

UWC Thailand Social and Emotional Learning and Mindfulness Goals Grade 9

'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 9

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

- Revisiting current habits (eating, sleeping, exercise). Identifying any concerns when considering balancing these.
- Observing external influences on choices regarding habits e.g. social, environmental.
- Creating specific goals related to a deeper understanding of self. Creating related goals and tracking progress. Creating time to reflect on these goals.
- 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?
- Discussing situations and circumstances that are especially challenging for individuals (recognising differences and similarities) and related self-talk and how to work with it (*including mindfulness*).
- Noticing how we talk to ourselves and to friends. Exploring what it is like to befriend ourselves.
- Empathy - Applying understanding of others' experiences to develop empathy e.g. regarding religion, sexual orientation, gender, race, mental illness.
- Understanding the definitions of mental illness/disorder and common and less common particular examples e.g. depression, schizophrenia, related stigma and factors making individuals particularly vulnerable.

- What is your 'go to' coping strategy? Analysing its effectiveness 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 science of learning applied to learning and revision.
- Exploring the use of Mindfulness to support 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 through the acquisition of self-knowledge

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

- Recognising what makes you 'you' (culture, upbringing, society, sexuality, passion/interests, choice, personality, belief, behaviour) and acknowledging similarities/differences with others.
- Exploring differing perspectives.. Becoming aware of external influences on our sense of self (peer-pressure, social media, cult of celebrity, influence of wealth on self) and how these affect our self-esteem and relationships.
- Engaging in communication with those that hold differing views and beliefs based on our shared agreements regarding respect. Evaluating and reflecting on these experiences to inform future communications.
- Engaging in perspective taking practices. Applying these to everyday life. Discussing, evaluating, reflecting and readjusting where needed.
- 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 our engagement within and outside the classroom.
- Consider the basis of our choices when facing 'ethical dilemmas'.
- Understand how our actions can impact our future e.g. growing importance of our transcript.
- Understand the value of diversity and learning new things.
- Understand the basis of ethical decision making e.g. related to money, confidentiality.
- Demonstrating an understanding of the impact of our role and our decisions on others within our community.
- Rights and responsibilities in the workplace including diversity, discrimination and confidentiality in the workplace
- 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.
- 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 UWC Thailand and UWC community? Leadership in this community, choosing your commitments, following through on commitments, decision-making as a Leader: ethics.
- Leadership Skills: Organisation; Flexibility; Using different strengths; Ethics and equality an-e.g. gender at work.
- 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 UWC. 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.