

UWC Thailand Social and Emotional Learning and Mindfulness Goals Grade 8

'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 8

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 balancing these.
- Developing deeper understanding of food e.g. role of vitamins/minerals, the impact of lack of these in our diet as well as lack of sleep and exercise.
- Creating specific goals related to deeper understanding of self. Monitoring progress and identifying barriers to achieving intentions e.g. emotions, technology use.
- Building awareness of extreme habits e.g. eating disorders.
- Considering 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 .
- Where to go for help for ourselves and others.
- Recognising their individual patterns in reactions to times of challenge, both positive and negative.
- Revisit Stress - a little can be positive but chronic stress can impact health. How?
- Knowing times to seek help from someone else in coping with persistent emotional experience (who can I talk to? Where can I go for mental health support?).
- Analysing coping strategies in dealing with challenges vs amplifying them.

- Engaging in a range of positive experiences to connect with joy. Reflecting on the impact of experiencing these (thoughts/mind, emotions) and how they contribute to mental wellbeing.
- Learning Pathways: The working memory and its capacity. Moving information from short term to long term memory. The importance of prior knowledge to learning. Neuroplasticity and the role of the prefrontal cortex.
- Activating the prefrontal cortex through mindfulness and other related practices.
- 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

- Exploring our understanding of relationships in our lives with regard to patterns in our thoughts, feelings and ways of behaving (ways of relating).
- Understanding the effects of approaches to relationships and ways to respond to change, differing perspectives or difficulty or loss: family/friends/partner, Particularly related to partnerships.
- Understanding consent vs peer pressure, persuasion and coercion.
- Evaluating the effects of requesting support from and providing support to others.
- Practising approaches that assist in building and sustaining positive relationships.
- Evaluating one's contribution in groups as a member and leader.
- Evaluating the effects of requesting support and providing support to others.
- Plan, implement and evaluate participation in a group project.
- 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 personal relationships that show respect for self 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

- Reflect upon individual interests and what activities we find most fulfilling. Explore and identify what it means to be a team.
- Research different types of positions, roles, actions, industries that relate to our interests. Consider how people involved in these different activities contribute to the world around them.
- Awareness of and responsibility to inclusivity. Awareness of why we form our own groups.
- Understand the rights that people enjoy or are deprived of in carrying out their roles within their communities e.g. safety, pay.
- Young people and work (hours, legality, opportunities). Exploring opportunities for work.
- 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?
- Presentation skills. Communication skills-adapting to different language environments, strategies? Ways of communicating. Empathy-what it feels like not to be able to understand or to be understood
- 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 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.