

## UWC Thailand Social and Emotional Learning and Mindfulness Goals Grade 7

'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.*

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## SELM Skills and Understandings Students will Explore, Develop Practice and Apply Throughout Grade 7

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

- Identifying current habits (eating, sleeping, exercise). Identifying any concerns when considering balance e.g. 'healthy eating plate model', specific sleep and exercise benefits
- Understanding key health issues that relate to eating, sleeping and lack of exercise.
- Tracking an element of their habits related to a personal goal e.g. protein or sugar consumption, sleep patterns and preparing for sleep and identifying any patterns e.g. relationship to mood
- Building awareness 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. Evaluate the effects of requesting support from and providing support to others.
- Developing the ability to track changes in a full range of emotions (pleasant and unpleasant).
- Empathy - Understanding the nature of bullying from the position of the 'bully' (as a negative coping strategy) and 'those being bullied' (positive and negative ways to cope) - *including mindfulness*
- Knowledge of the brain regarding 'fight-flight' when in stressful situations. Reactions and links to thoughts/behaviours/feelings.
- Awareness of positive and negative coping strategies and development of options to apply the positive.
- The structure of our mental muscle. What is the purpose of the brain? How the brain develops over time and continues to change throughout life and how this is unique to every individual.
- Exploring different ways of paying attention.
- 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 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 through self-knowledge

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

- Considering our own and others experiences of conflict and the impacts of these on self and relationships.
- Understanding our rights and the boundaries of responsibilities (both personally and ethically) as well as positive strategies when responding to conflicts and/or relationship breakdown i.e. balancing assertiveness, compassion and protecting own wellbeing.
- Applying positive coping strategies to conflicts in our lives in such a way that demonstrates understanding of differences of opinion.
- Practising effective communication skills, adjusting communication techniques as needed.
- 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

- Consider the impact that our decisions have on our communities.
- Understand what it means to have integrity in our roles within our communities, the importance of honesty and fairness.
- 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?
- 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
- What are my responsibilities to the UWC Thailand and UWC community?
- Roles and responsibilities in a team.
- Understanding the role of a mentor and mentee and experiencing these roles first hand
- 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.