COMPASSIO	COMPASSIONATE INTEGRITY TRAINING Center for Compassion, Integrity and Secular Ethics Life University © 2018 Brendan Ozawa-de Silva, Michael Karlin and Life University
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TRESENTER TOTES.
These are only some of the locations where CIT has been facilitated and organizations using CIT as of 9/30/19.

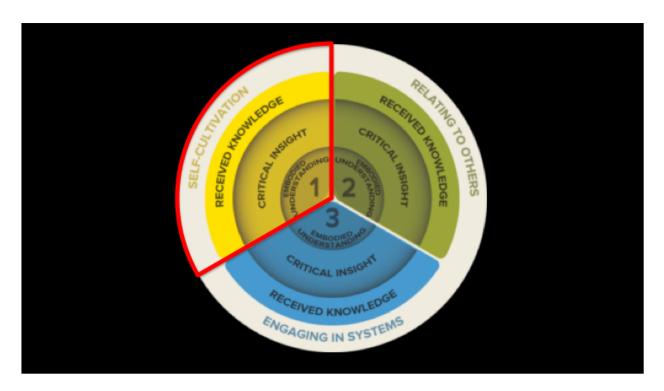
Approximately 1,000 CIT Graduates Argentina, New Zealand, Australia, Nigeria, Northern Bangladesh, Ireland, Pakistan, Bhutan, Canada, Portugal, Romania, Chile, Colombia, Senegal, Spain, Sri Germany, Ghana, Lanka, South Africa, Honduras, India, Sweden, Tanzania, Israel, Jordan, Tunisia, Uganda, Kenya, Liberia, United Arab Libya, Malaysia, Emirates, United Mauritius, Mexico, Kingdom and the Namibia, Nepal, United States. As of 30 September 2019 PRESENTER NOTES:

52 Certified Level 1 Facilitators Argentina, New Zealand, Australia, Nigeria, Northern Bangladesh, Ireland, Pakistan, Bhutan, Canada, Portugal, Romania, Chile, Colombia, Senegal, Spain, Sri Germany, Ghana, Lanka, South Africa, Honduras, India, Sweden, Tanzania, Israel, Jordan, Tunisia, Uganda, Kenya, Liberia, **United Arab** Libya, Malaysia, **Emirates**, United Mauritius, Mexico, Kingdom and the Namibia, Nepal, United States. As of 30 September 2019 PRESENTER NOTES:

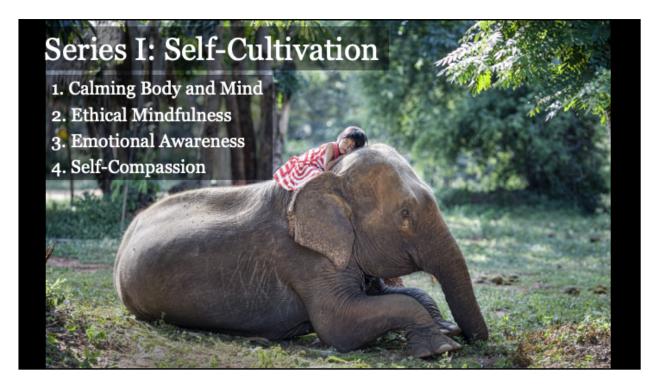
47 Facilitators-in-Training Argentina, Nigeria, Northern Ireland, Pakis Portugal, Ron Bangladesh, Bhutan, Canada, Chile, Colombia, Senegal, Spain, Sri Germany, Ghana, Lanka, South Africa, Honduras, India, Sweden, Tanzania Tunisia, Uganda, Israel, Jordan, Kenya, Liberia, Libya, Malaysia, United Arab **Emirates, United** Mauritius, Mexico, Kingdom and the Namibia, Nepal, United States. As of 30 September 2019 PRESENTER NOTES:



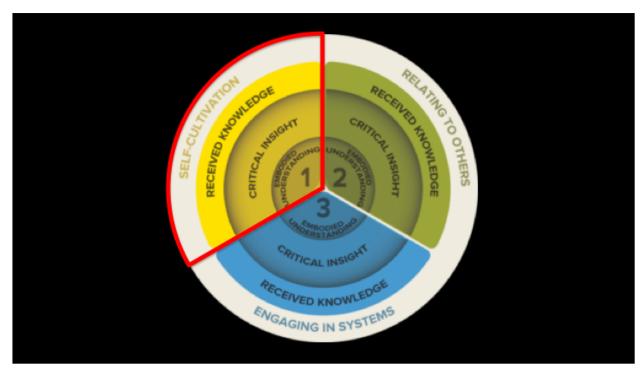
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CIT focuses on and builds toward compassionate integrity: the ability to live one's life in accordance with one's values with a recognition of common humanity, our basic orientation to kindness, and reciprocity. Unlike some definitions of integrity that focus on mere consistency with one's values, without examining what those values are, compassionate integrity insists that consistency with one's values is not enough if those values promote harm to oneself, others or the world. Instead, maintaining and increasing consistency with one's values is most beneficial when they are values that promote one's own well-being as well as that of others.



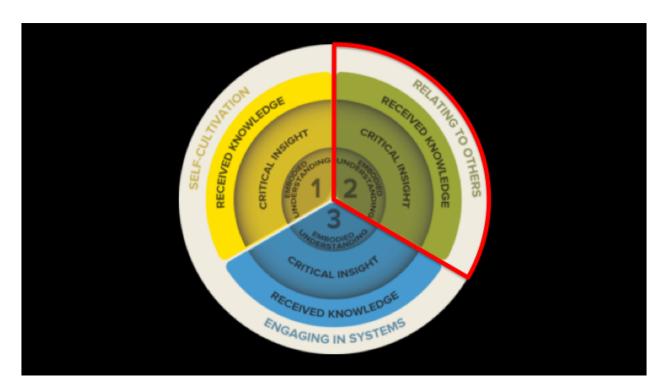
CIT utilizes a "three-in-three" educational model that integrates three domains of knowledge and three levels of understanding. The three domains begin with a focus on the self (Self-cultivation), then move to others (Relating to Others), and finally to a systems perspective, meaning the larger networks we exist in.



Self-Cultivation covers how one relates to oneself and the knowledge and skills related to the inner life of the individual. This begins with the body in the skill Calming Body and Mind, where we learn to become more aware of bodily sensations and techniques to better regulate our autonomic nervous system to remain in our Resilient Zone. Next we move to regulating our speech and actions with Ethical Mindfulness. From there we move to the mental states and emotions that drive those speech and actions. These build into genuine self compassion with inner qualities like courage, fortitude, forbearance and the identification of one's values.
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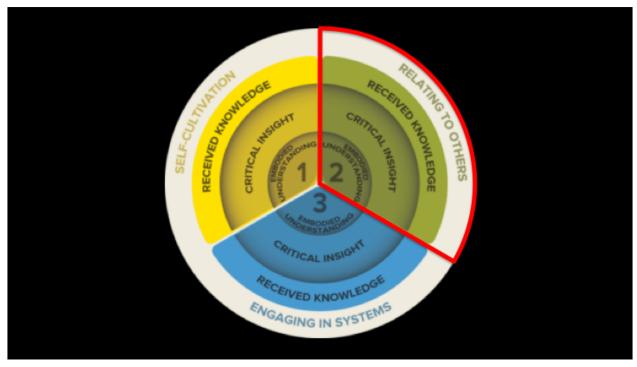
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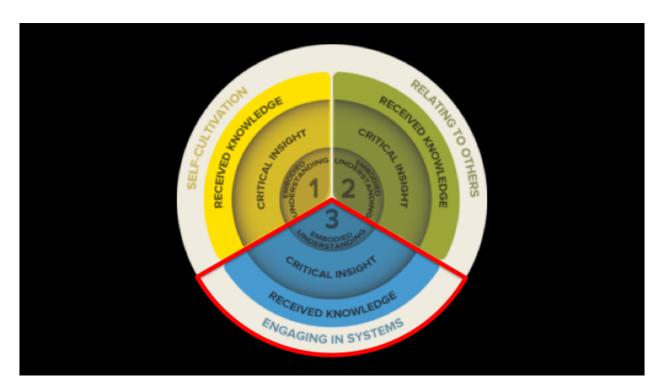
From that firm foundation, we move to Relating to Others.



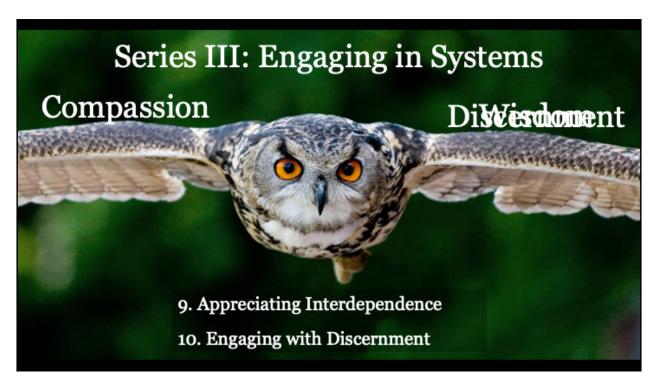
Relating to Others covers how one relates to others constructively and in a way that promotes one's own and others' well-being. Built on the foundation of self-regulation and restraint from harming others, this involves strengthening the prosocial skills of impartiality, forgiveness, gratitude, empathic concern and compassion.	
	
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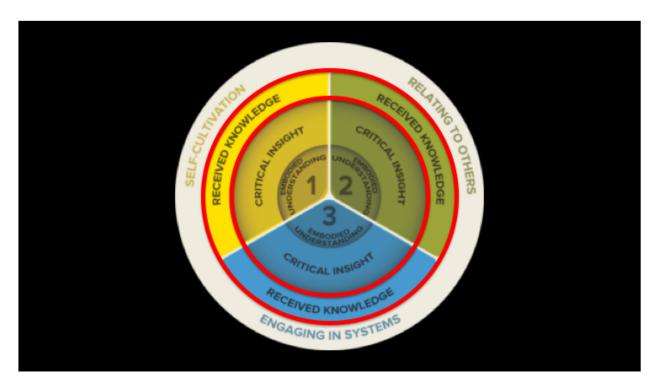
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TRESULTER TOTES.
Compassion is the motivation to alleviate the suffering of another. Compassion alone does not tell one how to engage to alleviate that suffering. Engaging in Systems, therefore, covers how one engages compassionately and with integrity as a participant in complex systems.



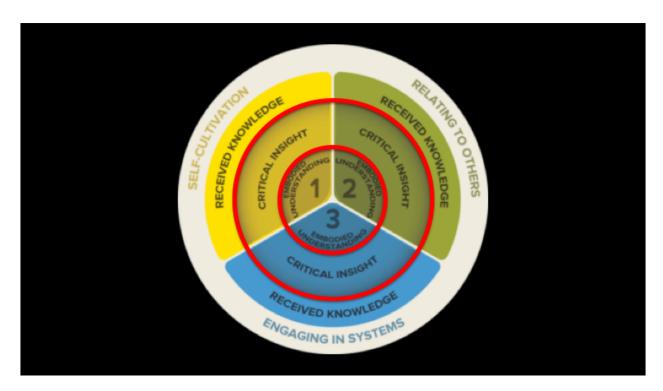
TRESENTER 140 TES.
Just as a bird cannot fly with one wing, compassion is not effective without the "wing" of wisdom or discernment to enable us to determine the best course of action to alleviate the suffering of others. Engaging in Systems involves recognizing our interdependence and the interdependence of systems, which can be as small as our family or local community, or as vast as the world, and developing the skills and discernment to act effectively for constructive change within those systems. Engaging with compassionate integrity and critical thinking gives us the best chance for achieving positive results that enhance the well-being and flourishing of ourselves and others.



Each module in CIT is intended to allow participants to progress through three levels of understanding. In CIT, it is important that knowledge not remain at an intellectual level; to be effective, it must lead to realizations and lasting changes in behavior. Knowledge becomes transformative when it moves from head to heart to hand.



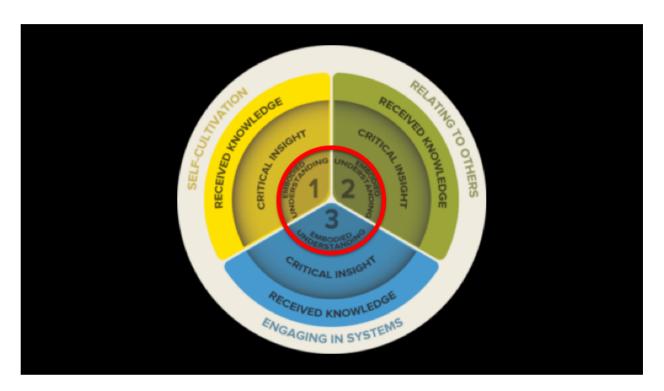
I RESERVER INCTES.
The first of three levels of understanding is Received Knowledge: This refers to learning new information and developing a clear understanding of a particular topic. It is the first step in developing understanding. Received knowledge can be quite extensive, but at this level it has not yet become personal.



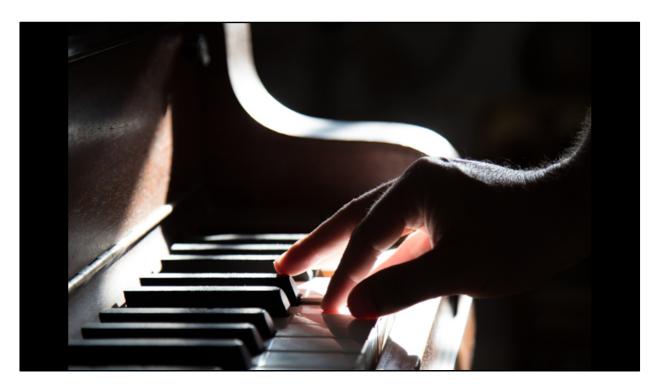
The second level of knowledge is Critical Insight.



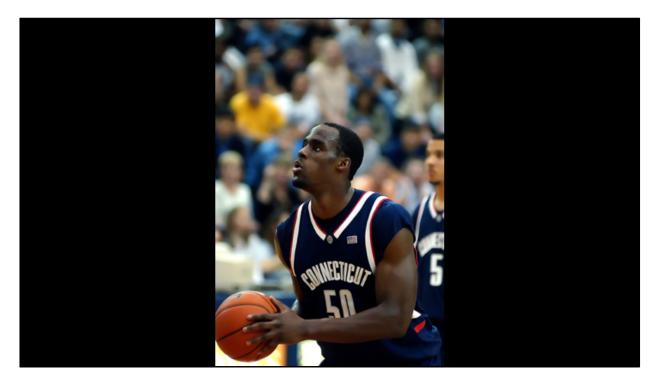
Critical Insight is when the participant, through exercises and practices, uses his or her own life experiences and reason to come to a flash of personal insight, an "aha moment", when he or she realizes how the knowledge relates to his or her own life. At this point knowledge has started to become transformative.



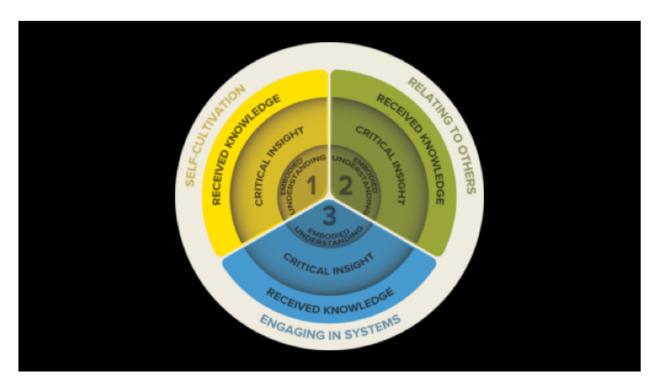
The third level is Embodied Understanding. Moments of critical insight are often not powerful enough to dislodge habits. Therefore, embodied understanding refers to the deepening and further internalizing of knowledge so that it becomes second-nature and spontaneous: not just something one knows, but part of who one is. This happens through repeated practice and continued reflection on one's critical insights. Recent discoveries in neuroplasticity and neurogenesis show that sustained practice changes brain structure and neural functioning, suggesting that long-term changes in body, brain and behavior are possible. This is where knowledge (including the knowledge and skills of self-compassion, compassion, integrity and so on) becomes transformative at its deepest level.



These three levels of knowledge apply to learning many skills, such as speaking a foreign language or playing a musical instrument. At first the student needs to learn the different parts of the instrument, how to read sheet music and so on. Ongoing study and repeated practice eventually leads to moments where things just "click" and the student gains insights that lead to sudden increases in their understanding and ability to play. For these gains to be consolidated, however, the student needs to continue to practice in the correct way over a long period of time. Eventually, over a longer period of practice and study time, this leads to a degree of fluency where the student's ability to play a piece (or speak the language) is spontaneous and embodied.



Or learning to shoot foul shots through repeated practice.
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Each CIT module includes content for received knowledge (including a written explanation, audio podcasts, and PowerPoint presentations), activities for achieving critical insight and guided reflective practices for deepening insights into embodied understanding.		

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