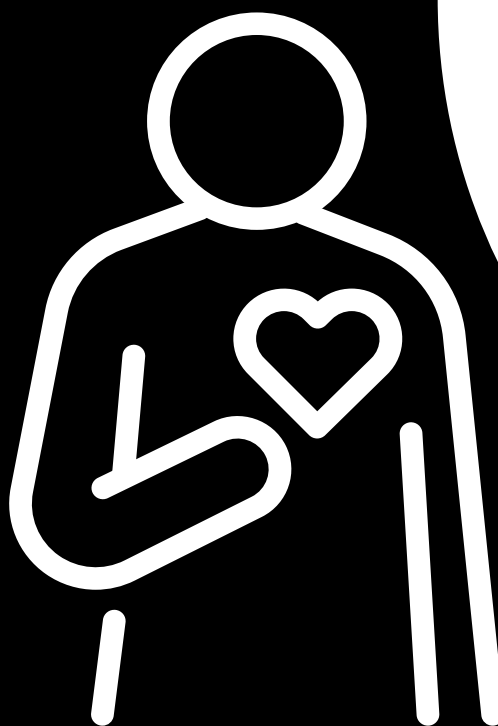
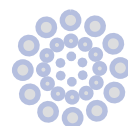
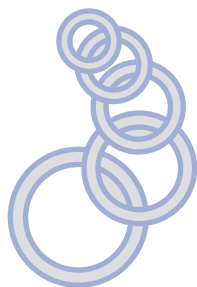
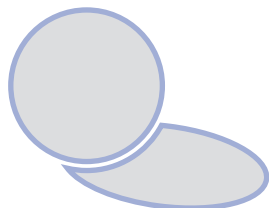
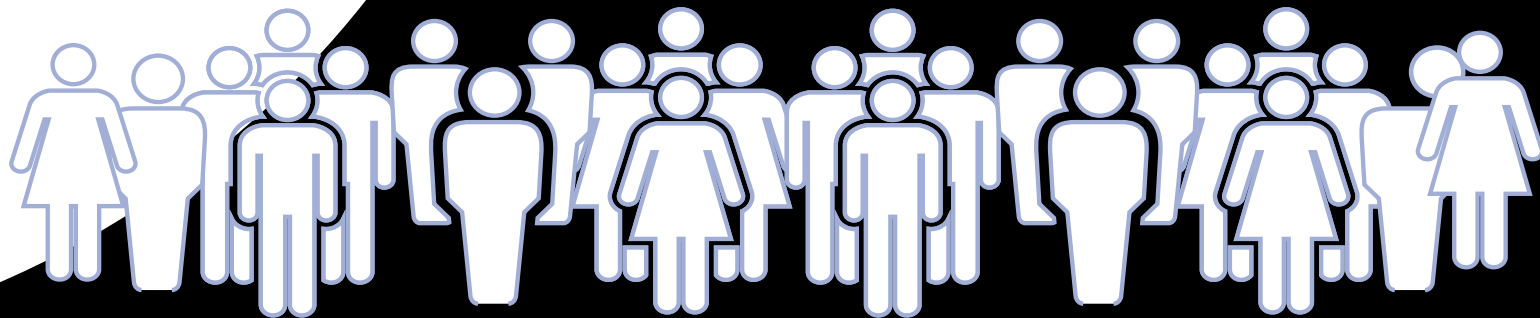


THE SEE LEARNING PLAYBOOK



FOR STUDENTS AGES 11+



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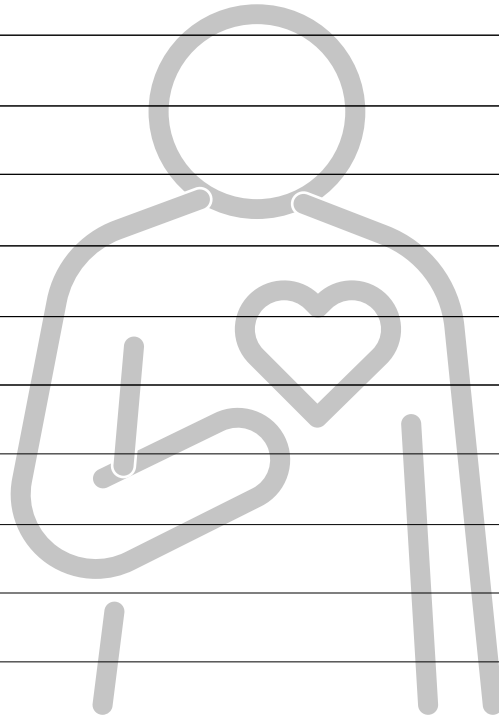
Social, Emotional, and Ethical Learning (SEE Learning[®]) is a program of the Center for Contemplatives Science and Compassion-Based Ethics, Emory University, Atlanta, GA 30322. For more information, please visit compassion.emory.edu.



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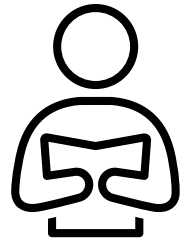
ACKNOWLEDGMENTS

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Dear Reader,

Welcome to the SEE Learning[®] Playbook!



Have you ever wondered how life can be amazing and also difficult at the same time? As a human being, you are equipped with a body, heart and mind through which you experience your life. Making sense of it all can be exciting, confusing, or both! Thankfully, you already have everything you need to navigate the journey of life. We are all born with basic capacities for resilience and well-being. Identifying these capacities can help us to strengthen them even more.

This book has content and activities that are designed to help you develop your natural abilities. We encourage you to try them out and see what you like. Some you can do on your own, and some you can do with friends and family at home or outside of school. You may like some of the activities better than others. You can continue to use and practice the ones you find most helpful.

This book comes from the SEE Learning[®] program, which stands for Social, Emotional, and Ethical Learning. We clearly need physical things to support our well-being, like food, shelter, resources, and so on. But science and common sense also tell us that we need social and emotional things to experience well-being too: like friendship, a sense of safety, a sense of meaning, and an ability to understand and navigate our emotions. SEE Learning[®] focuses on the emotional, social and ethical sides of well-being. It consists of tools to help you deal with life's ups and downs through developing social and emotional capacities like compassion, systems thinking, and "emotional hygiene." Physical hygiene refers to keeping yourself physically healthy and safe from illness through habits you use on a regular basis, like washing your hands, brushing your teeth, and getting enough sleep and exercise. Emotional hygiene refers to healthy habits to help you manage your emotions, your stress, and your relationships with others. A great deal of scientific research now shows that we can build up our emotional hygiene and this has a very positive impact on our mind, our body, and our relationships.

This playbook is available to everyone, so feel free to share it with your friends and family. Before you get started, take a moment to think if there is someone you could go to in order to talk to about your feelings or problems. Although you can do these activities independently, it's always okay to reach out to others for support or just to have a conversation about what you're learning.

The SEE Learning[®] Playbook is free, so you can share it with your friends and family. If you want to learn more about SEE Learning[®], visit our website at seelearning.emory.edu or check us out on social media.

Sincerely,

The SEE Learning[®] Team

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HOW TO USE THE PLAYBOOK

The activities in the Playbook introduce you to new skills that you can develop over time. They are sequenced to help you build and reinforce your skills as you use the Playbook. It can take time and practice to develop new ways of thinking, feeling, and caring for yourself and others. Therefore, we recommend that you be on the lookout for “a-ha” moments as you progress through the Playbook.

You will want to try any new skills you learn during your regular day, or over the course of a week, so that you can see what works for you. Find out what is most helpful to you. And remember, new skills become habits only with repeated use over time. So, if you feel challenged at first, don't give up! Later, as you gain familiarity with certain practices, you may even want to share them with others. That's a great way to show kindness to friends and family.

In the Playbook you'll find:

Help Now! Strategies - These can be used any time when you feel like you'd like to calm yourself, re-energize yourself, or return to your resilient zone. Most take only 10 seconds or so.

Self-scripts - These are also very short and can be read to yourself in less than 10 seconds. They can be done anywhere but may work best if you're sitting in a place where you can think about the meaning of the words without too much distraction. Their purpose is to help you remind yourself of the “core essence” of the practice or concept.

Even when we've learned something, we can often forget it as we go through our daily life. Reciting or reading these self-scripts can help engrain the concepts in our memory. You can even record them and listen to them when you have a brief moment, or at the beginning or end of each day. You can also memorize any self-scripts that you find particularly helpful, so that you can remember or recite them to yourself at any time.

Practices - These take a little bit longer and can be done by yourself or with others. They are generally about 2-3 minutes in length. Find a quiet place and read through the practice by yourself or with a few other people, pausing for a few seconds after each line. Pause when necessary so you have time to reflect and engage with the practice instructions. You can also record the practices and listen to them, or ask someone else to read the practice to you. Some practices are designed for certain situations. For example, the “Common Humanity Practice for Conflict Transformation” is a good practice to use if you are having a difficult relationship or conflict with another person.

Activity sheets - These take the most time. You may need half an hour or so to complete one. Think about when you’d like to tackle the activity and whether you’d like to do it with someone else or by yourself.

If you want to use the activity sheets more than once, we recommend putting your written responses in a notebook or scrap paper.

If you have time, start with an activity sheet, then do the related practice, and then read the related self-script, in that order. The shorter activities will make more sense if you’ve completed the activity sheets. If you don’t have much time, you can do them in the reverse order. All of them can be repeated as many times as you like, but the practices and self-scripts are especially intended for repeated practice.

Other tips for use

You may be in a class in which your teacher decides to use the Playbook with you and other students. We recommend you move through the book as your instructor suggests.

Any part of the Playbook can be shared with others. In particular, you can use the suggested language provided to lead others in the practices that are introduced. You can also copy and share the activity sheets with others as well.

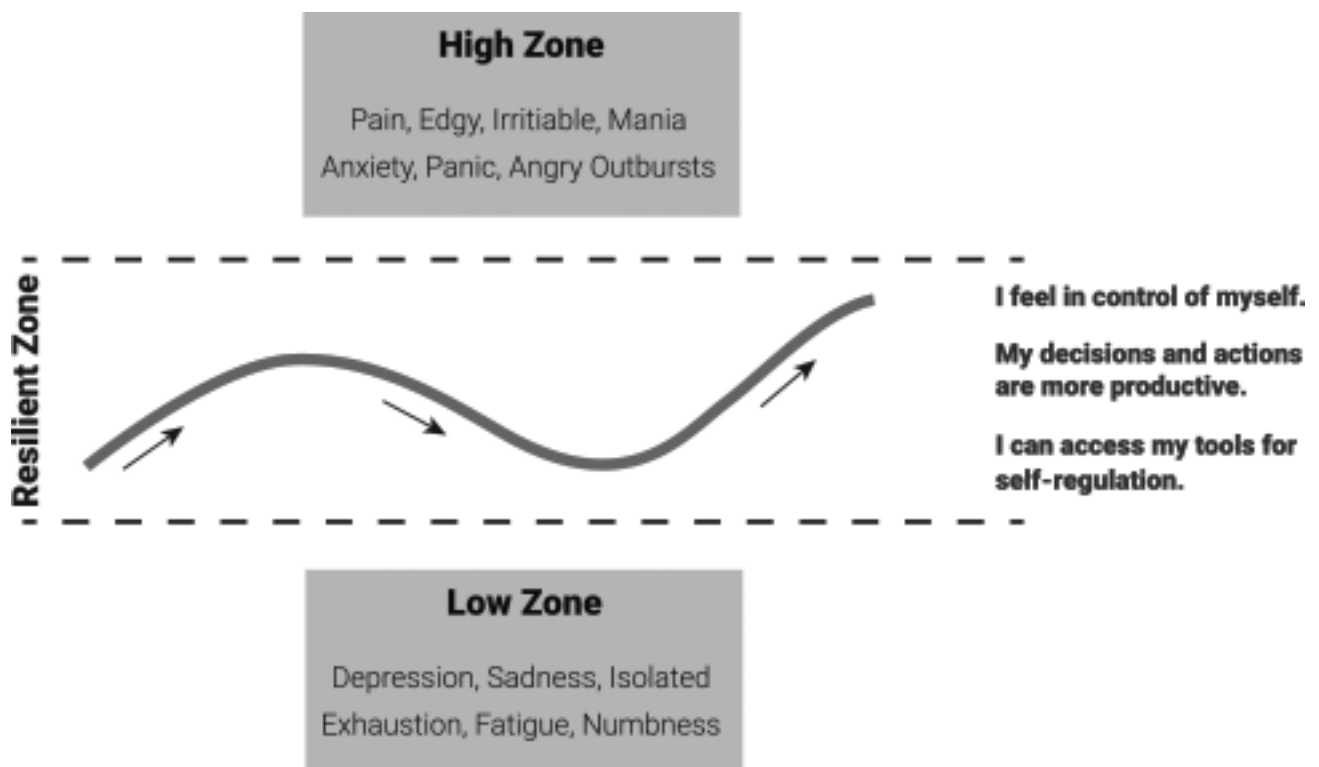


THE RESILIENT ZONE



The Resilient Zone is a tool for understanding the state of our mind and body. During the day and throughout life, we experience many ups and downs and a lot of emotions.

When you feel in control and when you feel able to handle daily challenges that come your way, you are in your Resilient Zone. In your Resilient Zone, you can choose what you want to do. You can make good decisions, you can think clearly, and you can deal with life's problems. You might feel angry or sad, excited or tired, but you're still feeling generally okay to manage life.



But what happens when you get into a big fight with a friend or family member? Or if you fail an important exam? Or something else unexpected happens that is troubling or stressful? Or when something has been bothering you for a while, without resolution? When these things happen, they cause stress in your body and mind. If the stress is too much, you can get bumped into the high zone or low zone. This happens to everyone. It's the normal way your body's nervous system responds to too much stress.

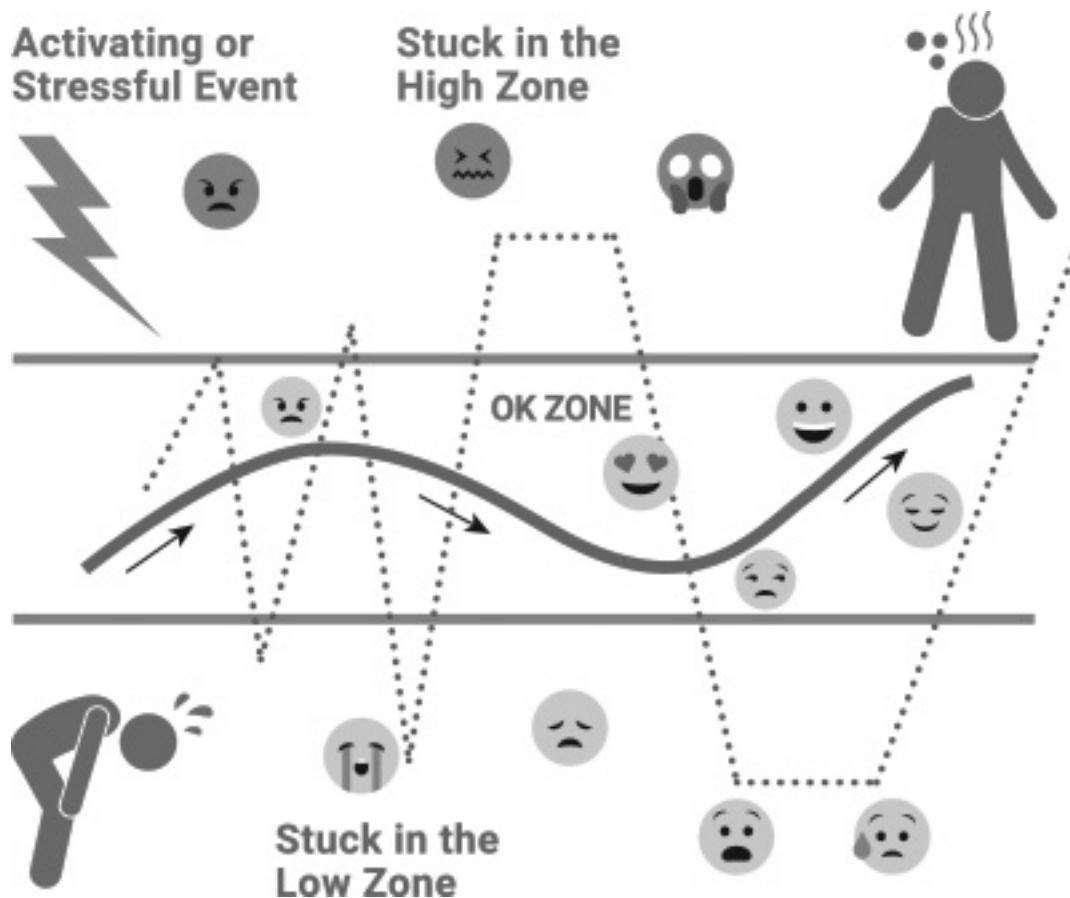


THE RESILIENT ZONE



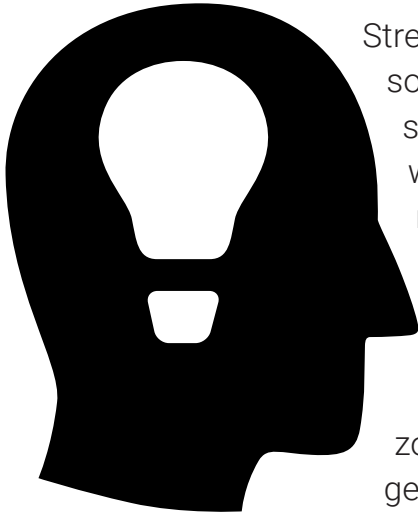
What's the high zone like? Being stuck in the high zone changes our emotions, body, and our ability to think critically, to communicate and to make decisions. You've likely seen someone stuck in the high zone. When a person is stuck in the high zone, they can feel anxious, angry, agitated, afraid, or out of control.

Because their body's nervous system becomes agitated, they might notice their heart racing, their muscles tensing, or their breathing getting shallow. They might even have headaches, nausea, indigestion, or trouble sleeping. Being stuck in the high zone affects every organ in the body. So you can even notice people's faces and voices changing. Since we naturally resonate with other people's emotional and physical states, we might ourselves feel uncomfortable or even unsafe when we are around someone who is stuck in their high zone.





THE RESILIENT ZONE



Stress can also bump you into the low zone. You've probably known someone who has been stuck in the low zone. Because their nervous system has gone into low gear, they might feel so tired that they don't want to get out of bed. They may not want to meet other people. They might feel lonely, numb, disconnected, and unmotivated. You may notice that they're not even interested in things they would normally enjoy, like their favorite food or fun activities.

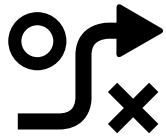
There is nothing wrong with getting bumped out of the resilient zone. As a matter of fact, it happens to all of us from time to time! But getting **stuck** in the high or low zone can cause problems if it happens a lot, if it lasts too long, or if it leads to worsening feelings and unhealthy behaviors. This is because being stuck in the high or low zone tends to decrease our self-awareness and our ability to make good decisions.

Fortunately, if you pay attention to your body, you can recognize when you're in your resilient zone and when you've gotten bumped out. Once you notice what's going on, you have the freedom to choose to use techniques to get back into your resilient zone. In other words, you have the freedom to choose.

We can't always control our environment or what other people do. But we can learn to have more control over how we respond to things. We all have innate resiliency skills at our disposal to do this. The trick is to use all the skills you have in the moments you need them the most. And it can't hurt to learn a few new resiliency skills just to expand your abilities a bit more.

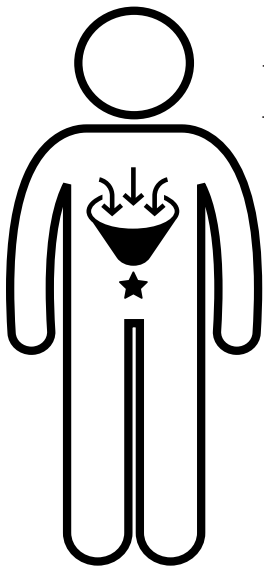


HELP NOW! STRATEGIES

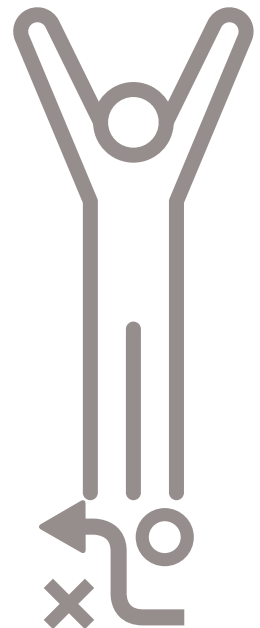


Help Now! Strategies are simple, quick actions that can be practiced to return our body, mind, and attention to the present moment. They function as useful ways to “reset” and bring your body back to a place of balance - the Resilient Zone - if you get bumped into your high or low zone. These strategies were developed to give people very small, doable actions that, when practiced and practiced, can be useful in times of stress or distress, for calming yourself and regaining your ability to pause, think, and choose how to act.

Research shows that when the nervous system is dysregulated, directing attention to other sensations by doing activities like the Help Now! strategies can have a regulating effect on the body, sometimes within seconds. Help Now! strategies also tend to work best when coupled with tracking (paying attention to sensations inside your body).



To be able to use these strategies in challenging times, you have to practice them many, many times when you are already in your Resilient Zone. This helps build the “muscle memory” needed for the skill to be readily available when you need it. Here and on the next few pages, you will find the nine Help Now! Strategies that you can practice now so in times of need, you will be able to put them to use.





HELP NOW! STRATEGIES

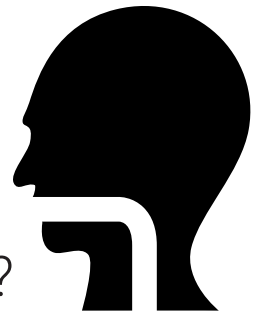


STRATEGY ONE



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?



STRATEGY TWO



Name six colors you see.

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

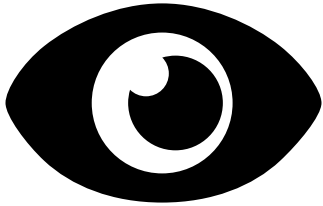




HELP NOW! STRATEGIES



STRATEGY THREE



Look around the room and notice what catches your attention.

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

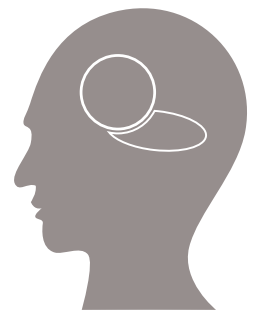


STRATEGY FOUR



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! STRATEGIES



STRATEGY FIVE



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?



STRATEGY SIX



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?



STRATEGY SEVEN



Notice three sounds within the room and three sounds outside.

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



STRATEGY EIGHT

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?

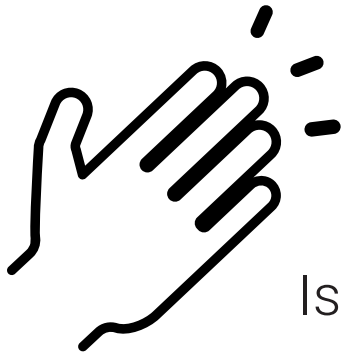




HELP NOW! STRATEGIES

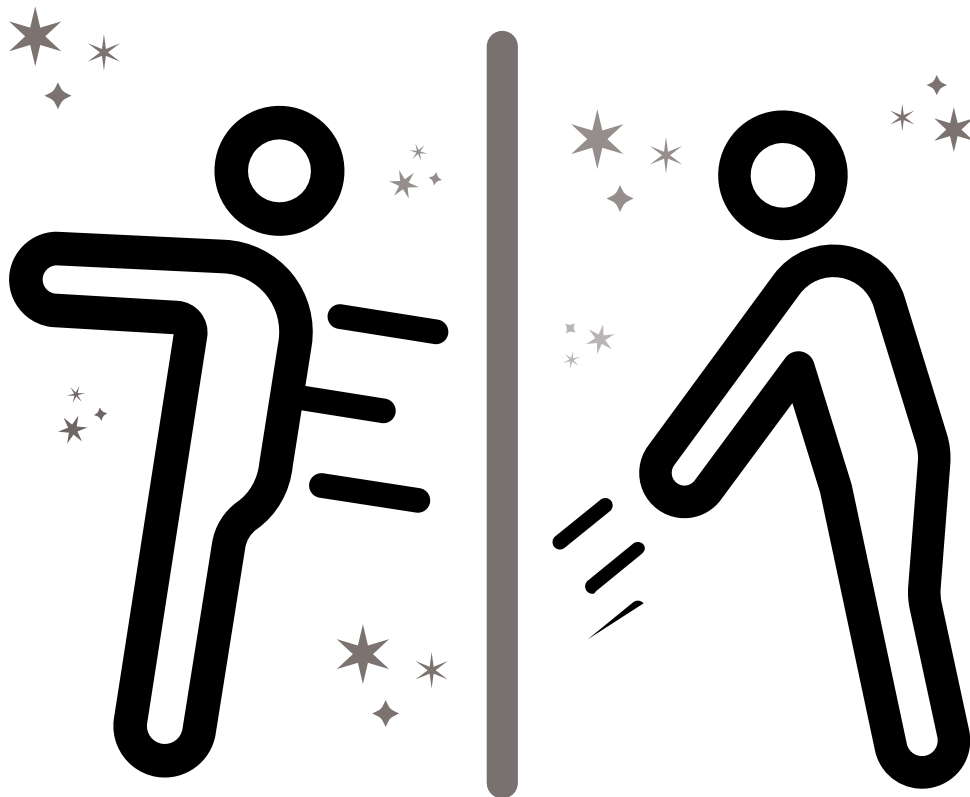


STRATEGY NINE



Slowly push your hands or back against a wall or door.

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





HELP NOW! PRACTICE



Take a moment to try one of the Help Now strategies:

- *You could touch a piece of furniture or a surface near you, noticing its temperature and texture.*
- *You could notice three sounds inside the room or three sounds outside of the room.*
- *You could walk around the room, noticing the feeling of your feet on the ground or you could slowly push your hands or back against a wall or door.*

Whichever you choose, notice what you feel on the inside as you do it.

Is it pleasant, unpleasant, or neutral?

Remembering KINDNESS



Think of someone who has been kind to you. What are some of the words they said or things they did? List them below.

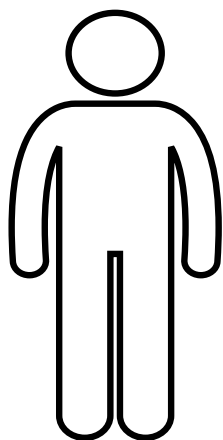
When we remember a kind act or kind person, this can help our bodies feel better, safer and stronger. When we pay attention to how our body responds and focus on any pleasant or neutral sensations that come up, this can help our bodies feel even greater well-being.

SELECT ONE THING FROM YOUR LIST. DRAW A PICTURE OF IT OR WRITE ABOUT IT.

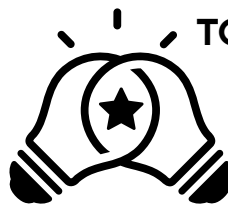


Take a moment to look at your drawing or writing. How does it make you feel on the inside?

Feeling _____



WRITE THE SENSATIONS ON THE BODY WHERE YOU FELT THEM.
.....



TONIGHT'S CHALLENGE

Before you go to sleep tonight, take a moment to think about something kind you did for someone or that someone did for you. Notice how it feels to remember this. Notice any pleasant or neutral sensations in your body. What might you think about tonight?



RESOURCING PRACTICE



ONE-MINUTE RESOURCING

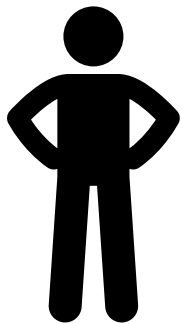


Just use your mind. You do not need to write answers for the scripts.

Think of something that makes you feel better, safer, or happier. This is your resource. It can be something real or imagined. It can be from the past, the present, or the future. Bring it to mind vividly, with specific sensations (like what it looks, smells, feels, tastes, or sounds like).



Now notice what you feel on the inside. Do you notice any sensations on the inside?



If you feel a pleasant or neutral sensation in your body, take a moment to identify it.

If you notice an unpleasant sensation, feel free to shift your attention to a part of the body that feels better.

Imagine your resource for as long as you like, noticing any feelings and sensations that arise.

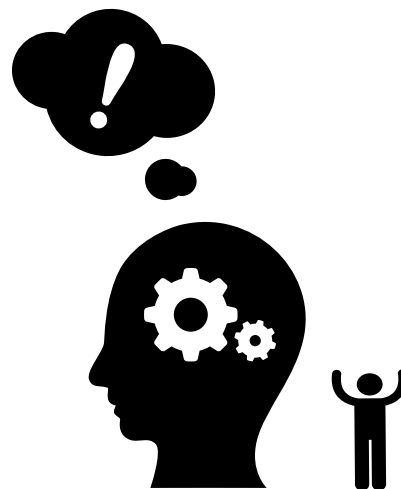
SELF-SCRIPT

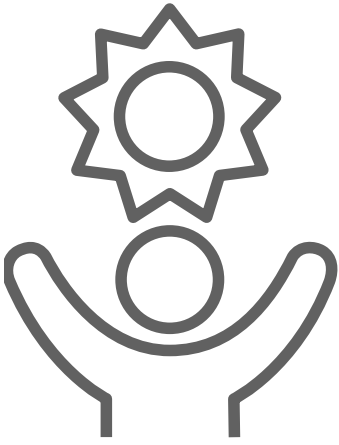
I bring my resource vividly to mind.

I notice how my body responds.

I can use this resource at any time

To practice kindness to my body and mind.





SHIFT and STAY

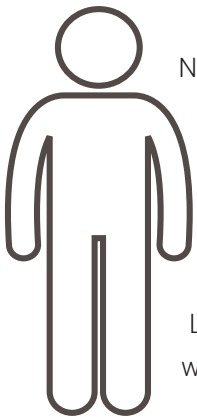
We can choose what we pay attention to. And whenever we want or need to, we can **shift** our attention to something better and **stay** there. This can help our mind and body return to a better place. We can practice this skill by using our sense of touch to connect with what we're feeling on the inside.

1 Touch a few objects of your choosing and notice how they feel (smooth, rough, cool, soft). Write down the objects that felt best, and how each one felt. For example: Table, smooth. Glass, cold.

3 If you notice an unpleasant sensation in your body, shift your attention to a part of your body that feels better or shift your attention by touching another object. Write about what happened on the inside when you shifted your attention?



2 REFLECT FOR A MOMENT



Now choose one object you liked to touch.

How do you feel inside your body when you touch it?

Label the sensations on the body where you felt them.

TODAY'S CHALLENGE



4 Find a moment to practice shifting your attention by touching or feeling an object. It could be when you feel stressed, worried, anxious or any other time when you want to show kindness to yourself. Notice what you feel inside your body when you shift your attention through touch. Write which objects or surfaces worked best for you.



GROUNDING PRACTICE

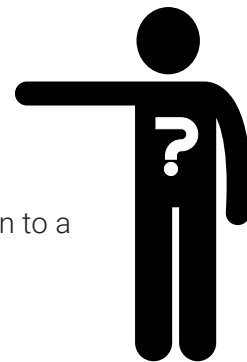


ONE-MINUTE GROUNDING PRACTICE

Make yourself as comfortable as possible. If you like, touch something that you think might help you feel better.

Notice the contact of your body with any surfaces or objects it is touching.

Now notice what you feel on the inside. Do you notice any sensations?
If you feel a pleasant or neutral sensation in your body, take a moment to identify it. If you notice an unpleasant sensation, feel free to shift your attention to a part of the body that feels better.



Do this grounding practice for as long as you like, noticing any feelings and sensations that arise.

SELF-SCRIPT



I take a moment to adjust my posture.
I notice what my body is making contact with.
I notice how my body responds.
I can make contact with objects to ground my body.





MINDFULNESS ACTIVITIES

Doing something “mindfully” means slowing down and paying closer attention to each moment. We might notice new thoughts, emotions and sensations while practicing mindfulness. Through practice, we can get better at focusing our mind and noticing what is happening both on the inside and the outside. This worksheet provides activities on mindful eating and mindful stretching and massage.

MINDFUL EATING PRACTICE



1 Put the snack close to your mouth, but don't eat it yet. Just look at it. Feel its texture. Smell it. Listen to it.



2 Take a small bite of the snack. Don't swallow it right away. How does it feel? Taste? Sound?

Describe the feeling: _____

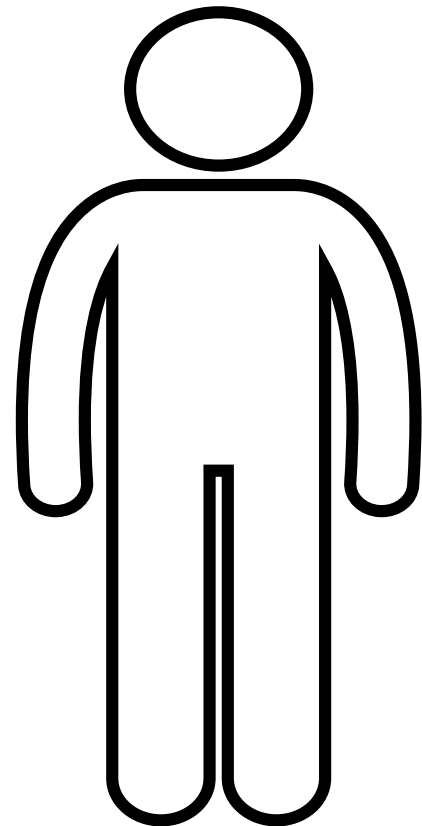
Describe the taste: _____

Describe the sound: _____

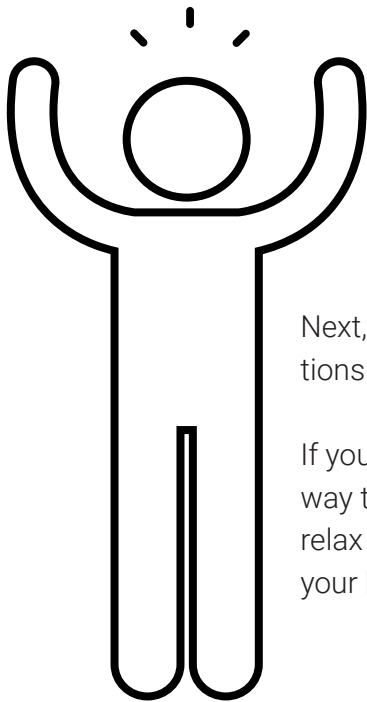


4 Continue to eat the snack as slowly as you can. What do you notice? If you notice your mind wandering and focusing on other things, bring your attention back to eating and experiencing your snack. How did eating mindfully change your experience of eating your snack?

3 Did you notice any pleasant or neutral sensations in your body? Write the sensations on the body where you felt them.



MINDFUL STRETCHING AND MASSAGE

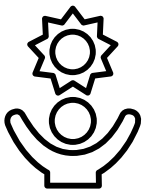


Take a moment to scan your body to notice any areas of tension. Choose an area of tension you want to stretch or massage, but don't do it yet. Just imagine stretching or massaging that area. What sensations do you notice in your body?

Next, very slowly begin to stretch or gently massage a part of your body. What sensations do you notice now? Write the sensations on the body where you felt them.

If you notice unpleasant sensations, try moving differently. You may sit or stand in any way that feels comfortable. You can hold the stretch in one position, or gently tense and relax your muscles. You can use hard or gentle pressure. You can choose a new part of your body to stretch or massage.

What pleasant or neutral sensations did you notice in your body? Write about them.



If you notice your mind wandering and focusing on other things, bring your attention back to your stretching and massaging and your body sensations.



When you feel ready to finish this activity, you might like to rest your hand gently on the part of your body that you stretched or massaged and think, "may I feel safe, happy, and well."



TODAYS CHALLENGE

THINK OF ANOTHER ACTIVITY THAT YOU CAN PRACTICE MINDFULLY. YOU MIGHT TRY MINDFUL WALKING, COLORING, WRITING, OR LISTENING. NOTICE THE SENSATIONS IN YOUR BODY WHILE YOU PRACTICE. SHARE YOUR EXPERIENCE WITH SOMEONE.



MINDFULNESS PRACTICE



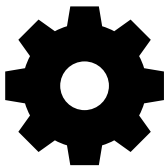
ONE-MINUTE MINDFULNESS OF BREATH



Take a moment first to make yourself comfortable. Then ground or bring a resource to mind for a few moments. Now allow your mind to just observe your breath in a relaxed manner as it enters and leaves your body.

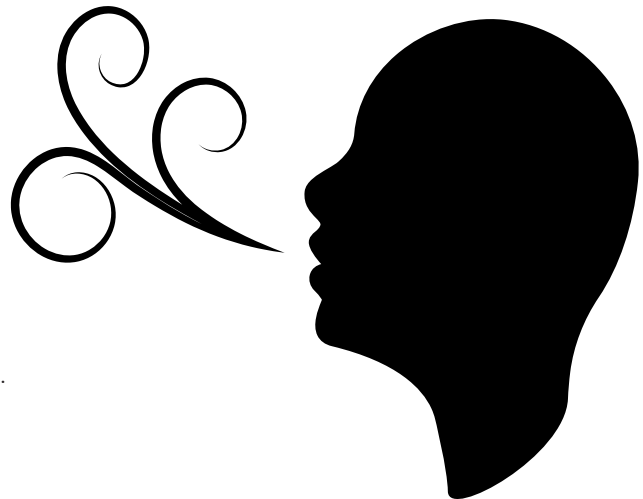
If you like, you can think, "I am breathing in," when you breathe in and, "I am breathing out," when you breathe out.

Do this for 3, 5 or 10 rounds of breathing. You can count each round if you like. If you get distracted, just return your mind to the breath. At the end, notice what you feel on the inside. Is it pleasant, unpleasant or neutral?



SELF-SCRIPT

I take a moment to ground or resource.
I notice my breath as it comes in and out.
I notice how my body responds.
My breath is always available to help me when I need it.



SELF-COMPASSION



Just like we show kindness to our friends, we can be kind to ourselves too. When we are learning or experiencing something challenging, we can practice treating ourselves like we would treat a friend. We can get better at supporting ourselves through challenging times.

1 WRITE YOUR LIST

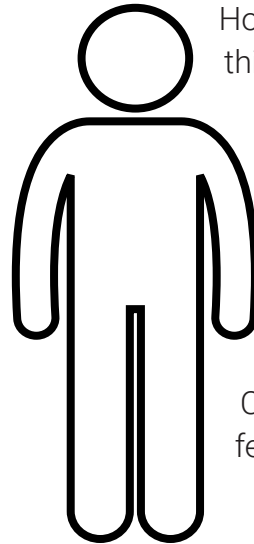
Make a list of a few things that were difficult for you to do at first, but they became easier with practice and time.

2 Choose one of the things from your list and draw a simple version of yourself doing it.



5 Write a sentence congratulating yourself for this accomplishment. Example: I'm proud of myself for working hard to learn something new!

3 LOOK AT YOUR DRAWING



How does it feel to think about this accomplishment?

Do you notice any pleasant or neutral sensations in your body?

Where are these feelings?

Color the body part where you feel something.

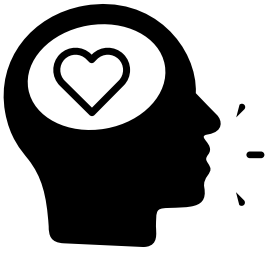
4 REFLECT FOR A MOMENT



What helped you improve?

Who helped you?

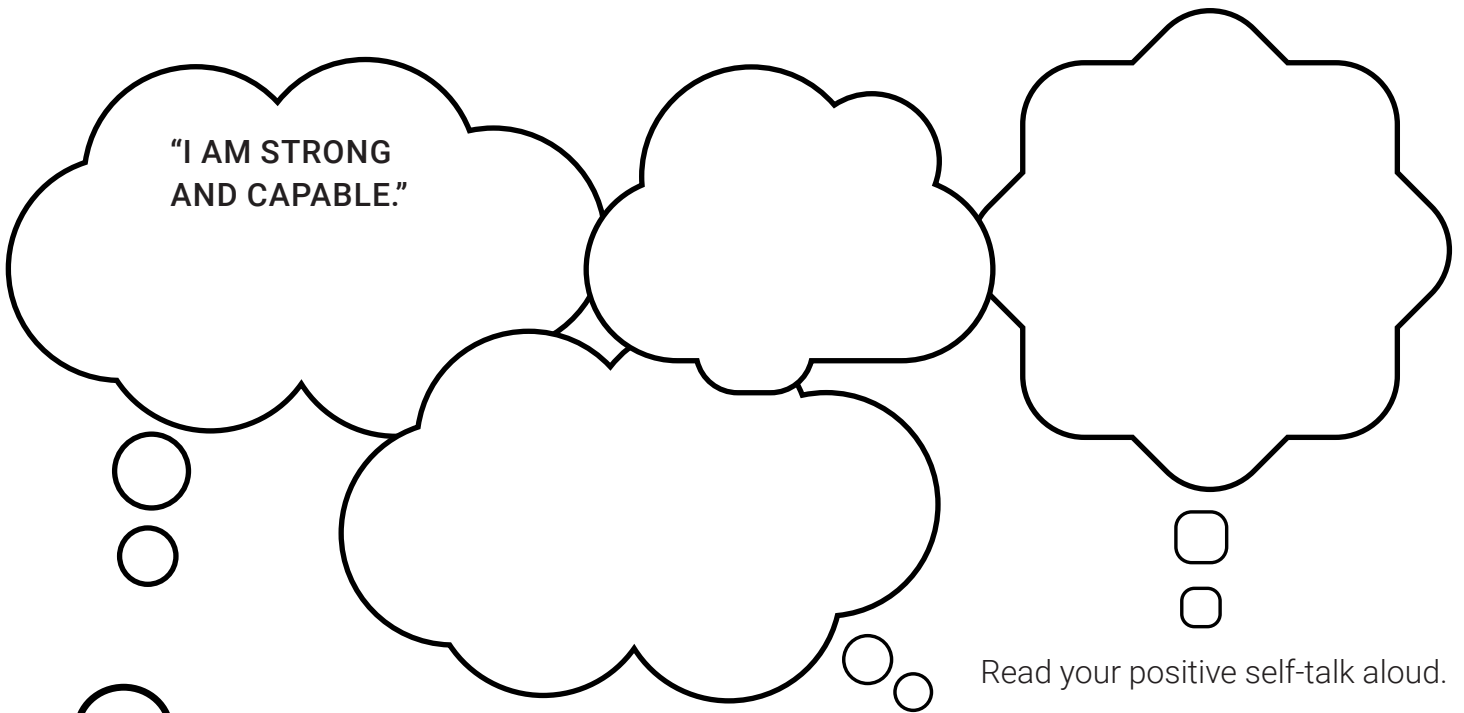
How did you help yourself?



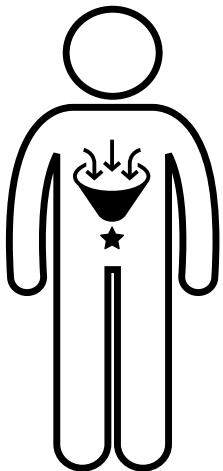
SELF-COMPASSION THROUGH POSITIVE SELF-TALK

Think of a small challenge you might face today or this week. My challenge is _____

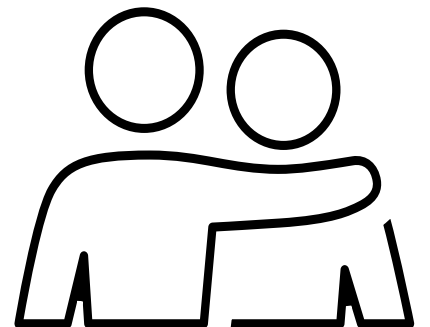
What are some positive things you can say to yourself, when something feels difficult? Write positive self-talk in the thought bubbles below.



Read your positive self-talk aloud.
Check it to make sure it sounds like something you would say to a friend.



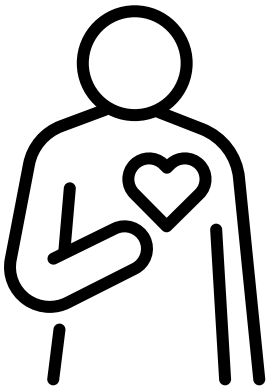
Check in with your sensations. When you read your positive self-talk aloud, what changes do you notice in your body?





SELF-COMPASSION PRACTICE

ONE-MINUTE SELF-COMPASSION



Take a moment first to make yourself comfortable. Then ground or bring a resource to mind for a few moments. Bring to mind your natural wish for happiness and well-being. Remember that everyone goes through difficult times, but everything changes over time.

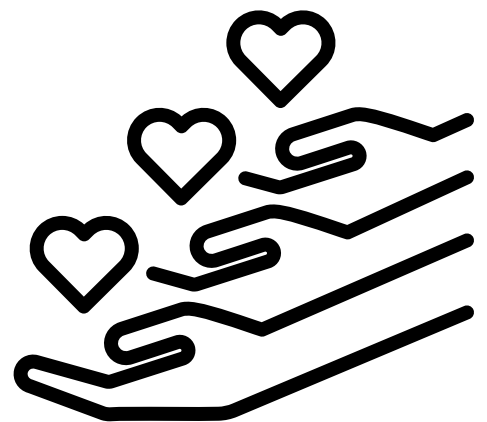
Ask if you are pushing yourself too hard, or if you have unrealistic expectations. What kind and wise thing might you say to help such a friend if they were in your situation right now?

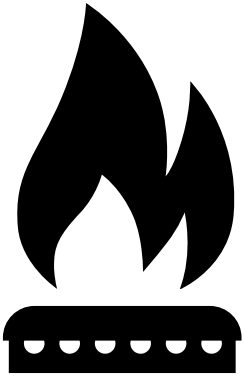


Take a moment to send yourself positive, healing thoughts and energy in any way that feels right for you. If you like, you can visualize something that represents your own strength, resilience, and confidence, like a ball of light that starts in your heart and then grows to fill your entire body. Notice what you feel on the inside as you do this.

SELF-SCRIPT

Everyone wants happiness. No one wants to hurt.
Everyone goes through difficulties, but everything changes with time.
I have come through difficulties before. This shows I am resilient.
I send myself strength, support, and everything I need to be happy.





HANDLING RISKY EMOTIONS

We all have emotions! Emotions, both pleasant or unpleasant, are a natural response to the world around us. Sometimes, we might feel “risky” emotions that can lead to strong, stressful sensations in our body. Risky emotions can confuse our thinking, or cause us to react without thinking. We can keep ourselves and others safer by recognizing risky emotions and choosing a helpful strategy to take care of them. This activity asks you to remember a time when you used a helpful strategy to handle a risky emotion.

1 Think of a recent time when you felt a risky emotion. Remember how you reacted to it. Did you react without thinking or were you able to use a helpful strategy?



2 If you used a strategy, what did you do? How did it help you or others? Write about what happened below.



3 Look at the list and circle any strategies that might work for you.



drink a cup of water or tea



take a walk outside



play a game



talk to someone you trust



think of something that calms or comforts you



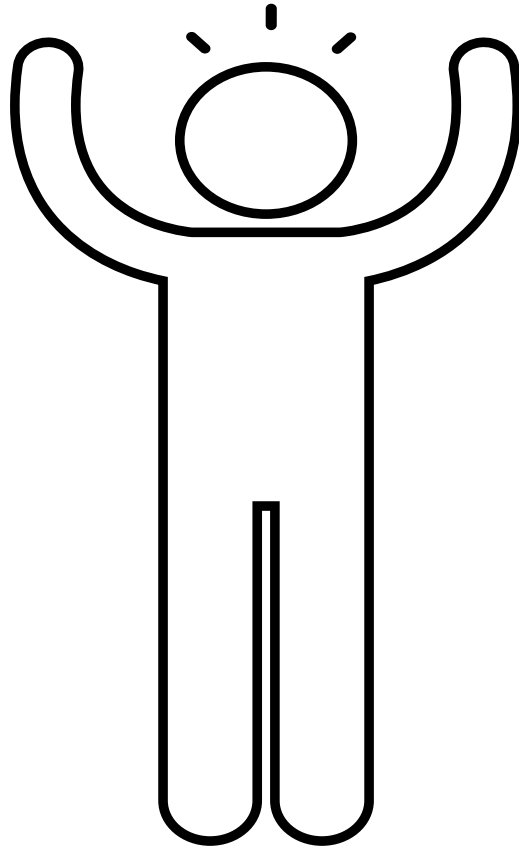
look at things from a different point of view



4 Draw a simple picture of yourself using a helpful strategy - one of your own, or one listed in the list to the left.

HANDLING RISKY EMOTIONS

Imagine yourself using a helpful strategy to deal with a risky emotion — one of your own, or one listed on the previous worksheet page. Notice any sensations that arise. Label the sensations on the body where you felt them.

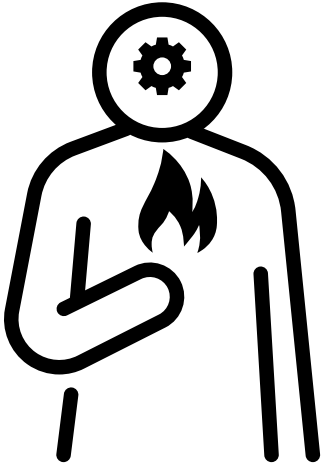


TODAY'S CHALLENGE

Write a list of your favorite helpful strategies and keep them somewhere you will see them.
Use one of the strategies next time you feel a risky emotion.



THE POWER OF RESTRAINT PRACTICE



Make yourself comfortable. Ground or bring a resource to mind for a few moments.

Now bring to mind a time when you managed your own emotions. Start with something small. Maybe someone said or did something to upset you, but you didn't upset them back.

Or maybe something a little irritating happened to you, but instead of losing control, you managed. Even if you did react, maybe you did something less harmful than you might have.

This was a moment when you stopped a spark of emotion before it became a larger flame. Take a moment to recognize that you have the ability to notice emotions and impulses with awareness.



Lastly, take a moment to strengthen this ability in you. If you find it helpful, you can imagine your power of restraint in any visual form you choose, like a ball of light in your chest that slowly grows and fills your entire body, enhancing your self-confidence. What do you notice on the inside?

SELF-SCRIPT

Even when difficult things have happened,

I've been able to manage my emotions.

A small emotional spark can become a raging forest fire.

I can notice the sparks and strengthen my awareness.





LEARNING ABOUT ONE ANOTHER

We can learn more about other people when we take time to ask questions and really listen with an open mind and heart. Learning about each other helps us understand each other. It helps us grow closer—even with people we already know. Sometimes, we can learn things that surprise us. This activity invites you to interview someone to get to know them better.

Find a person who you would like to interview. Ask them if they agree to be interviewed and to also interview you in return. Who is it? _____



Talk with them to discover three things you have in common with them that you can't guess just by looking at them and then list each below.



Ask them these interview questions. If the person you are interviewing doesn't have an answer or wants to skip a question, that's ok. Move on to the next question. Remember to listen without judging or interrupting. After you finish your interview, switch roles and answer the questions yourself. Leave "your answer" blank until you switch roles and are asked the interview questions.



What is your favorite food? What do you enjoy about it?

Their answer: _____

Your answer: _____



Who is your hero or someone you really admire? Why do you admire that person?

Their answer: _____

Your answer: _____



What is one of your happiest memories?

Their answer: _____

Your answer: _____



What is something you've learned (or are learning) how to do that you really enjoy? What do you enjoy about it?

Their answer: _____

Your answer: _____



LEARNING ABOUT ONE ANOTHER



What is something you're looking forward to in the future?

Their answer: _____

Your answer: _____



Write Your Own Question.

Your question: _____

Their answer: _____

Their question: _____

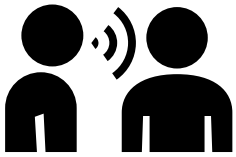
Your answer: _____



Which of their answers surprised you? _____



What did you appreciate learning about your partner? _____



Switch roles, so your partner can interview you and have your partner write down your answers. Start from the beginning. When your partner finishes interviewing you, have them answer: Which answer surprised you about me? _____

What have you appreciated learning about me? _____

Talk with your partner about what it was like to listen and share with one another. Did the two of you notice any thoughts, feelings or sensations as you did this activity?



TODAY'S CHALLENGE

Think about 1-2 more people to repeat this activity with. Write their names below.

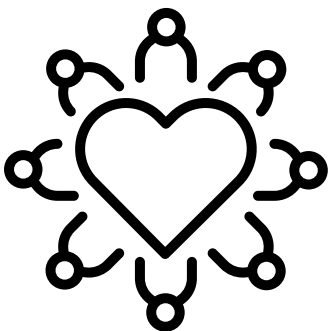


COMMON HUMANITY PRACTICE

TO SUPPORT CONFLICT TRANSFORMATION



Take a moment first to make yourself comfortable. Then ground or bring a resource to mind for a few moments. Think about what feelings you have in this conflict situation and what needs they reflect. Are you experiencing any universal needs, like a need for respect, safety, trust, friendship, or something else? What feelings and universal needs might the person you're in conflict with have? What might help them meet their needs and what might help you meet yours?



Take a moment to remember that everyone wants happiness, and no one wants to hurt. Everyone has needs, and everyone has feelings that arise when those needs are not met. At the same time, we are diverse and each of us is unique, with our own perspectives. Take a moment to send the positive energy of self-compassion towards yourself, giving yourself anything you need in this moment.

If you like, send the positive energy of compassion to the other person, giving them what they need most. Notice what you feel on the inside.

SELF-SCRIPT

Everyone wants happiness. No one wants to hurt.
Everyone goes through difficulties, but everything changes with time.
I have needs and so do others.
In my mind, I send us both what we need most.





PRACTICING EMPATHY

Have you ever felt sad and someone showed you that they cared? Have you ever felt excited and someone got excited with you? When someone shows you they understand and care about your feelings, they are showing you empathy. Empathy is a way to show others they are not alone. You can boost your empathy ability by paying attention to others and trying to understand their feelings.

Think of a time when you noticed and cared about the way someone else was feeling. It could be a family member, friend, teacher, pet, stranger, or whoever you want. Write down a few words about that time.

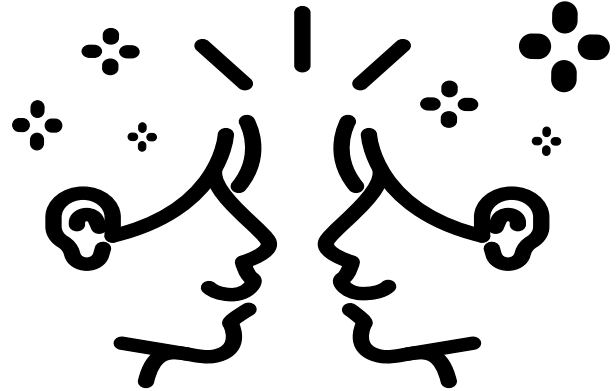
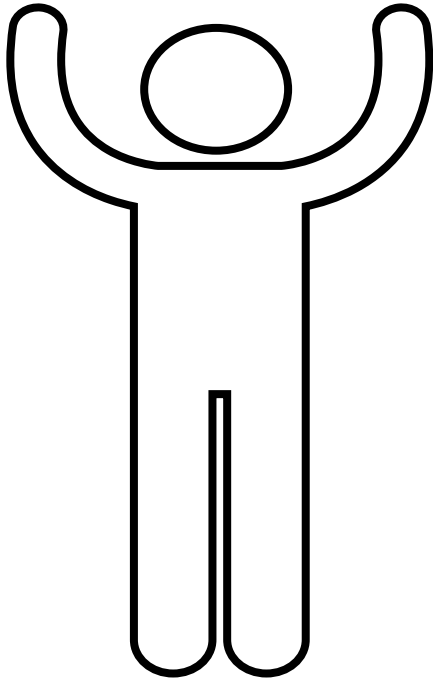


Try to remember what you noticed, how they felt, and how you felt. If you did something or wanted to do something to show that you cared, remember that too. Draw a picture of that time in the box below.

PRACTICING EMPATHY



What was it like to feel empathy? As you think about it, do you notice any sensations on the inside right now? Mark or label them on the image of the body below.



What clues can you pay attention to, to help you understand how someone else is feeling?



TODAY'S CHALLENGE

Who is someone you might show empathy to today? Write their name or names below. Pay close attention to what they may be feeling. If you're not sure how they're feeling, you can ask them. Next to their name, write down what they may be feeling.



COMPASSION PRACTICE



ONE-MINUTE COMPASSION



Take a moment first to make yourself comfortable. Then ground or bring a resource to mind for a few moments. Bring to mind a person to whom you'd like to send positive thoughts and compassion. Imagine them sitting or standing before you, if this is helpful.

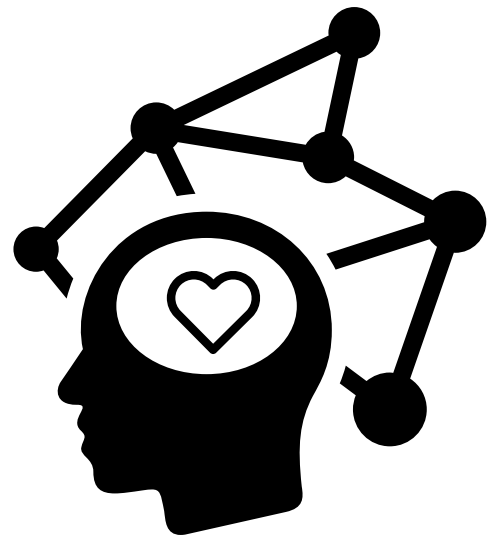
Take a moment to recognize them as a human being, just like yourself, who wants happiness and doesn't want difficulties. Take a moment to recognize whatever difficulties they have.

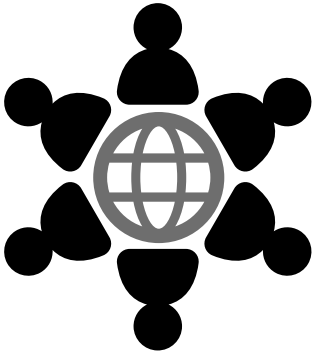
Now send them your positive thoughts and compassion in whatever way feels best to you. If you like, you can visualize something that represents this, like a warm, healing light that comes from your heart and gradually fills your entire body with well-being.

SELF-SCRIPT



Everyone wants happiness. No one wants to hurt.
But still people meet with all sorts of difficulties.
In my mind, I see you and the difficulty you're going through.
In my mind, I send you compassion and what you need most.

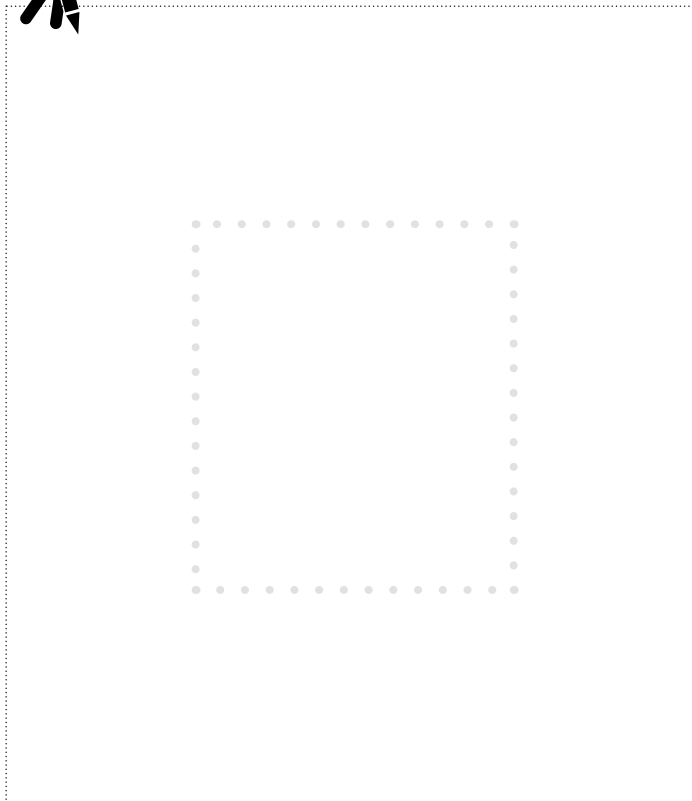




WE'RE ALL CONNECTED

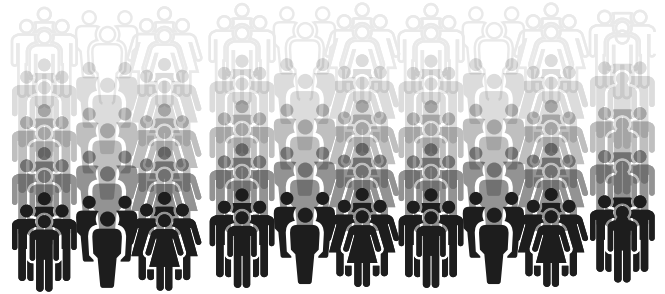
This activity asks you to think about some food or drink and imagine all the people who were involved in creating it and getting it to you. Did you know that you have many people to thank for the food and drink you have? Actually, if you look deeply at anything in your life, you can see a whole web of people who were involved in creating it and getting it to you. These people are all connected to you, even though you don't know most of them personally.

- 1 Remember something you recently ate or drank. Draw a simple picture of it in the center square.



- 2 What ingredients are in this food or drink? Where does it come from?

- 3 Imagine all the people who were involved in growing and harvesting the ingredients. Imagine all the people involved in making it. Then, think about all the people involved in getting it to you.



- 4 Around your drawing, write or draw and label as many people as you can who made it or got it to you. For example, a farmer, a delivery person, a factory worker.



- 5 Look at all the people you added to your drawing. How are these people connected to one another and to you?



WE'RE ALL CONNECTED



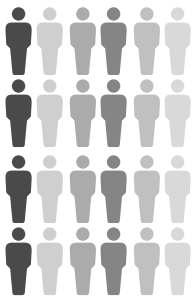
Look at your drawing of your food or drink and the people you listed. Select one person. What did this person do to get you the food or drink? Write a list.



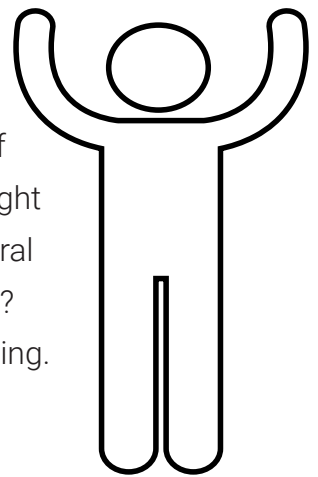
1.	5.
2.	6.
3.	7.
4.	8.



Even though you have probably never met one another, without this person you wouldn't be able to have your food or drink. If you met this person, how might you thank them?



Take a moment to consider that so many people have contributed to you having this food or drink. Their actions benefited you, even if they're far removed or didn't intend specifically to help you. You might feel some sense of gratitude towards them. What pleasant or neutral sensations do you notice in your body? What emotions do you feel? Use colors or words to mark on the body where you sense something.



TODAY'S CHALLENGE

You can repeat this reflection with different everyday objects. Challenge yourself to consider the many ways that we are connected to others. Notice if thinking about this leads to a feeling of gratitude, or a feeling of connectedness with others. Make a list of a few other objects you might focus on if you try this activity again.



GRATITUDE PRACTICE



GRATITUDE RESOURCING EXERCISE

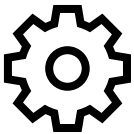


Take a moment first to make yourself comfortable. Bring to mind a resource, something that makes you feel happier, safer, or better. What does this resource depend upon? What people is it connected to?

Visualize the people who come to mind, even if they are unknown to you. Take a moment to recognize all those people as human beings, just like yourself, who want happiness and don't want difficulties.

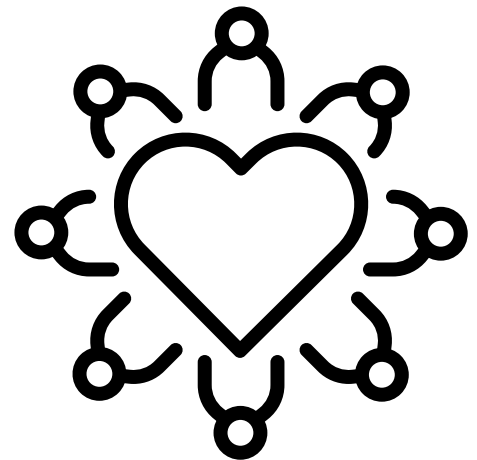


Recognize that they are connected to you having or enjoying your resource. Notice what you feel on the inside. If you like, send them your positive thoughts and compassion in whatever way feels best to you.




SELF-SCRIPT

Everything I need and everything I enjoy
Comes through the acts of countless others.
I bring to mind the things I need
And enjoy and explore my interdependence with all humanity.



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The SEE Learning program is a part of Emory University's Center for Contemplative Science and Compassion-Based Ethics.

To learn more about the Center please visit us online at compassion.emory.edu.