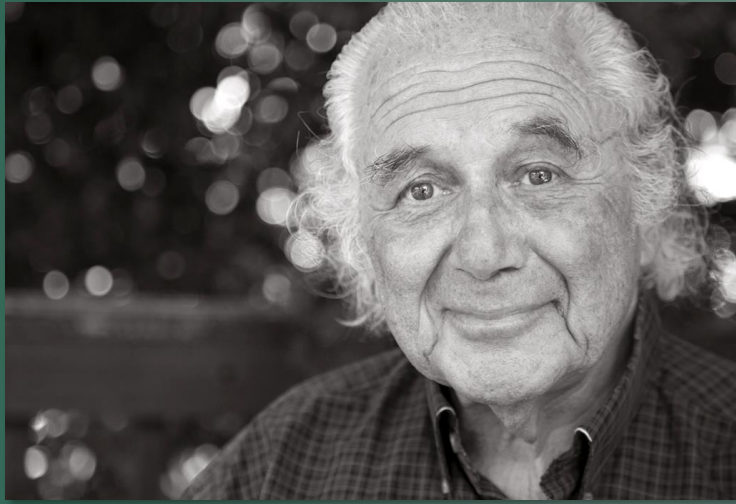


education  
is not the  
filling of a  
pail, but the  
lighting  
of a  
fire.

-w.b.yeats

ME to WE





It is fairly straightforward, at least superficially, to prepare students for an exam, to teach them content they might need to know.

But what about preparing for an unknown future, for the future we cannot imagine? How might we craft educational programs that help students develop capacities for creating a future that we can't see?

--Craig Holdrege  
4<sup>th</sup> Grade Botany Teacher







What are  
**YOU**  
going to  
do about it?

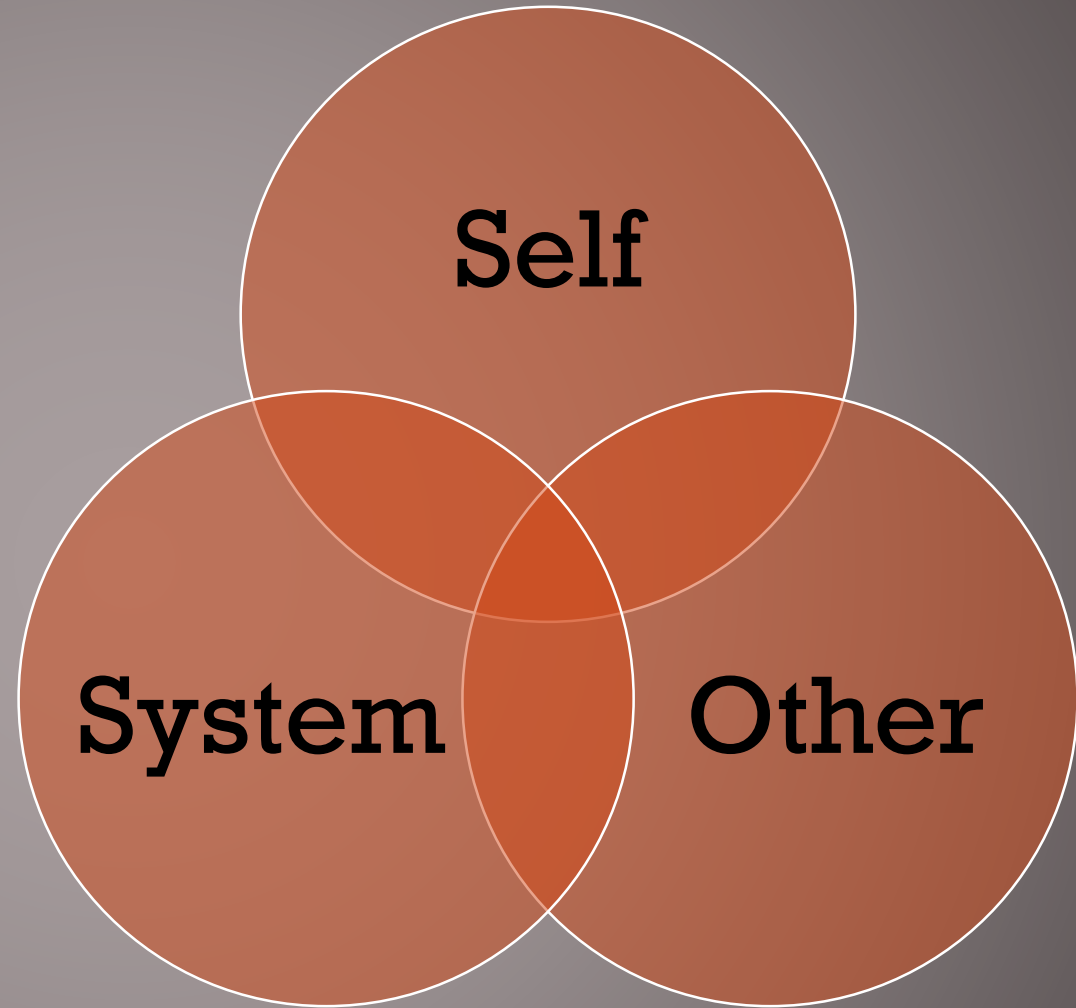
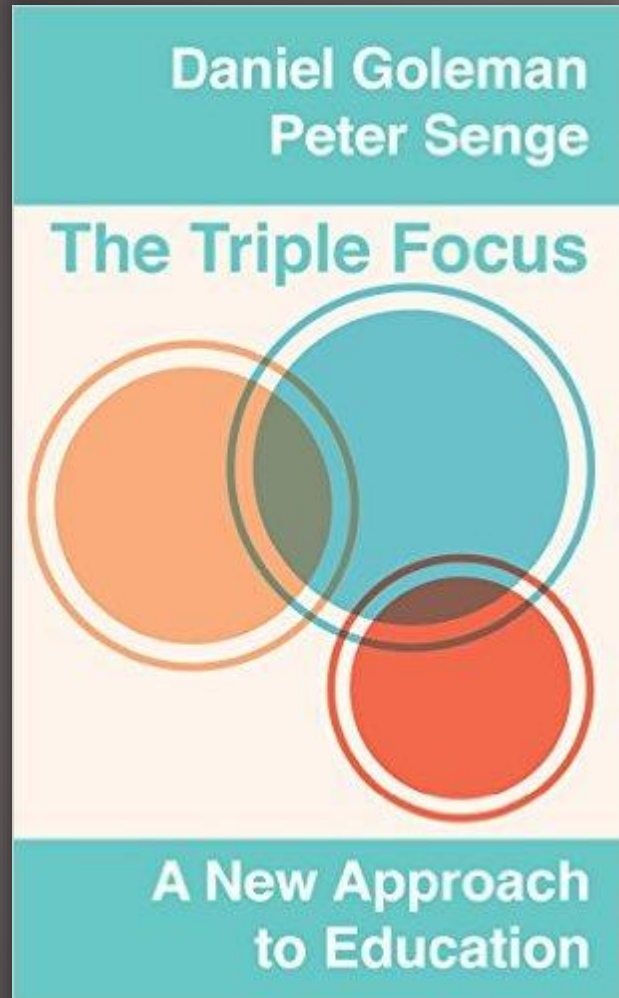
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# Where can we find Compassion Quotient?









**1**

**SELF -- MINDFULNESS**

**Can we delay gratification?**

**2**

**OTHER -- COMPASSION**

**Can we dissolve boundaries?**

**3**

**SYSTEM -- ETHICS**

**Can we create a secular ethic?**



# How do we amplify Compassion Quotient?









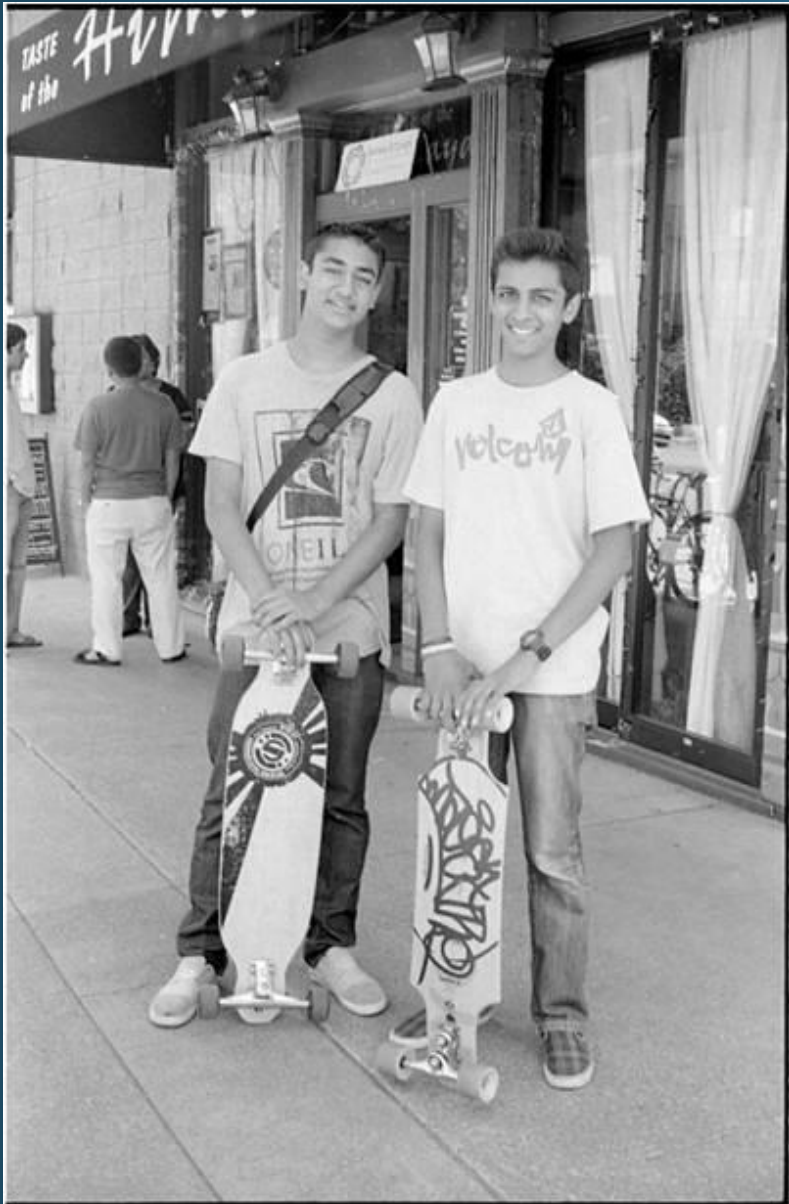


What do you want  
to be when you  
grow up?













“We teach  
who we are.”









Transaction  
to  
Relationship  
to  
Transformation





“In the early part of my life, I discovered that if I was to realize Truth, I must obey, even at the cost of my life, the law of love. And having been blessed with children, I discovered that the law of love could be best learned through little children.”















A black and white photograph of a lone tree on a hill under a cloudy sky. The tree is silhouetted against the lighter sky, and the hills are dark and rolling. The overall mood is serene and contemplative.

Thank you!

[nipun@servicespace.org](mailto:nipun@servicespace.org)





As an educator, I believe that the fundamental question about the student becomes: Who are you? I am working with you on a daily basis and yet I don't know you. What is it that you want to realize in your life? Neither I nor the student can answer these questions. If we could, it would mean there was no development. Everything would be clear.

Through an ever-renewed effort to engage this questioning, searching attitude of mind and to work with the students out of it, something new and essential arises in the learning community. What happens is that the students become "large"; that is, I don't just see them as adolescents now with their quirks, gifts, and difficulties, but as participants within a developmental stream of human life.

Second, I acknowledge in the students a dimension of inner depth—a realm out of which their individual questions and strivings arise. This realm remains hidden for me if I get caught up in the outer trappings of adolescence. I know that in each student something wants to grow like the growing point of a plant -- vulnerable, tender, and full of life.



