at a completely different time.

Now, we'll conclude the practice. If your eyes were closed, you can gently open them now.

Thank you.

Allow some time for students to consider their experience:

- What sensations did you notice on the inside as you remembered the moment of kindness and compassion? Were they pleasant, unpleasant or neutral?
- What else did you notice?

PRESENTATION | 10 minutes

What Supports Resilience

Introduce the content of the lesson.

Instructions and Guiding Language

As you may recall, the resilient zone is a visual tool that helps us understand the state of our mind and body. When our bodies and minds are in balance and we feel in control, we are within our resilient zone. In this state, it's easier to make choices that support our own well-being and that of others.

Our understanding of the resilient zone can extend beyond personal experience, and can also be applied at the social, systems, and cultural levels.

In today's lesson, we'll explore examples of how resilience can be cultivated at each of these levels.

Share with students the Different Levels of Resilience handout that has specific examples of how to cultivate resilience in the different levels.

Resilience can be cultivated on different levels. On the handout you received, you will see examples of these levels with specific actions we can take to develop resilience related to the example.

Personal Level

- Through the practice of self-awareness and emotional regulation

- Through skill-building
- Through physical well-being
- Through developing a positive mindset

Social Level

- Through support networks
- Through effective communication
- Through community engagement
- Through developing altruism and empathy

System Level

- Having a supportive school environment
- Developing fair and clear structures
- Through having community resources
- Through cultivating positive online environments

Cultural Level

- Through promoting shared narratives
- Through promoting cultural values
- Through intergenerational learning

Read the different examples and actions, then select 1 for each level that you consider important. [5 minutes]

INSIGHT ACTIVITY | 20 minutes

Layers of Resilience

Overview

In partners or in small groups, students will identify the benefits of the different examples and actions contained on the Different Levels of Resilience handout.

This insight activity can be facilitated using the Mindful Dialogue Overview.

Guiding Language

With a partner or in small groups, please review the list of examples related to promoting resilience.

Using the examples that you underlined, select the topic your group thinks is the most important for each domain.

After your group identifies the most important topic, please take time to identify the benefits that would arise from strengthening the resilience of that topic.

For example, if your group feels that improving the resilience of physical well-being is the most important topic for the personal domain, you could identify the following benefits:

- **Longer life**
- **Improved health**
- **Fewer health care issues and expenses**
- **Better energy levels and less fatigue**
- **Self confidence**
- **Access to a variety of activities and experiences**

For each domain, please select one of the topics and create a list of benefits that might arise if that topic was enhanced and strengthened.

DEBRIEF | 10 minutes

The purpose of this debrief is to allow students to process the insight activity and clarify, or reinforce key takeaways. Choose the format (small group, whole group, or individual reflection) that works best for your classroom and available time. Here are some questions that could help guide the students' reflection:

- Why is it important to cultivate resilience in the different levels (personal, social, systems, and culture)?
- What would happen to a person, society, system, or culture if resilience was not cultivated?

REFLECTIVE PRACTICE | 5 minutes

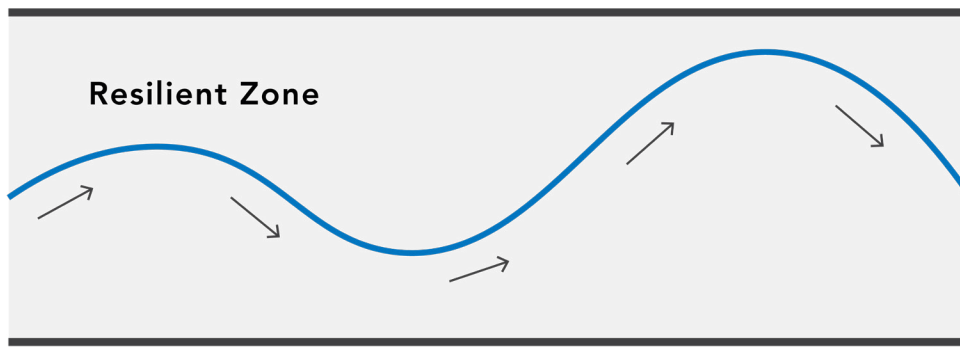
Invite students to reflect on one or both of the following questions through journaling:

- What can you do on a personal level to cultivate resilience?
- How can you contribute to helping your classmates, classroom, and school become more resilient?

Resilient Zone 2

High Zone

Edgy, Irritable, Mania, Anxiety, Panic, Pain, Angry, Outbursts, Rage



I feel in control of myself.

My decisions and actions are more productive.

I can access my tools for self-regulation.

Low Zone

Depression, Sadness, Isolation, Numb, Burned-out, Exhaustion, Fatigue

Different Levels of Resilience

Resilience can be cultivated in the personal, social, systems, and cultural levels.

Personal Level

- **Self-Awareness and Emotional Regulation:** Developing practices like mindfulness, journaling, or Help Now! Strategies to better understand and manage emotions during stress.
- **Skill-Building:** Learning problem-solving techniques, time management, and self-efficacy through education or training programs.
- **Physical Well-being:** Maintaining good physical health through regular exercise, proper nutrition, and adequate sleep to strengthen mental resilience.
- **Positive Mindset:** Practicing gratitude, reframing challenges as opportunities for growth, and maintaining optimism.

Social Level

- **Support Networks:** Building and maintaining close relationships with family, friends, or mentors who can provide emotional and practical support.
- **Effective Communication:** Enhancing active listening and conflict resolution skills to strengthen bonds and navigate interpersonal challenges.
- **Community Engagement:** Participating in peer groups or support groups where individuals can share experiences and encouragement.
- **Altruism and Empathy:** Engaging in acts of kindness and understanding others' perspectives to foster mutual resilience in relationships.

System Level

- **Supportive School Environment:** Access to school counselors, trusted teachers, or support staff when feeling overwhelmed. Clear anti-bullying policies and a school culture that actively promotes respect and inclusion. Availability of extracurricular activities or clubs that provide a sense of belonging and positive engagement.
- **Fair and Clear Structures:** Understandable school rules and consistent consequences that feel fair. Opportunities for student voice in school decisions or forums to address concerns.
- **Community Resources:** Safe community spaces like libraries, parks, or youth centers where students can connect and de-stress. Access to reliable information about mental health support available in the community.
- **Positive Online Environments:** School initiatives promoting digital citizenship and safe online interactions. Established ways to report online harassment or bullying within the school system.

Cultural Level

- **Shared Narratives:** Promoting cultural stories or histories that emphasize perseverance, adaptation, and overcoming adversity.
- **Cultural Values:** Encouraging values such as collectivism, mutual aid, or respect for diversity that foster community resilience.
- **Art and Expression:** Supporting arts, music, and other cultural forms that allow individuals to process emotions and find inspiration during difficult times.
- **Intergenerational Learning:** Passing down traditions, wisdom, and coping strategies that have helped communities endure challenges over time.

Reinforcing the Resilient Zone

OVERVIEW

In this learning experience, students will use the resilient zone graphic to explore what helps them feel stable and resilient. Through analyzing a scenario, they'll identify what sometimes pushes people out of their resilient zone into dysregulated states. They will also assess what regulation strategies might be useful to stay or go back to the resilient zone.

VOCABULARY

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

ENDURING CAPABILITIES

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

MATERIALS REQUIRED

- Blank Resilient Zone
- Resilient Zone Partner Scenario Handout (one per pair)
- Writing materials

LEARNING OUTCOMES

Students will be able to:

- Develop an applied understanding of the resilient zone, low zone and high zone
- Identify how the influence of external triggers can move people between zones
- Recognize practices that help support resilience and regulation

PRIMARY CORE COMPONENTS



Self-Compassion

CHECK-IN | 5 minutes

Settling Activity

Begin the lesson with a brief settling practice. This is a quiet, internal practice. There is no need for students to share responses aloud or complete any writing. Simply guide them through the prompt, allowing space for silent thought.

Guiding Language

Let's take a moment to get comfortable and in an alert position. I invite you to notice what your body needs right now. [PAUSE]

For you, it may be settling into your chair, or you can try leaning against a wall. Maybe try sitting or lying on the floor. Please take a moment to make yourself comfortable in an alert position. Feel free to move if you need to. [PAUSE]

Now, I invite you to think of a resource, something that makes you feel better, safer, happier, or stronger. It could be a person, place, thing, something about yourself, or a memory of a kindness you experienced. It can be real or imaginary. Notice the details of this resource and any sensations associated with it. [PAUSE]

When you think about this resource, what do you notice happening inside your body? Notice the sensations. [PAUSE]

I invite you to bring your attention to your body and what it is in contact with. Perhaps you feel the chair against your back or your hand on your leg. Possibly the coolness of the table, the softness of your shirt, maybe the air going in and out of your nostrils. What sensations do you notice on the inside? [PAUSE]

Scan your body for a pleasant or neutral sensation and pay attention to that and observe it. See if it changes or stays the same. [PAUSE]

You can always shift your body and your focus to another place that feels better. [PAUSE]

If you get distracted, remember that you are human and it's ok to get distracted. Just

acknowledge you're distracted and try to bring your attention back to your resource or a pleasant or neutral sensation in your body. [PAUSE]

As we do this, we're learning more about our bodies and how to calm them and make them feel better.

Now, we'll conclude the practice. If you closed your eyes, I now invite you to open them.

Thank you.

PRESENTATION | 5 minutes

Reinforcing the Resilient Zone

Safety Note: When teaching about the three zones, it is safest to use a third-person proxy such as a story, pictures or emojis, at first. Be careful not to ask students to "Think of a stressful situation," since some will often think of the worst thing that ever happened to them. In order to avoid traumatic responses, it is advisable to not directly ask them, "What do you feel like when you're in the high zone?"

Guiding Language

In our previous lessons we have practiced tracking sensations, shift and stay, resourcing, grounding, and Help Now! Strategies. We can apply all these practices proactively to help us build resilience and as in-the-moment practices for when we get bumped out of the resilient zone. To review: What does it mean, or what might it look like, to be resilient?

The resilient zone gives us a visual to help describe when our mind and body are in a state of well-being. When we are in our resilient zone we can handle the stresses of daily life and can act and react in healthy ways. Although we can experience a whole range of positive and negative emotions and thoughts in our resilient zone, being in the resilient zone helps us to feel relatively in control.

What can bump someone out of their resilient zone?

After gathering student responses, explain that stress can also bump us out of our resilient zone and into a high or low zone, if it hasn't already been mentioned.

Anyone can get bumped out of their resilient zone and into the high or low zone. We all experience emotions and sometimes those emotions can become intense. The good news is that we all have the ability to notice when we've been bumped into a high or low zone and can use these skills to return to our resilient zone. Over time, these same skills can help us stay in our resilient zone more often and even expand it, so we're less likely to be bumped out in the first place.

INSIGHT ACTIVITY | 20 minutes

Zones in Action

Overview

In the following activity, students will explore a scenario to deepen their understanding of the resilient zone. They will identify a trigger that bumps a character out of the resilient zone, as well as a strategy or practice that can help the character return to it.

Instructions and Guiding Language

Display an image of the resilient zone located at the end of the learning experience.

Provide students with the Resilient Zone Partner Scenario Handout

We are going to use the resilient zone graphic to think further about how a character might be bumped into the high or low zone, and what might help them return to their resilient zone.

This scenario features a student named PJ. Imagine that PJ is your age and goes to a school very similar to ours.

Read PJ's scenario together.

Invite students to work with a partner to complete the partner scenario worksheet. On the first side, they will identify and write about PJ's possible responses to their friend walking past without acknowledging

them. On the second page, pairs will illustrate one of PJ's journeys (bumped into the high zone, bumped into the low zone, or staying in the resilient zone) on a black resilient zone graphic. They will be required to show the stimulus, the moment PJ gets bumped into the high or low zone, and then when and how they use a strategy that helps them return. [15 minutes]

Finally, ask students to come up with more ideas of self-regulation strategies PJ could use in those situations. [5 minutes]

DEBRIEF | 10 minutes

Invite students to engage in a brief discussion with their small groups of four. Remind them that the goal is to hear multiple perspectives, not to debate or reach consensus.

Guiding Language

Abilities develop over time. We can practice different strategies to enhance our resilience and see which ones, if any, feel most effective.

Let's debrief on this activity by exploring the following questions in your small groups:

How could the strategies you identified apply to you?

What are different ways you could use these strategies in your own life during situations you find yourself in?

Give students five minutes to discuss the questions.

Then, wrap up the debrief using the following language.

The strategies we are learning will not stop us from having uncertainty in our lives, or from experiencing unfairness, unpleasantness, or even harmful or destructive situations.

When we practice these strategies, over time they can become effective tools for regaining our own power in a stressful moment. These strategies

*help us to return to our personal resilient zone.
When we are in the resilient zone, we can make
more clear-headed decisions about what to say
or do.*

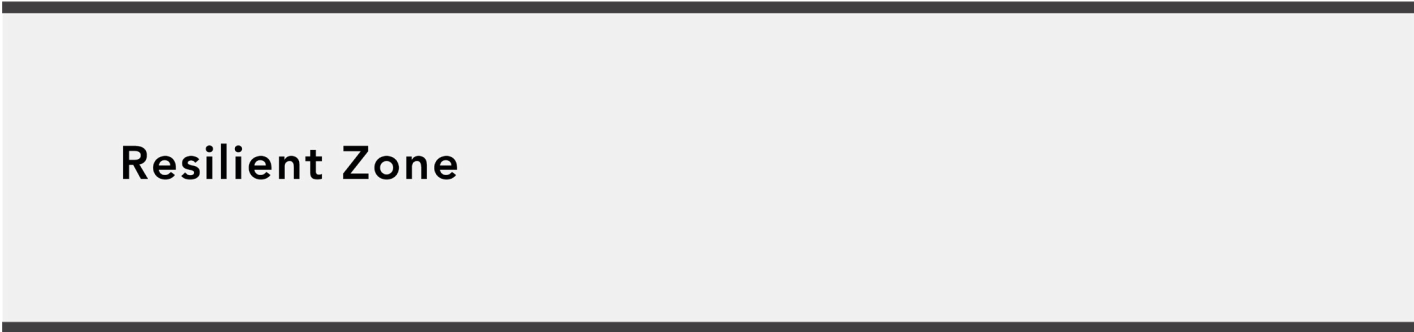
REFLECTIVE PRACTICE | 5 minutes

Invite students to answer the following prompts in their journals. They can choose to answer one or both prompts:

- What strategy works best for helping you move from being in the high or low zone back into your resilient zone?
- How can you strengthen and practice that strategy when you are in the resilient zone?

Blank Resilient Zone Handout

High Zone



Resilient Zone

Low Zone

Resilient Zone Partner Scenario Handout

This morning, PJ's day got off to a smooth start. They had a delicious, nourishing breakfast. They feel great about how they look. Their homework is done and their backpack ready to go. At school, people around PJ are expressing warmth and caring, happy to be starting the day together.

Stimulus or Stressful Event

PJ arrives at school and two good friends walk right past, without speaking or looking at PJ.

Bumped to the High Zone

PJ feels embarrassed or left out, and a surge of anger rises up inside. PJ starts to yell at them.

Bumped to the Low Zone

PJ's spirits sink and some negative self-talk starts. ("They only like being with each other. They don't really like me...")

Stays in Resilient Zone

PJ feels calm and glad to see them. ("They didn't see me! I'll catch up with them...")

Partner Brainstorm
Trigger or stressful event What happened:
Bumped to High Zone How PJ felt and reacted: Possible Help Now!, resourcing, or grounding strategy to use:
Bumped to Low Zone How PJ felt and reacted:
Stays in Resilient Zone How PJ felt and reacted: