

UWC Thailand Social and Emotional Learning and Mindfulness Goals Grade 11

'Social Emotional Learning and Mindfulness' (SELM) is one of the 5 core pillars of the United World College Thailand Educational Model.

The SELM curriculum in the Secondary School is driven by 3 overarching goals for our students.

Goal 1: To build mindful self-awareness in order to make more intentional choices that support lifelong wellbeing and a sense of purpose.

- A. Identify, inquire into and learn to work with thoughts, emotions and patterns of behaviour.
- B. Recognise personal strengths/challenges, and identify internal and external supports.
- C. Show the ability to set own goals, and demonstrate self-compassion and resilience in working towards them.

Goal 2: To develop social awareness and interpersonal skills to establish and sustain healthy relationships.

- A. Recognise others' emotions and develop empathy.
- B. Show curiosity in exploring diverse perspectives in order to develop greater understanding and respect.
- C. Use their understanding of themselves and others to interact thoughtfully and with kindness.
- D. Show the ability to effectively resolve interpersonal conflicts with compassion and courage.

Goal 3: To make choices with integrity for our own lives, our communities, and our environments, that foster peace and sustainability.

- A. Consider ethical, socio-cultural and sustainability factors in making decisions.
- B. Ability to make decisions that serve to responsibly approach the circumstances individuals and communities face.
- C. Actively contribute to the wellbeing of one's immediate and broader communities and environments.

Inspired by the work of 'The Collaborative for Academic, Social, and Emotional Learning' (CASEL)

UWCT Students firstly explore these goals, then are supported to develop skills associated with these goals, as they practice, apply and reflect on their experiences and what they have learnt. SELM education is incorporated into all learning experiences as a way to continually live our Motto of '**Good Heart, Balanced Mind and Healthy Body**' in pursuit of our **UWC Thailand Mission**.

SELM Skills and Understandings Students will Explore, Develop Practice and Apply Throughout Grade 11

Goal 1: To build mindful self-awareness in order to make more intentional choices that support lifelong wellbeing

- Identifying current habits and choices (eating, sleeping, exercise) and awareness of emotional influences on wellbeing.
- Understanding of how information regarding health is presented through media e.g. advertising, public service campaigns.
- Observing health choices related to media and emotional influences. Track a particular focus area.
- Building awareness of extreme habits e.g. eating disorders.
- Consider the reasons for the choices people make, and the impact of recreational / experimental substance use.
- Awareness and understanding of alcohol, tobacco, prescription and illegal drugs as a negative coping strategy.
- Build understanding of the effect of alcohol, tobacco, prescription and illegal drugs on immediate and longer term health, and factors that influence choices.
- Where to go for help for ourselves and others?
- Understanding mental health/disorder and misconceptions.
- Debunking myths and misconceptions around commonly known mental health disorders such as depression, bipolar, anorexia.
- Understanding different categories of disorder in more detail e.g. depressive versus arousal, mental illness/disorder versus personality disorder.
- Reinforce pathways for peer, familial and professional assistance when needed.
- Debate the benefits and limitations of current dominant approaches to working with mental disorder e.g. MS/CBT, psychotherapy, prescription drugs as well as other approaches to maintaining mental health and wellness e.g. indigenous perspectives, Bhutan Gross National Happiness, yoga, meditation.
- What is stress? Chronic vs acute. How it affects our thoughts, emotions and behaviours.
- Using the space of awareness to transform coping strategies from negative to positive.
- How we can change our relationship to stress using mindfulness techniques.
- What is your 'go to' coping strategy? Analysing its effectiveness in dealing with challenges vs amplifying them.
- Learning Pathways - How the brain learns.
- The science of learning applied to revision.
- Exploring the use of Mindfulness for revision. When..before? After? During?
- Development of understanding of self: factors that may affect the development of a person's understanding of themselves or personal identity (e.g., body image, stereotypes, self-awareness, cultural and gender identity, orientation of gender and sexuality).
- Understanding positive body image and self-esteem.
- To explore a range of mindfulness practices to support wellbeing

Goal 2: To develop social awareness and interpersonal skills to establish and sustain healthy relationships

- Analysing various attitudes, values and behaviours for developing meaningful interpersonal relationships and identifying positive/negative elements of relationships. Recapping noticing the way we relate to ourselves (self-talk).
- 2. Understanding how roles and role expectations change with age, growth and changes in life. Identifying strategies for dealing with significant change and loss in relationships and for ending a relationship. Engage in empathy/compassion practices to apply in everyday life. How to be a good friend.
- 3. Evaluate how advocacy for the rights of others contributes to the common good and demonstrate ways to express empathy for others. Show how to be a good friend and know when to break confidence.
- Consider how we relate to people that we perceive as similar to or different from ourselves
- Analyse attitudes, values and behaviours that prevent (including prejudice and stereotyping) and enable us to create meaningful interpersonal relationships within and across groups such as age, gender, culture, religion, class.
- Understand the importance of believing in and standing up for oneself. Know where to go for help/support.
- Evaluate how advocacy for the rights of others contributes to the common good and practise demonstrating ways to express empathy for others and respect for differences.
- Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.
- Evaluating one's contribution in groups as a member and leader.
- Evaluate the application of communication and social skills in daily interactions with peers, teachers and families.

- Plan, implement and evaluate participation in a group project.
- Evaluate the effects of requesting support from and providing support to others.
- What is your backup plan/safety net - where to ask/go for help?
- Understanding online relationships, online friendships.
- Understanding pressure from social media and its consequences.
- Healthy relationships and decision-making in relationships: how to make decisions in their personal relationships that show respect for themselves and others, including the importance of informed consent and clear communication.
- Setting personal boundaries; Respecting boundaries; Sexual Readiness; Emotions and Expectations for sexual activity; Sexuality and Sexual Orientation; Contraception; Sexually Transmitted Diseases; Healthy Sexual relationships.
- Stereotypes and assumptions. How stereotypes and assumptions can affect how a person feels about themselves, their feelings of belonging and relationships with others.
- Appropriate ways to respond to and change assumptions and stereotypes.

Goal 3: To make choices with integrity for our own lives, our own communities and our environments that foster peace and sustainability

- Consider our level of awareness for what drives us e.g. strengths, interests, status, financial security, level of contribution, pressure from family.
- Understand the different circumstances of individuals and varying values across communities e.g. our family, our culture, other cultures.
- What are my DP choices? Do they reflect my values, goals and interests.
- Understand the value of how we interact with others and our environment and how we can behave ethically.
- Construct a CV to recognise our achievements thus far and identify other learning goals for the next year/s.
- What do I do with my money? How do I action ideas and manage initiatives?
- Explore social and moral dilemmas about the use of money. Ethical consumerism. The moral and social dilemmas of being a responsible consumer for a sustainable future.
- Risk and reward of financial decisions for young people.
- How do I action ideas and manage initiatives. Social Entrepreneurship and work placements.
- Exploring career progression & options. Explore possible work placements, internships and shadowing.
- Identify individual strengths and areas for development. Discuss ideas for upskilling / development. The value of hard work, the value of diversity and enterprise. Explore possible Internships and shadowing.
- What are my responsibilities to the UWCT community: Harassment, intolerance; Community & tolerance; Where do I turn?; Community; Travelling safe; Recognising risk.
- Presentation practice and giving feedback (learning skills of both); Presenting to strangers/interviews; Creativity - speeches; Trust/Competence...first impressions, how do you determine - match your outward to your inward.
- Digital Citizenship: Media balance and wellbeing; Privacy and security; Digital footprint and identity; Relationships and communication; Cyberbullying, digital drama and hate speech; News and media literacy.

Note: All units taught in grade 11 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following goals are only a reflection of current plans for the course. Some changes to these goals may occur as a result of planning done throughout the academic year.