

## UWC Thailand Social and Emotional Learning and Mindfulness Goals Grade 6

'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**.

*Note: All units taught in grades 6 to 10 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.*

## SELM Skills and Understandings Students will Explore, Develop Practice and Apply Throughout Grade 6

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

- Identifying current habits (eating, sleeping, exercise).
- Understanding the importance of creating a healthy and balanced routine regarding eating, sleeping and exercise.
- Developing awareness skills to create and reflect upon health goal/s.
- Becoming aware of the impacts of substance use on health and relationships as well as beginning to consider reasons for the choices people make.
- Where to go for help for ourselves and others. Evaluating the effects of requesting support from and providing support to others.
- Identifying times when we are at our 'best' and 'worst' and what that looks like, feels like, smells like, sounds like.
- Knowledge of the brain and its reactions to stressful situations i.e. "flipping the lid" hand-brain model.
- Developing awareness of stressful times, acknowledging experience and practising positive coping strategies - including mindfulness.
- The structure of our brain. What is the purpose of the brain? How the brain develops over time and continues to change throughout life.
- Development of understanding of self: factors that may affect the development of a person's understanding of themselves or personal identity.
- Understanding puberty changes: the physical, social and emotional changes that may occur in adolescence after the initial start of puberty.
- 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

- Exploring the nature of our own communications and becoming aware of the impacts of different methods of communication (verbal, non-verbal, online).
- Coming to know the features of effective and ineffective communication, respecting boundaries appropriately i.e. 'being aware of your audience'.
- Practising effective communication skills, adjusting communication techniques as needed.
- Understanding different perspectives.
- Analyse ways to establish positive relationships with others.
- Demonstrate cooperation and teamwork to promote group effectiveness.
- 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 consent and clear communication.
- 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

- Reflect upon our place within the communities in which we live, i.e. school, culture. Acknowledge the strengths and skills that you bring to your community.
- Understanding different types of communities and the values placed on particular roles.
- Based on particular individual strengths and interests create possibilities for future contributions within our community.
- What do I do with my money? How do I action ideas and manage initiatives? Ethical consumerism. The moral and social dilemmas of being a responsible consumer for a sustainable future.
- What are my responsibilities to the UWC Thailand and UWC community?
- Identifying personal strengths and areas of growth.
- Roles and responsibilities in a team.
- 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.