



SEE Foundational Knowledge and Implementation Plan

Session 1

Who

Faculty

When

In-service Fall 2023

Length of Presentation

45 minutes

Script and Talking Points

Slide(s) #	Talking Points
Slide 1 and 2	Title Slide and Review of Objectives
Slide 3: Blob Tree 5 minutes	<p>Small Group: Take a look at the blob tree and reflect on which blob you relate to most at this moment and why. Talk with a partner or small group and take turns sharing which blob you relate to and why.</p> <p>Whole Group: Would anyone like to share which blob they most relate to at this moment? Why would this type of activity be helpful to do with our students? What type of information might we gain? How might that inform how we interact with our students?</p> <p>Provide the rationale for the activity: The Blob Tree is a suggested check-in visual that you can use with your students or groups. This tool supports people in labeling and identifying one's current emotional state. Check ins are an integrated part of the SEE Learning Framework. They support ritual and predictability which directly supports resilience. They provide an opportunity for students/faculty to make connections and gain empathy for others and they support the development of emotional intelligence, the ability to identify the emotion you are feeling and manage challenging emotions. The more that one is able to pause and identify what they are feeling and why, the more emotional fluency they will have. Doing these types of check-ins with our students and each other allows us to quickly gauge the presenting needs of a given classroom and differentiate learning as needed. https://www.blobtree.com/</p>



<p>Slide 4: Introducing the SEE Learning Team 5 minutes</p>	<p>Each presenter/member of the SEE Learning Team will take a moment to:</p> <ul style="list-style-type: none">• Introduce themselves by identifying their role in the school/district and identify their roles and responsibilities on the SEE Learning team.• Each team member will briefly state why SEE Learning is important (for students, the school community, and/or the community at large) in their own words.• This slide should make clear to the audience who the point people are for SEE learning and give a brief understanding of how they will be supported throughout the implementation, planning and reflection process.
<p>Slides 5-9: Aligning with the District Vision and Mission and Local (state) Standards 5 minutes</p>	<p>Insert your school district's mission/vision and make connections to the vision and mission of SEE Learning. You will also want to make clear connections to local and state learning standards that align with SEE Learning.</p>
<p>Slides 6-15: What is SEE Learning 5 minutes</p>	<p>Slide 6: SEE Learning stands for Social Emotional and Ethical Learning. It is an international curriculum and framework developed by Emory University's Center for Contemplative Science and Compassion-based Ethics in collaboration with the Dali Lama's vision of a more compassionate world. It is a free curriculum that is accessible to anyone worldwide.</p> <p>Slide 7: The curriculum consists of 7 chapters and a capstone project.</p> <p>Slide 8: The diverse team of expert advisors have spent their professional lives researching and developing programs and practices that support well-being and positive development for people with diverse backgrounds and across geographical areas globally.</p> <p>Slide 9: Consider this slide to show the interconnection of how SEE Learning covers the braided initiatives of SEL, anti-bullying, character education and restorative practices. Speak specifically to the initiatives and goals of your school/district. The SEE Learning Curriculum supports and encompasses many other SEL initiatives through content, structure and skills. The SEE Learning Curriculum is trauma informed, aligns with the competencies of CASEL, and incorporates restorative approaches through structures such as check-ins, debriefs, shared agreements and content centered learning. It incorporates skills such as attention and compassion practices and mindfulness that support the development of empathy and inner peace. Practicing these skills and understanding and exploring SEE Learning concepts reduces actions that would be considered unkind and hurtful (bullying).</p> <p>Slide 10: Here are some of the key characteristics of SEE Learning that makes this program more holistic in the approach at looking at the connection between personal, social and structural wellness and adopting practices that nurture each of these.</p>



	<p>Slide 11: This is a visual of the SEE Learning Framework. In each of the nine boxes you will find an enduring capability. Each of these capabilities is a skill or practice that is developed over time. By engaging in and exploring the strategies and concepts in the SEE Learning Curriculum people can develop these skills over time. On the next slide we will look at why we would want our students/children to understand and begin to master these competencies.</p>
<p>Slide 16: Why SEE Learning? 7 minutes</p>	<p>An essential piece of a successful SEE Learning implementation is clear communication to all stakeholders of why we are doing the work. By exploring the benefits and outcomes of practicing the skills and exploring the content we are uncovering the “why.” Provide teachers a minute to read through the slide independently and then review the talking points below.</p> <p>Talking Points There are many varying benefits of engaging in SEE Learning practices and exploring the content of SEE Learning.</p> <p>The benefits of SEE Learning include increased attention, sustained focus, the ability to regulate and cultivate executive functioning skills, therefore, providing skills and strategies that prepare students/people to learn and retain new information.</p> <p>SEE Learning practices also support physical health and well-being. Engaging in practices such as resourcing, grounding and practicing acts of kindness regulate the nervous system supporting optimal functioning of the organs and strengthen immunity.</p> <p>They cultivate and teach prosocial behaviors such as compassion, empathy and forgiveness. Improving and strengthening relationships, social awareness and social interactions.</p> <p>They cultivate inner strength and qualities such as resilience, self-compassion, self-awareness, empathy, reframing and perspective taking. These qualities support inner health and positive relationships and interactions, including ones’ ability to respond to challenges and manage challenging emotions in context.</p> <p>Reflection/Debrief Which outcomes do you feel are most important for our children to develop? Which appeals to you? Which benefits would you like to cultivate personally, if any? How might this work support our community? Would an intentional focus on incorporating and building these skills into our school or community have a positive impact? Why or why not?</p>



<p>Slide 17: Why does adult SEL matter? 2 minutes</p>	<ul style="list-style-type: none">• Provide the audience a minute to silently read the slide.• SEL practices support an optimal learning environment and are life long skills that are appropriate and beneficial for people of all ages. The adults at our school and district will be working on these skills alongside the students.
<p>Slide 18-19: Family and Community Involvement 3 minutes</p>	<p>At the start of each new chapter a parent letter will be sent home. This letter will include a summary of the learning and suggestions for supporting the learning at home. Ask your child what they are learning at school. Children love to share their learning and when they explain it to another person they deepen their understanding. Practicing with your child will increase their engagement and motivation. As always, reach out to your child's teacher for more ideas or questions you have about getting involved with SEE Learning</p>