

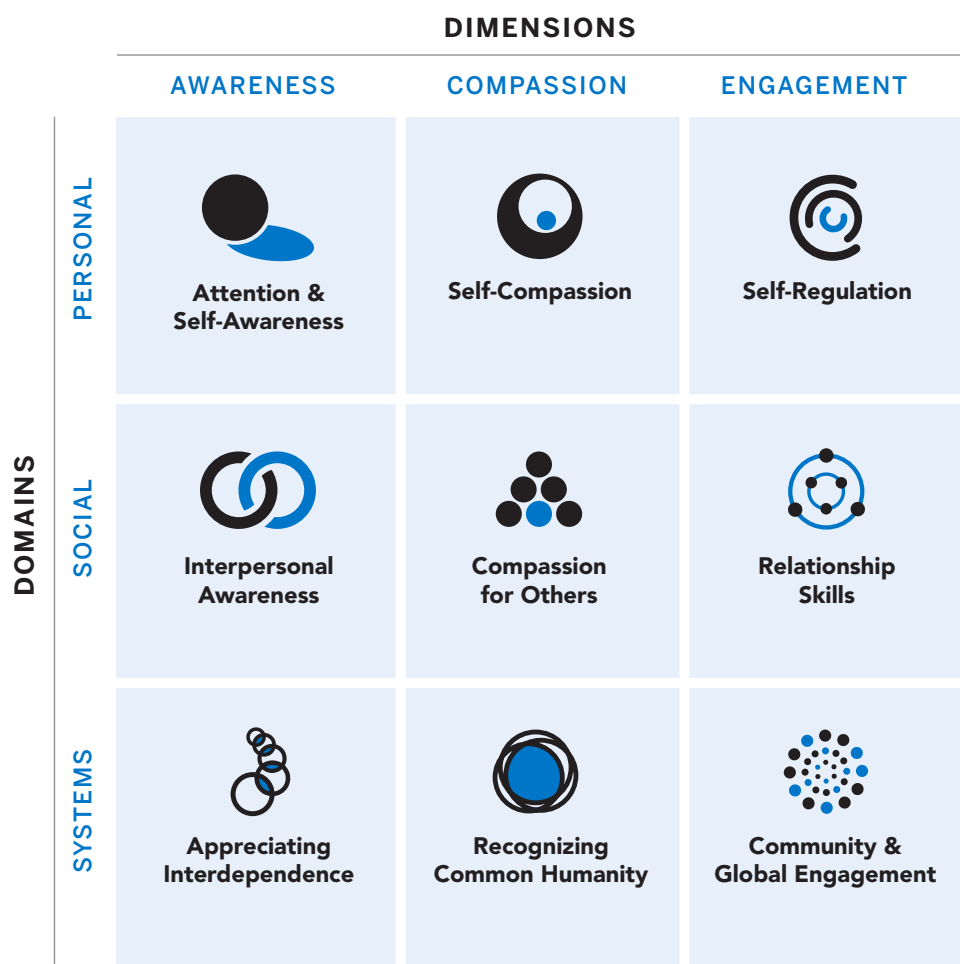
HIGH SCHOOL

CAPSTONE PROJECT

Compassion in Action

SEE Learning and the Purpose of the Compassion in Action Project

SEE Learning® (Social, Emotional, and Ethical Learning) is an international program designed to foster social, emotional, and ethical learning in education at all levels (elementary school, middle school, high school, and higher education). SEE learning is grounded in the idea that education can and should be expanded to foster the values and competencies that lead to greater happiness for both individuals and society at large. The purpose of SEE Learning is to create a more aware and compassionate world by building competencies in students that promote attention and awareness, resilience, compassion for self and others, critical thinking and ethical discernment. By developing these inner competencies, students worldwide can assume individual and collective responsibility through their actions to create a more aware and compassionate world.



Project Overview

This project is directed at high school students (age 14-19). It can be implemented over the course of the year. One clear pathway is to have it serve as a culminating or capstone project on the basis of completing the SEE Learning curriculum. The chapter provides a guide for creating, planning, implementing, and presenting a SEE Learning Compassion in Action Project CAP. In addition to outlining the process for engaging in the CAP, ideas are provided to help adapt and implement the capstone project into different international contexts and educational settings.

The CAP can, and should, be adapted to meet the needs of students and the school community it is implemented in. The resources provided in the chapter will enable individuals and schools to effectively integrate the CAP into their curriculum and educational programming.

Student Outcomes

The CAP seeks to develop students who embody SEE Learning competencies. This includes:

- Identifying personal pathways to engage in compassionate activities
- Reflecting on how compassion can become embodied through actions
- Cultivating a sense of purpose and experience flourishing through service focused on compassion
- Recognizing how they can make a difference through identifying goals, planning action, and engaging in activities that benefit oneself and others
- Developing lifelong skills related to leadership, taking the initiative, and assuming responsibility for the welfare of others
- Engaging as a systems thinker in anticipating, discerning, and coordinating the changing factors associated with the project
- Overcoming challenges and cultivate resilience through each of the project stages
- Appreciating how they are a part of a local and global community and how their welfare is interdependent with the welfare of others

Responsibilities of the Student

The project aims to provide a forum for students to demonstrate how they can positively impact the world around them with awareness and compassion. To accomplish these, students need to engage with the project weekly for over a year, devoting time to each aspect of the project. Throughout the project, students will document their process from envisioning to presenting.

This documentation will result in the creation of a CAP portfolio. Upon the completion of the project, the student will submit their portfolio to the coordinator or supervising teacher who will review it based on the criteria outlined within the portfolio rubric or according to the standard they determine for successful completion.

CAP Student Expectations

1. Demonstrate knowledge of the CAP requirements, timelines, evaluation criteria, and presentation criteria
2. Establish personal and project goals
3. Engage in meetings with the coordinator or supervising teacher to discuss and determine project plans
4. Collect evidence of activity and document each aspect of the project and submit with the portfolio
5. Submit the CAP portfolio for final review to a coordinator or supervising teacher
6. Present their project to a public audience (students, teachers, parents/family members, community members, etc)

SEE Learning Compassion in Action Experiences

The SEE Learning Compassion in Action Project (CAP) experiences can take many different forms. They can occur as extensions to a project-based learning experience or as a separate culminating experience required for graduation. The CAP experiences can be structured and coordinated through the school. They can also be completely student led to fulfill volunteer or service hours needed to support college applications.

One of the most essential tasks for a school in the development of the CAP is to identify how to allot time in scheduling and determine who is responsible for coordination. Coordination can occur on behalf of a supervising teacher. It can also take shape with a designated coordinator. Coordination can also be provided by administrators or volunteers. Regardless of who is responsible, a coordinator should be identified within a school site to support the student planning, implementation, and presentation phases of the project. The coordinator will also need to engage in communication and evaluation, and support the student presentations.

The SEE Learning Capstone Experience can occur as a single event or consist of a series of events spread over an extended period of time. It is not considered best practice to designate a predetermined number of hours required for the project, rather the amount allocated to the project should be guided by the nature of the project selected. As stated in the expectations section for students, the project should “demonstrate a sustained and committed engagement” rather than a predetermined number of hours. The CAP requires planning and coordination. Although it can be a singular event, that event should be developed, coordinated, implemented, and reflected upon. It is considered best practice for students to engage in a series of planned experiences. In this way, they will have multiple opportunities for reflection and to demonstrate the development of SEE Learning competencies. The CAP should incorporate at least two competencies (found within the SEE Learning framework). A student can select more than two but should be aware of the need to have evidence from their project of each of their focused SEE Learning competencies.

SEE Learning Compassion in Action Projects experiences can manifest in numerous different ways. The primary focus of the project is for students to unify their passion areas with the SEE Learning competencies and make those competencies visible and meaningful. The project can be based on a personal interest, skillset, talent, or focus area in which they would like to grow or develop. Within these areas, students will need to develop the competencies that constitute the SEE Learning framework and demonstrate evidence of how they embodied the enduring capabilities of SEE Learning throughout their CAP.

Phases of the CAP

The SEE Learning Capstone Project is organized into five stages for students, coordinators, and parents/guardians: exploration, planning, implementation, reflection, and demonstration. These stages help students progress from the initial ideas to the presentation. In addition, the project steps provide a process and order by which students can integrate the SEE Learning Compassion in Action Project into their academic and personal life.

This process also has many benefits outside of completing the project. It builds critical enduring skills associated with critical thinking, facing adversity, demonstrating resilience, and cultivating executive functioning skills (organization, task initiation, goal prioritization, working memory, sustained attention, planning, etc.). Most importantly, it provides an essential culminating experience by which to synthesize, in an embodied way, what they have learned throughout their SEE Learning education.

The stages of the CAP enable a student to explore their passions and interests. They can then relate and connect those interests to the SEE Learning competencies and enduring capabilities. Throughout the project, students will have opportunities to reflect on how their actions embody the SEE Learning competencies and how they are demonstrating the SEE Learning enduring capabilities.

As students work through the SEE Learning Compassion in Action Project stages, they will develop skills that will assist them in many aspects of their life. This process begins with exploration. Students are first asked to apply self-awareness as they explore a topic or issue they are interested in. This exploration will include research that occurs in multiple ways. Research should help the student develop a meaningful understanding of the topic or issue, providing considerations related to context, history, impact, causation, and other factors.

Phase 1

In this first phase, students are asked to raise questions and cultivate meaningful inquiry about the topics or issues. The SEE Learning Compassion in Action Project aims to create a more aware and compassionate world. As students explore a specific topic or issue, they will be asked to examine how they can bring more awareness and compassion into the topic they want to explore. Finally, students will be prompted to take action by actively engaging in the topic or issue. To do this, they will need to engage in the planning phase of the SEE Learning Compassion in Action Project.

Phase 2

Having conducted their initial exploration, students will define how they will engage in the project. Their engagement can occur in many ways. However, students should plan to have an authentic experience that aligns with the topic or issue they are engaging in. An authentic experience can take many forms. It can consist of participating in an activity, demonstrating something, experiencing or learning something. On the basis of deep reflection, students will be able to identify how they are demonstrating and embodying the enduring capabilities of SEE Learning.

Phase 3

The third phase of the project is implementation. As students implement their project, they will be asked to reflect on, and document, the experience as it is occurring. This is to help cultivate meaningful insights. The implementation of the plan may differ from what the students envisioned. They will likely face challenges and difficulties as they engage and implement their projects. Reflection during this phase is critical as it allows students to face adversity and cultivate resilience.

Phase 4

The next phase is reflection. After completing their authentic experience, students will be asked to engage in a project reflection to understand how the project was explored, planned, and implemented from a holistic perspective. Finally, students will be asked to examine how they have changed through this experience and how that change has contributed to greater awareness and compassion.

Phase 5

The final phase of the CAP consists of students presenting their experience to an audience. An authentic audience involves members who have a vested interest in the topic. It could include presenting at a public forum, a city council meeting, or other public forums. Presentations to authentic audiences typically occur outside of the classroom. This may not be possible for every school or learning context, however it is highly encouraged to seek out an authentic audience for the culminating presentation of the project. It is delivered to stakeholders of the topics or issues the students examined and took action towards. Sharing this experience with others provides a forum for students to demonstrate the insights they gained and also inspire others to take action toward building a more aware and compassionate world.

Exploration

Students inventory their passions, areas of interests, skills, and abilities that can be used or framed through the lens of awareness and compassion. Students can consider how they can utilize their project to promote personal growth and development. Personal growth and development can occur when students align their passions and areas of interest with service. For example, a student who is a passionate musician could volunteer time to teach young students or perform at an event that raises awareness of an issue. Students can also frame the project in terms of supporting the growth and development of others. Students can also support an existing cause or develop a new initiative. Students can identify a need they want to address. The goal of the CAP is to help create a more aware and compassionate world. This goal can be achieved on both an internal and external basis. As students narrow in on a topic or issue, it will be important for them to cultivate a strong wish or desire to benefit themselves and others. This wish and commitment will sustain their effort and help them to weather the challenges and adversity they may face as they implement their project.

Planning

Students need to define how they will engage in the project. They need to construct an action plan and determine the required resources, the timeline, the new skills they may need to develop to

complete the project, and ways to engage in ongoing reflection throughout the project. They need to identify outcomes that they would like to achieve. As they craft clear outcomes, they will be able to clearly identify the steps and processes needed to achieve those outcomes. The planning phase should anticipate the obstacles they will face and also how they might work to overcome those obstacles. Common obstacles students may face are:

- Estimating how long something will take
- Communicating with others and coordinating with project members or representatives of organizations
- Dealing with external factors that cause the plan to change
- Documenting experiences while also guiding or participating in them
- Having different opinions or perspectives on how to go about something related to the project

Implementation

The implementation phase allows students to move from a concept to action. As they navigate this phase, they will need to reflect on a regular basis in order to adjust and respond to the multitude of factors that are within and outside of their control. Students will be asked to maintain regular reflections on their experiences. Reflections will be documented within the CAP Reflection Log document. In their process of implementation, they will need to problem solve and respond to unforeseen challenges. Students can work individually or with others to implement their CAP. As they implement their project, it will be essential for students to apply the SEE Learning competencies. They can do this through formal and informal self-reflection on how they are embodying the SEE Learning enduring capabilities.

Reflection

The reflection phase allows students to examine the experience from a holistic perspective. Through a reflection process, students will describe what occurred, how they cultivated an awareness in themselves and others, how they fostered compassion, how they demonstrated resilience, and how they will carry this experience forward. Students will be asked to connect their personal growth, their achievements, and the insights they generated from experience. They will also be asked to identify future pathways the project could lead to regarding fostering awareness and compassion.

Presentation

Students are asked to demonstrate to an authentic audience what they accomplished and how they cultivated awareness and compassion in themselves and others. Through demonstration and communication, others can learn about and experience the student's SEE Learning Compassion in Action Project. The presentation intends to deepen the students' insights to become embodied. The presentation also allows others to respond and engage with the project. This engagement has the potential to encourage others to contribute and extend the student's project in the pursuit of a more aware and compassionate world.

The CAP allows students to achieve the following:

- Foster a more aware and compassionate world.
- Develop personal insights and competencies that promote personal flourishing and wellbeing.
- Identify how they embodied SEE Learning enduring capabilities, specifically Attention & Self-awareness, Self-Compassion, Self-Regulation, Interpersonal Awareness, Compassion for Others, Relationship Skills, Appreciating Interdependence, Recognizing Common Humanity, Community & Global Engagement.
- Develop and demonstrate executive functioning skills (task initiation, goal/prioritization, persistence, organization, working memory, etc.)
- Fulfill school-specific requirements related to advisory, graduation, project-based learning, college applications, community service requirements, etc.

SEE Learning Compassion in Action: Examples

Engaging in a service project is one pathway for students to create a more aware and compassionate world. The focus of service empowers students to see how they can make meaningful contributions to the community and the world. Service within SEE Learning enables students to respond to an authentic need and is imbued with a collaborative exchange grounded in two-way engagement. Through engaging in service, students cultivate SEE Learning enduring capabilities as they develop awareness, resilience, compassion for self and others, and other SEE Learning competencies. The act of service requires students to problem solve, become more self-aware, and experience a sense of common humanity and compassion with others that demonstrate a need. Although the SEE Learning Compassion in Action Projects can assume many different forms, students are encouraged to engage in some aspect of service throughout their projects. Students will learn to identify personal, community, social, and environmental needs through the exploration, planning, implementation,

reflection, and presentation stages. Through reciprocal and interactive collaboration, students can cultivate a sense of purpose and accountability for alleviating the needs they are striving to address.

It is essential to acknowledge that service comes in many different forms and can occur at many levels. Although service can occur at the school level, it is recommended that service experiences go beyond the school to extended communities (local, regional, national, or international). Community engagement implies interaction and collaboration with others. By working locally, students can cultivate connections with others that support the formation of relationships, see fundamental and sustained change, address real-world problems, and provide capacity for long-term sustainable solutions. By engaging locally, students can then make and extend connections at a larger scale (regional, national, international). Partnerships can be formed with individuals and organizations to build the capacity to address issues. Connections can also be made with other students worldwide engaging the SEE Learning Compassion in Action Project. Digital tools can remove barriers to connecting, networking, and engaging with students elsewhere. These same digital tools can support students by engaging in networking, communicating their initiative, developing partnerships, and sharing about impact. Throughout the experience, students are expected to regularly and meaningfully engage in substantive personal reflection on how they are cultivating and embodying the enduring capabilities of SEE Learning. Students can document their reflection insights within the CAP Reflection Log document.

One of the most important aspects of service is sustained engagement. This requires students to cultivate a deep commitment to the need they are addressing and to foster resilience as they face inevitable challenges or barriers. Through this extended effort, students will begin to see how they can affect change and meet the needs of others. The goal of these efforts is to see within the reflections of students the embodiment of awareness, resilience, and compassion. Although it is encouraged for students to engage in service outside the school environment, there may be opportunities for students to offer service within the school. Regardless of the context, the goal is for students to identify an authentic need and to develop a plan to address that need. Although individual experiences or singular incidents of service can be rewarding and beneficial, it is highly encouraged for students to engage in multiple service experiences over an extended and sustained duration of time. Through this regular engagement, relationships are cultivated, and mutual benefit fostered. For example, rather than a single trash pick-up at a local park, students can decide to form an organization or association that engages in regular trash pick-ups to ensure sustainability and long-term benefit.

There may be times when students decide to address an issue that requires immediate action such as a disaster or community emergency. When developing a project around an urgent need, students would still go through the phases required for the CAP. However, they may need to modify elements associated with process and timeline. In this situation, a student or group of students would quickly assess the needs of the issue and develop a response. Given the accelerated exploration phase, students should engage in research and investigation after the authentic experience to understand what the underlying causes of the issue were or what factors contributed to the issue and emergency response. On the basis of this deeper knowledge, students can develop a plan or create a pathway for ongoing support of the issues. An example of this could be responding to a Tsunami by providing aid initially. This effort could also be coupled with work to support an education campaign that helps foster resilience and preparation for future Tsunamis. What is critical is for students to utilize discernment and to embody systems thinking to identify truly compassionate activities that are capable of alleviating the suffering of others, both now and in the future.

Students can elect to engage in fundraising to address an issue by supporting an organization. As students follow the phases outlined within the SEE Learning Compassion in Action Project, they will create a meaningful understanding of the organization they wish to support. First, students must investigate the need and the organization addressing it. Students can then utilize the phases of the SEE Learning Compassion in Action Project to plan, develop skills, and implement their fundraising efforts. Students should communicate with the organization they wish to support and create accountability for the funds they raise. Students should be encouraged to contribute in other ways to address the issues through direct action, advocacy, or outreach efforts.

One common pathway for students to offer service is through volunteering. Volunteering is common and often utilized to assist. However, students who engage in volunteerism are not necessarily engaging in a SEE Learning Compassion in Action Project. For volunteer efforts to be considered an authentic experience within the SEE Learning Compassion in Action Project, these efforts need to exist as a component of the extended project phases (exploration, planning, implementation, reflection, and presentation). In this way, volunteerism can become a component of a broader process of engagement aimed at cultivating awareness and compassion.

Guiding Students through the CAP

Given the complexity of the CAP it is recommended that a teacher supervises each participating student or the school identifies a staff member to serve as the CAP Coordinator.

The role of the supervising teacher or coordinator is to guide the students through each phase of the project scope and ensure that each criterion outlined in the evaluation rubric is completed. Guiding students begins with an information session (please see online resources for information session materials; agenda, slide deck, etc). This information is provided twice. One session is for interested students and one session is for family members and students. Given the commitment of the CAP, it will be important for students to receive support beyond what the supervising teacher or coordinator provides. Guiding students through the process of the project requires a minimum of three meeting sessions. The first meeting session focuses on developing an idea for the project. In this session the supervising teacher or coordinator will help the student engage in a personal inventory of interests, skills, and passions. This session will also focus on helping the students to understand the purpose of the project (the cultivation of awareness and compassion) and connect it with the identified areas of interest. The second session focuses on reviewing and providing feedback on the students' plans. On the basis of an approved plan, the student can move forward with implementing their project. The third session focuses on outlining the reflection and presentation process for the project. On the basis of this meeting, the student will submit their final reflection for review and their presentation plan.

Supervising Teacher or Coordinator Supports

1. Provide information through Whole Group Information Session and Individual Support Sessions
 - a. Whole Group Information Session
 - b. Interest Inventory and Planning Session
 - c. Reviewing the Student Plan
 - d. Reflecting on Implementation and Planning for Project Presentation
2. Provide feedback
 - a. Evaluate student portfolio and provide feedback
 - b. Attend student presentation and provide feedback

The project is a collaborative exchange among a group of students or between students and an organization. Therefore, all SEE Learning Capstone Projects should ensure the project phases are followed to meet all requirements. These requirements are provided below and directly shared

by the supervising teacher, or the school SLCSP coordinator in the initial information session for students and family members.

For any CAP, it is important to ensure that:

- there is a need for awareness and compassion in a personal or community-based issue
- there is a well-researched and thought-through plan
- all participating partners and collaborators have agreed to the project plan
- the risks and barriers to success have been explored and addressed within the plan
- there is a review of the project's benefits

The Role of Ongoing Reflection Throughout the Project

Students will submit a portfolio of evidence that demonstrates engagement and reflection throughout their project. Reflection is an important pathway for the SEE Learning enduring capabilities to become embodied. Ongoing and regular reflection is a key component of this projectCAP. The SEE Learning pedagogical model consists of three processes: received knowledge, critical insights, and embodied understanding. The goal of SEE Learning is for students to cultivate deeply embodied competencies in awareness, resilience, compassion for self and others, and ethical engagement. In order to achieve this, it has to become personal. Ongoing reflection enables students to use their critical thinking to investigate the topics deeply.

Students can use many different lines of approach to personalize their insights. As students personalize these insights, they get deepened. We refer to such experiences as “a-ha moments”. The knowledge is not merely acquired but it has led to a new perspective on the world and has transformative power. This level of embodiment can endure for long, perhaps, for the rest of the students’ life, and help shape how they interact with themselves and others.

It is important for students and supervising teachers or coordinators to build a culture of reflection. A primary focus of reflection should be ethical discernment and systems thinking. Students will be asked to reflect on the relationship and impact of their project on themselves, others, and their communities. They will also be asked to consider both short-term and long-term impacts their project may have. It will be essential for students to be informed about how to be reflective. Students will need to cultivate discernment through developing the skill set of reflection as they navigate the many choice points they experience throughout their project. It is also through

reflection, students will examine the impacts they may have as they progress through the planning, implementation, evaluation, and presentation of the project. The goal of strengthening the skill of reflection is for students to have improved problem solving skills, cultivate capacity for interpersonal attunement, and develop discernment skills that enable them to apply compassion in effective ways. The ability to engage in reflection before, during, and after an experience is also a benefit of engaging in the CAP. Reflection should not be limited to the project, rather it should be reinforced and supported in the learning experiences of SEE Learning. Meaningful reflection is not about quantity but rather quality. As students are developing the skill of reflection, providing them feedback on both the content and process of reflection is critical.

Feedback can and should be structured through peers and the supervising teacher or coordinator. Feedback can be offered in formal and informal ways. Examples include during the scheduled meeting sessions with the supervising teacher or coordinator, through a small group peer experience, or an informal discussion. Prioritizing reflection means that sufficient time and effort are given for this process. It is important for students and supervising teachers or coordinators to create space and time for reflection. The amount of reflection is determined by the students and should be ongoing. Students should identify moments worthy of reflection and document those reflections.

The purpose of reflection is to:

- Develop ethical discernment
- Cultivate a desire to benefit others
- Investigate how their inner state can impact the way they work through challenges, problem solving and using executive functioning skills
- Build stronger connections with others
- Examine areas for improvement and growth to support self-compassion to identify what tools they can use when working through challenges
- Become a systems thinker and understand the impacts of one's actions
- Grow into a lifelong learner and reflective practitioner
- Investigate personal and community values
- Apply prior learning to new experiences
- Receive feedback and identify how that can shape future actions

Different strategies can help students develop the competency of reflection. For example, one way to frame the reflection outlined below is for students to consider “what did I do?” and “how did I feel?” By reflecting on what happened and how it was experienced internally, students can gain insights and cultivate the embodiment of those insights.

- Express what happened: in their own words students can retell the story of what occurred by identifying important details or impact, what went well or was challenging, and what success or difficulties did they or others face.
- Describe feelings and responses: what were the sensations that arose during the experience and how were emotions and feelings shaped by the experiences.
- Examining motives: using monitoring awareness, students can reexamine decisions and actions made to cultivate awareness about themselves and others.
- Engage in inquiry: explore follow-up questions about people involved, issues that came up, processes that engaged in, and the short-term and long-term impacts.

Attributes of Reflection within the CAP

The students’ final capstone project portfolio should include sufficient evidence of reflection. This could include:

- Reflection on important moments from the project
 - A skill was gained
 - An obstacle was addressed
 - An impact on oneself or others was experienced
 - An achievement was made
 - An insight or emotion was experienced
- Experience-based reflection
 - Identify important moments
 - Explore impacts on oneself and others
 - Identify learning outcomes or insights that were gained
- Peer-based reflection to identify shared insights
- Overall project reflection

- Planning phase
- Implementation phase
- Presentation phase

Students will need to have modeled what reflection is and what ongoing and meaningful reflection consists of. The supervising teacher or coordinator will need to engage in the following activities to help students understand what reflection is and is not.

- Define reflection and provide examples of quality and shallow reflection.
- Model reflection by demonstrating both formal and informal ways to engage in reflection.
- Lead reflection exercises with students and have them lead reflection exercises with their peers.
- Share reflection on a regular basis to create a culture of reflection.
- Inspire reflection by providing opportunities for reflections by sharing statements, questions, or experiences that inspire reflection through thoughtful responses.

What reflection is	What reflection is not
<ul style="list-style-type: none"> • Deeply personal • Is felt through sensations • Leads to change and awareness • Shapes perspective • Relevant • Applied • Flexible: can be done in many different ways • Creative • Supports self-awareness • Inspired • Surprising • Sometimes difficult • Supports planning and organization 	<ul style="list-style-type: none"> • Neither positive or negative • Compelled • Evaluated • Overly hard to engage in • Copied from someone else • Identical each time • Led by teachers all the time • A brief summary • Critiqued by others • Meaningless or useless • Comes in one form (verbal, written, etc)

Timeline and Process Outline

The timeline for planning, implementing, and presenting the CAP varies from school to school depending on need and context. However, the goal of the project is to serve as a culmination of SEE Learning to help students take what has been learned in the classroom and apply it to the real world. The purpose is to foster compassion and awareness in both students and those they are serving. It is important that the project be manageable and completed within a school year. Different models are provided that outline the process of the project.

Phase 1: Introducing the CAP

This phase should occur the year prior to the capstone project. For example if a school culminates

in year/grade 12, then the project should be introduced in the middle of year/grade 11. This introduction should be provided to both students and parents/guardians so that they can begin thinking about different experiences or activities that could emerge as a capstone project. This introduction can occur by providing an information session either in person or online. It should also include sending information home and being available to field questions about the project. The reason for introducing this early is to ensure that students are prepared, do not miss potential opportunities, and understand the significance of the project. In some instances, opportunities may only exist at different times of the year and it is important that students can plan accordingly to fulfill their vision and intention of the project. For example, emergencies or events can sometimes arise that require timely and focused responses. Examples include:

- Natural Disasters
- Economic Challenges
- Events
- Conferences

Phase 2: Planning the CAP

The planning phase should begin at the start of the students' final year. With the support of a supervising teacher or coordinator the students will initiate the planning phase. Planning will require students to identify a topic for their project and outline the project's goals, timeline, implementation strategy, anticipated outcomes, and method/process for presentation. The first meeting they have with their supervising teacher or coordinator will focus on planning.

Phase 3: Implementing the CAP

The implementation phase will require students to engage and implement their project. This phase will prioritize ongoing reflection as students actively lead and guide the experiences they develop. Reflection is critical as students will likely face challenges or obstacles. They will need to adjust their plans as they work to implement their projects. This stage will require a meeting with their supervising teacher or coordinator to both check in on implementation progress and plan for their presentation. If schools do not have this option, then students can guide themselves through the process independently. Ongoing reflection that is documented within the reflection log will be important in this phase.

Phase 4: Presenting the CAP

The presentation phase will consist of the student or group of students organizing and sharing their project experiences through a presentation to an authentic audience. This presentation will be completely organized and led by the student. The supervising teacher or coordinator will play only a small support role, if needed. After the presentation, the final meeting with the supervising teacher or coordinator will occur. This meeting will focus on student reflection related to the experience of implementation, the presentation, and overall impact of the project on themselves and others.

Evaluation Criterion

Students will be evaluated on the successful completion of their SEE Learning Compassion in Action Project. The project will be assessed based on the portfolio that students create. This portfolio consists of evidence from the project's planning, implementation, and presentation phases. In addition, artifacts and reflections will be constructed and collected through the project to create a body of evidence demonstrating students' engagement, reflection, and impact.










Elements of CAP Portfolio

Numerous resources have been provided to help guide project supervisors and students through the SEE Learning Compassion in Action Project. These resources are available at the SEE Learning website and can be modified to meet the needs of your students, program, or school. The resources include:

1. Initial CAP Topic Planning Template
2. CAP Project Planning Checklist
3. CAP Activity Description Template
4. CAP Reflection Log
5. SEE Learning Enduring Capabilities Alignment Template
6. CAP Project Implementation Rubric
7. CAP Final Reflection Template

SEE Learning provides educators with a comprehensive framework for the cultivation of social, emotional, and ethical competencies. It also provides an age-specific curriculum for K–12 schools, as well as a support structure for educator preparation, facilitator certification, and on-going professional development. SEE Learning builds upon the best practices in Social and Emotional Learning (SEL) programs and expands on them by drawing in new developments in educational practice and scientific research, including attention training, the cultivation of compassion for self and others, resilience skills based on trauma-informed care, systems thinking, and ethical discernment.

THE SEE LEARNING FRAMEWORK

		DIMENSIONS		
		AWARENESS	COMPASSION	ENGAGEMENT
DOMAINS	PERSONAL	 <p>Attention & Self-Awareness</p>	 <p>Self-Compassion</p>	 <p>Self-Regulation</p>
	SOCIAL	 <p>Interpersonal Awareness</p>	 <p>Compassion for Others</p>	 <p>Relationship Skills</p>
	SYSTEMS	 <p>Appreciating Interdependence</p>	 <p>Recognizing Common Humanity</p>	 <p>Community & Global Engagement</p>



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