

Course Overviews 6-10 Experiential Learning, UWC Thailand 2024-2025

Grade 6

Experiential Learning	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To learning skills taught / learnt / developed in this unit	General outline	Content (topics / knowledge/ subject specific skills)	Summative Assessment
Hiking 5 weeks leading up to October break 8 weeks up October break	Development Environment	identities and relationships	What are the intrinsic benefits to spending time outdoors engaging with adventurous activities?	Factual:What navigation techniques can I develop to stay safe outdoors? Conceptual: How should a team function in an adventurous activity to stay safe and have an enjoyable experience? Debatable: Increased time in the outdoors leads to increased positive emotions		Physical, emotional and social health links - Students review the physical, mental(emotional), social and fitness reasons for participation in sport, exercise and physical activity. Physical reasons; improves heart function, improves the efficiency of the body systems, reduce risks of some illness, helps with the performance of everyday activities and reduce risk of/avoid obesity. Mental (emotional) reasons; reduce stress/tension levels; release feel-good hormones (e.g. serotonin), to allow the control of emotions Social reasons; provides the opportunity to socialise/make friends, allows for cooperation and teamwork and part of ensuring that essential human needs are met Fitness reasons; improves the ability for you to cope with the demands of your environment, reduce the chances of injury, make it easier to complete physical work (manual labour), feel better/content/happy.	<ul style="list-style-type: none">To be able to confidently perform with accuracy, Line Orienteering courses in unfamiliar environments.To clearly understand and know the principles of LNT, and emergency procedures etc.To be able to analyse the effectiveness and efficiency of each routeTo plan a route for both courses incorporating the skills previously performedTo comprehend and grasp the emergency procedure incorporated in teams orienteeringTo be able to select and use tactics, strategies and ideas effectively in different creative, competitive and challenge-type environments which enables them to overcome any orienteering challengeTo develop their mental determination to succeed in these orienteering challenges	Performance - Successful completion of a challenging orienteering course Use of knowledge - To identify in a written letter their reflections on the learning experience Personal Engagement and Social Skills (Criteria D)
CUBE Students will research and visit NGO to support their dicumanataray in Jan 8 weeks up December break	<ul style="list-style-type: none">Function: Understanding the purpose and role of local NGOs.Causation: Investigating the factors that lead to the	Globalization and Sustainability: Examining the interconnectedness of global systems, including economic, social, and environment	Local NGOs play a crucial role in addressing social and environmental issues within our community, aligning with specific Sustainable Development Goals (SDGs).	Conceptual Inquiry Question: How do local NGOs contribute to sustainable development within our community? Factual Inquiry Question: What are the specific activities and initiatives undertaken by local NGOs in our community	Research Skills: Students will engage in research to identify and investigate local NGOs and their connection to the Sustainable Development Goals. They will gather and analyze information, evaluate sources, and develop research questions to deepen their understanding.	Introduction to NGOs and the SDGs <ul style="list-style-type: none">What is a non-governmental organization (NGO)?What are the Sustainable Development Goals (SDGs)?How are NGOs connected to the SDGs? Identifying Local NGOs <ul style="list-style-type: none">Researching and identifying local NGOs within our community.Investigating the mission, goals, and activities of selected NGOs.Understanding the impact and reach of these NGOs in addressing social and environmental issues. NGO Interviews and Engagement	<ul style="list-style-type: none">Research notes and reflectionsInterview transcriptsProject design and implementationPresentation of findings Students will in small teams create a cube - each side focusing on a	

	<p>establishment of local NGOs.</p> <ul style="list-style-type: none">● Responsibility: Recognizing individual and collective responsibility in addressing social and environmental issues.	<p>al aspects, and considering ways to promote sustainability and responsible global citizenship.</p>		<p>to address social and environmental issues?</p> <p>Debatable Inquiry Question: To what extent are local NGOs effective in achieving the Sustainable Development Goals (SDGs) within our community, and what challenges do they face in their efforts?</p>	<p>Communication Skills: Students will communicate their findings and insights through various means such as interviews, presentations, posters, and multimedia formats. They will learn to effectively convey their ideas, present information, and engage in respectful and meaningful dialogue.</p> <p>Social Skills: Through interviews and collaborative project implementation, students will develop social skills such as teamwork, cooperation, and active listening. They will work together, respect different perspectives, and contribute positively to group dynamics.</p> <p>Thinking Skills: Students will engage in critical and creative thinking throughout the unit. They will analyze the role of NGOs, evaluate their impact on local communities, and make connections between the activities of NGOs and the Sustainable Development Goals. They will also brainstorm innovative ideas for their own projects and consider potential solutions to social and environmental issues.</p> <p>Self-Management Skills: Students will develop self-management skills as they plan and organize their research, interviews, and project implementation. They will set goals, manage their time effectively, and reflect on their own</p>	<ul style="list-style-type: none">● Conducting interviews with representatives from selected NGOs.● Exploring their experiences, challenges, and successes in working towards specific SDGs.● Reflecting on the personal and collective responsibilities in creating a sustainable future. <p>Analyzing the Connection to SDGs</p> <ul style="list-style-type: none">● Investigating how the activities of selected NGOs align with specific SDGs.● Identifying the positive outcomes and potential areas for improvement.● Reflecting on the impact of NGOs in achieving the SDGs locally and globally. <p>Taking Action</p> <ul style="list-style-type: none">● Collaboratively designing and implementing a project that supports the mission of a chosen NGO and addresses a specific SDG.● Documenting the process and outcomes of the project.● Reflecting on the personal growth and collective impact of the project. <p>Presenting Findings</p> <ul style="list-style-type: none">● Communicating research findings and project outcomes through presentations, posters, or multimedia formats.● Sharing insights on the importance of local NGOs and their contribution to sustainable development. <p>This unit of inquiry empowers Grade 6 students to explore the role of local NGOs in addressing social and environmental challenges within their community. By investigating their connections to specific SDGs, students develop an understanding of the importance of collective action and individual responsibility in creating a more sustainable future. Through interviews, project implementation, and reflective practices, students actively engage in real-world problem-solving and become advocates for positive change.</p>	<p>different aspects of linking the SDG and NGO</p>
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					learning and growth throughout the unit. Reflection Skills: Students will engage in reflective practices to deepen their understanding and make connections between their learning and real-world issues. They will reflect on the impact of NGOs, their own contributions to the project, and the implications of their findings for a sustainable future.			
Preparation for the Festival of Light Development Power & Resources	Globalization and sustainability	The Festival of Light fair an opportunity to raise funds to support our sustainability campaign	Factual: Sustainable products are easy to find for the Festival of Light fair Conceptual: We have to disregard profit when trying to sell sustainable products. Debatable: All campaigns need financial support for success.	Social Collaboration skills & Communication skills		Research <ul style="list-style-type: none">• Writing and presenting proposals• Developing ideas for the Festival of Light fair<ul style="list-style-type: none">◦ Understanding all aspects of a small business◦ Profit / loss◦ Budgeting◦ Marketing◦ Sales◦ Roles and responsibilities◦ Ethical choices	Preparation and sales of Festival of Light fair - teacher and peer assessment.	
Documentary support Note 2 weeks for camp 6 weeks up Feb break								

Documentary support 6 weeks up April break								
Documentary support 6 weeks up Summer break								
Time capsule	Time and Space	Identities and relationships	Do the events of a year shape who we become?	Factual - Through our presentations can we tell the story of Grade 6 Conceptual -Why might Grade 6 be unlike any other school year? Debatable - The things we love now will always have a place in our hearts?	Social Collaboration skills & Communication skills Language Creative thinking	This is my story of right now. Newspaper article from Grade 6 2019-2020 What represents us - Our favourite <ul style="list-style-type: none">• Quotes• Inspirational People• Hobbies• Food• Movies / Tv• Songs Artists• Books and Authors	Essay writing Research Presentation skills	Creation of the time capsule

Grade 7

Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To learning skills taught / learnt / developed in this unit	General outline	Content (topics / knowledge/ subject specific skills)	Summative Assessment
Outdoor Ed Sailing 4 teams of 10 each wil have 3 weeks of sailing and 4 wee	Development Environment	Fairness & Development	The successful transfer of knowledge and conceptual understandings into an unfamiliar environment	Factual: Though environments change i can apply existing knowledge to similar situations Conceptual: What concepts can be applied in ensuring successful completion of each required task Debatable: expanding the variety of each experience improves chances of success	Organization skills Affective skills Reflection skills	Students review prior knowledge of sailing that was learned at a recent camp and how we may apply that in new boats, in a new environment and new conditions. Students will plan how they can best successfully complete the course, refining technique and developing understanding to a point where they can improve the efficiency and time it takes them to complete the course. Students will participate in several different courses, each challenging them to think about how best to execute their plan, to improve understanding. Students given the opportunity to sail solo and in a team to see which they prefer and what works best for them. Can working with a team member improve performance?	<ul style="list-style-type: none">• Points of sail• Five essentials• Environmental factors and safety concerns• Personal safety• Effective communication with crew• Planning for success• Decision-making in a challenging environment• Theoretical understanding boat/sail movement• Technical knowledge of knots, rigging and boat preparation	Performance - Successful completion of a challenging reggata course Use of knowledge - completion of the assigned technical knowledge briefing
Empowering Changemakers: Exploring Social Entrepreneurship through the 10x Challenge Sustainability Fair Engaging with the 10x Challenge empowers students to explore social entrepreneurship and develop innovative solutions to address real-world social and environmental issues.	Change: Understanding the need for positive social change and the role of social entrepreneurship in driving it. Innovation: Exploring creative approaches and thinking critically to develop unique solutions. Entrepreneurship: Investigating the characteristics and skills required to become successful social entrepreneurs.	Fairness and development Globalization and Sustainability	How can we, as young changemakers, use social entrepreneurship to create innovative solutions that address real-world social and environmental issues within our local and global communities?	Conceptual Inquiry Question: How does social entrepreneurship contribute to positive social change and address real-world social and environmental issues? Factual Inquiry Question: What are some examples of successful social enterprises and their contributions to society? Debatable Inquiry Question: Should social entrepreneurship be a mandatory part of addressing social and environmental issues in communities?	Communication Skills: Developing effective oral and written communication skills when presenting solutions, pitching ideas, and engaging in reflective discussions. Using appropriate communication techniques to convey ideas, persuade others, and collaborate with peers. Research Skills: Conducting research to gather information and data related to social and environmental issues, social entrepreneurship, and innovative solutions. Evaluating the credibility, relevance, and reliability of sources to inform decision-making and solution development.	In the MYP unit "Empowering Changemakers: Exploring Social Entrepreneurship through the 10x Challenge," students delve into the realm of social entrepreneurship to address real-world social and environmental issues. They begin by understanding the concept of social entrepreneurship and examining successful examples. Through research, they identify local and global issues, analyzing their root causes and consequences. Employing design thinking principles, students develop innovative solutions and refine them through prototyping and testing. They create business plans and assess the potential impact of their proposed solutions, considering feasibility and scalability. Students prepare persuasive presentations to pitch their ideas, incorporating feedback and collaborating with peers. Throughout the unit, they reflect on their growth, lessons learned, and future opportunities in social entrepreneurship, fostering a sense of social responsibility and resilience as they become active agents of positive change.	Social Entrepreneurship: Understanding the concept and purpose of social entrepreneurship. Exploring real-life examples of successful social enterprises and their impact. Analyzing the characteristics and skills required for social entrepreneurship. Social and Environmental Issues: Investigating local and global social and environmental issues. Understanding the root causes, consequences, and interconnectedness of these issues. Conducting research to gather information and data related to the identified issues. Design Thinking and Innovation: Applying design thinking principles to develop innovative solutions. Engaging in brainstorming, prototyping, and testing to refine proposed solutions. Emphasizing creative problem-solving and critical thinking skills. Business Planning: Developing a business plan for the proposed social enterprise. Considering elements such as target audience, value proposition, revenue model, and impact measurement. Analyzing potential risks, challenges, and strategies to overcome them. Impact Assessment: Reflecting on the potential social,	Assessment: Research notes and reflections Solution proposals and prototypes Business plans and impact assessments Pitch presentations and multimedia materials Reflective discussions and self-evaluations

					<p>Thinking Skills: Applying critical thinking skills to analyze social and environmental issues, identify root causes, and evaluate the impact of proposed solutions. Utilizing creative thinking skills to generate innovative ideas and develop unique solutions for complex problems.</p> <p>Self-Management Skills: Demonstrating organization and time-management skills to plan and execute tasks effectively within given timelines. Taking initiative and showing self-motivation in pursuing research, solution development, and collaborative activities.</p> <p>Collaboration Skills: Working collaboratively with peers to provide constructive feedback, share ideas, and support each other's projects. Demonstrating interpersonal skills, such as active listening, empathy, and respect, when engaging in group discussions and collaborative decision-making.</p> <p>Information Literacy Skills: Evaluating and selecting appropriate information sources to gather relevant and reliable data for research and solution development. Ethically using and citing information from various sources to support arguments and proposals.</p> <p>Reflection and Metacognition: Engaging in reflective practices to evaluate personal growth, assess the effectiveness of strategies used, and identify areas for improvement.</p>		<p>economic, and environmental impact of proposed solutions. Developing frameworks for measuring and evaluating the impact of social enterprises. Considering long-term sustainability and scalability of the solutions.</p> <p>Communication and Presentation: Preparing persuasive presentations to effectively communicate proposed solutions. Developing pitch decks, videos, or multimedia materials to engage and inspire audiences. Enhancing communication and presentation skills to articulate ideas and solutions.</p> <p>Collaboration and Reflection: Collaborating with peers to provide constructive feedback and support each other's ideas and projects. Reflecting on the process of social entrepreneurship, individual growth, and lessons learned. Identifying future opportunities and areas for further exploration in social entrepreneurship.</p> <p>Subject-specific skills that can be developed within this unit include:</p> <p>Research and data analysis skills for investigating social and environmental issues. Creativity and critical thinking skills for developing innovative solutions. Business planning and entrepreneurship skills for creating a viable social enterprise. Communication and presentation skills for effectively conveying ideas and proposals. Collaboration and teamwork skills for providing feedback and working collectively. Reflective and self-evaluation skills for assessing personal growth and project outcomes.</p>	
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					Applying metacognitive skills to monitor and reflect on the thinking processes involved in solution development and presentation.			
Who are we	Identity Communication	Identities and relationships	Understanding our past creates a strong identity for the future	<p>Factual: Mapping out our family tree helps us understand our past.</p> <p>Conceptual:How does the concept of family differ across cultures?</p> <p>Debatable: Is there a connection between likes, dislikes, and physical characteristics of my family members and myself?</p>	Research Information literacy skills Media literacy skills	<ul style="list-style-type: none">Understand short conversations about family members and simply descriptions of peopleUnderstand simple questions about family and friendsIdentify relationships between family members and short readings about families.Describe family and friends Ask and answer questions about this topic.Talk about family in relationship to me	<ul style="list-style-type: none">Creating a family tree or album.Develop research skillsDevelop confidence in interviewing people and write up the inviewPresentation skills to peer and and an audience	Creation of Family tree Individual presentations
Developing relationships with our elders And members of our community Understanding who we are working with and why	Identity Identity and culture	Orientation in time and space	Making connections and building relationships with families, friends, communities and cultures requires empathy and sensitivity to others points of view.	<p>Factual: Students will explore what structure of family is. What do we consider a basic family unit?</p> <p>Conceptual: Students will distinguish what a family is and how family differs from culture to culture. How has the basic family unit changes in recent decades?</p> <p>Debatable: Students will explain their position about the evolution and meaning of family in different cultures. Is happiness so important that we are putting the family unit in peril for our own personal independence?</p>	Self-management Organization skills Affective skills Reflection skills	<ul style="list-style-type: none">Students will review and reflect on the IB learner profileIdentify when working with our seniors how we demonstrate aspects of the profile and UWC valuesDeveloping the art of conversationCompleting a needs assessment - what can we do to interact with the elderlyWhat are the specific needs of individuals - how can we work with individuals who have disabilities.Review, reflect and evaluate our interactions.	<ul style="list-style-type: none">Create a rubric based on learner profiles - identifying what we need to work on when visiting the siteDeveloping conversation and understanding the role of body language when interaction with someone who speaks a different language or has a disabilityStudents will have the chance to learn specific craft and recreation skills to work with the elderly<ul style="list-style-type: none">ManicuresClay modellingDominoesChessmindful colouringKnittingChair games and exercisesDemonstration of the 5 stages of learning<ul style="list-style-type: none">InvestigationPreparationActionReflectionDemonstration	Students develop their own ATL rubric for assessment
On site - working with our community	Comujicatun Play	Orientation in time and space	We can learn a lot from our interactions with our elders	<p>Factual We all have the skills necessary to work alongside the elderly</p> <p>Conceptual: Social interaction alone can help improve someone's general health</p> <p>Debatable: All elderly will respond positively to our work and</p>	Social Collaboration skills & Communication skills			

				interactions with them				
Preparation for the Christmas Fair	Development Power & Resources	Globalization and sustainability	The christmas fair an opportunity to raise funds to support our sustainability campaign	Factual: All members of the team have skills to offer at the christmas fair Conceptual: Improving someones eye sight will have a positive impact on their physical, emotional and mental health Debatable: All campaigns need financial support for success.	Social Collaboration skills & Communication skills	Students will <ul style="list-style-type: none">• Research sources of products for the christmas fair.• Cost products outs• Determine margins or profit and loss• Develop a campaign of awareness to draw customers as part of their advocacy campaign	Research Working with the center to support the eye campaign <ul style="list-style-type: none">• Writing and presenting proposals• Developing ideas for the christmas fair<ul style="list-style-type: none">◦ Understanding all aspects of a small business◦ Profit / loss◦ Budgeting◦ Marketing◦ Sales◦ Roles and responsibilities◦ Ethical choices	Preparation and sales of christmas fair - teacher and peer assessment.
Portraits and Poetry - This is Me	Creati vity SelfExpression , Style, structure	Identities and relationships	Telling my story helps me understand my past	Factual: Understanding my identity will help me express through poetry who I am? Conceptual: How can I create my own narrative? Debatable: To what extent can my personal narrative interest someone else?	Language Creative thinking	The poems used: "I am" poems. Couplet Poems Free Verse Poetry (found on Poetry Soup) Linked with L&L	Students will look at <ul style="list-style-type: none">- Figurative language- Literal Language- Extended Metaphor- Analyse language punctuation, structure form To produce I am / This is me poem	Presentation of individual poems
Portraits and Poetry - The story of my elders	Persp ective Character, Setting, Context,	Personal and cultural expression	Poetry Is a form of creative expression that reflects an individual's persona, role in society and their culture..	Factual - To interview my subject needs to take preparation, organization and empathy? Conceptual - Why is it important to get to know the poleparond us and tell their stories? Debatable - Can a poem give an insight into the story of our subject?	Collaboration skills & Communication skills		Interview technique Interview questions Students will look at <ul style="list-style-type: none">- Figurative language- Literal Language- Extended Metaphor- Analyse language punctuation, structure form To produce subjects poem	Presentation of subjects poems

Grade 8

Unit Number and Title	Key and Related Concept	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To Learning Skills taught / learnt /	UWC Values and Service Learning outcome	General outline	Content (topics / knowledge/ subject specific skills)	Summative Assessment
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	s				developed in this unit				
Outdoor and adventurous activity - Climbing IDU with PHE	Develop ment Environ ment	identities and relationships	Risk is minimal, danger is a perception.	Factual: What are the ABCs of climbing? Conceptual: What is the relationship between the climber and the belayer? Debatable: Visualising the route I am going to climb will lead to increased levels of success.	Communication skills	Personal challenge <ul style="list-style-type: none">We are committed to learning through doing. By taking the initiative and taking on challenges, we learn about ourselves and those around us, developing a sense of responsibility for others.	<ul style="list-style-type: none">Recall and reinforce the ABCs of climbingDevelop confidence in ABCs of climbing through bouldering challengesDemonstrate the bellringer technique effectivelyApply knowledge of knots, belaying and climbing to develop independenceDescribe the correct belay techniqueSolve climbing challenges	<ul style="list-style-type: none">Agility, Balance and coordination gamesTeam and individual challengesReminder of safety and helmet fittingABC of climbing in practiceHow to score bouldering competitionsBouldering techniquesRecall bellringer method of belayingLowering a climberSafe descent/abseilIntroduce footjam, hand jam and bridging"Students to tie the climber in using retied figure of 8Bellringer method of belayingLowering a climberSafe descent/abseil""Single belay method (v to the knee) introducedIntroduce layback and mantelling""Climbing using preferred belay methodChallenges linked to literacy/ numeracy	Continual assessment by teachers and peers. Criteria C and D
Understanding who we are working with and why What does it mean to be displaced. Investigation of the needs of Ban Ya Literacy Centre	Global Interacti ons Process es, disparity and equity, causality	Orientation in space and time Fairness and development	The choice that people make to migrate is connected to the idea of equity and processes within their countries which leads to new challenges and opportunities.	Factual: What role does the Good Shepherd play within Phuket Conceptual: Understanding the reasons for displacement will help develop a greater appreciation of how we can support Ban Ya Debatable: What is the best way that we can support Ban Ya	Social Communication Research	UWC values <ul style="list-style-type: none">International and intercultural understandingCelebration of differencePersonal responsibility and integrityMutual responsibility and respect Learning outcome 3: Demonstrate how to initiate and plan a service experience The student: <ul style="list-style-type: none">is able to articulate the experiential stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an ideato carrying out a plan for a service experiencedemonstrates knowledge and awareness by building on a previous service experienceshows initiative by launching a new idea or processsuggests creative ideas, proposals or solutionsintegrates reflective thoughts in planning or taking initiativeis aware of roles and responsibilities when designing an individual or collective service experienceshows responsible attitude to service project planning is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.	The choice that people make to migrate is connected to the idea of equity and processes within their countries which leads to new challenges and opportunities. Students will discover what it means to be displaced and look at the social, emotional and economical impacts that these families face. Students will learn about NGOs through their work with the Good Shepherd organisation, particularly the Ban Ya literacy centre in Thalang. Students will research, plan, implement and reflect on projects that are planned for particular groups at the Banyan literacy centre. Students will work collaboratively with Ban Ya students to fundraise for equipment at the Christmas Fair and Art auction Students will have regular participation at Ban Ya Literacy center.	Students will have the opportunity to <ul style="list-style-type: none">demonstrate in practice the IB learner profilesResearch, interview and create stories about displaced familiesUnderstand the role that Good Shepherd organization plays in PhuketUnderstanding and developing a needs assessmentResearch and implement action plansDemonstration of the 5 stages of learning<ul style="list-style-type: none">InvestigationPreparationActionReflectionDemonstrationWorking collaboratively with UWCT peers and Ban YaWriting and presenting proposals	Ongoing teacher and peer evaluations through the use of interviews, rubrics and or written reflections.
Being an advocate -Preparation for the Christmas Fair Preparation for the Christmas Fair	Develop ment Power & Resourc es	Globalization and sustainability	The christmas fair is an opportunity to work collaboratively with Ban Ya to raise well needed funds.	Factual: All members of the team have skills to offer at the christmas fair Conceptual: Working collaboratively at the fair with Ban Ya will raise greater funds Debatable: Who should determine how funds are spent?	Social Collaboration skills & Communication skills		<ul style="list-style-type: none">Understanding the role of Good Shepherd CentreUnderstanding the work that Ban Ya literacy centre does - inside and outside the centerAppreciating the reason why people are displaced or choose to leave their countryUnderstanding the social, emotional, financial, and environmental issues that the families faceBuilding a relationship with faculty and students.Developing plans to provide regular help and support for the centreLook for opportunities to reciprocal learning opportunities and collaborative projects.Designing and implementing projects that are in line with the needs of Ban Ya literacy centreAssessing the effectiveness of the project against a student developed rubricReflection and refinement of the project	<ul style="list-style-type: none">Writing and presenting proposalsDeveloping ideas for the christmas fair<ul style="list-style-type: none">Understanding all aspects of a small businessProfit / lossBudgetingMarketingSalesRoles and responsibilitiesEthical choices	Ongoing teacher and peer evaluations through the use of interviews, rubrics and or written reflections.
Developing relationships through activity Plans into action at Ban Ya	Develop ment Resourc es	Fairness and development	Having a detailed proposal to follow will help in the success of the plan	Factual: When working as a team we all have skills that can contribute when implementing a plan Conceptual: Ban Ya literacy center will have a crucial role in the planning, preparation and development of the action plan	Social Collaboration skills & Communication skills	Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively The student: <ul style="list-style-type: none">shares skills and knowledgelistens respectfully to proposals from peersis willing to take on different roles within a teamshows respect for different points of view and ideasmakes valuable contributions	<ul style="list-style-type: none">	Students will review and reflect on the success of their interaction at Ban Ya <ul style="list-style-type: none">Demonstration of the 5 stages of learning<ul style="list-style-type: none">InvestigationPreparationActionReflectionDemonstration What can we do to do better	Ongoing teacher and peer evaluations through the use of interviews, rubrics and or written reflections.

				Debatable: Can UWCT really help in supporting the students of Ban Ya		<ul style="list-style-type: none">is responsible for participating in the groupreadily assists othersis able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through service experiences.		What have we learnt about our self and others in the process of our involvement.	
Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To Learning Skills taught / learnt / developed in this unit	UWC Values and Service Learning outcome	General outline	Content (topics / knowledge/ subject specific skills)	Summative Assessment
Grade 8 Innovate Innovate for Impact: Solutions for a Sustainable Future Innovative thinking and creative problem-solving can drive positive change and contribute to achieving the United Nations Sustainable Development Goals (SDGs).	Change, Innovation, Responsibility	Globalization and Sustainability	Through research, analysis, and the design of innovative solutions, students will explore the interconnectedness of the SDGs, investigate real-world issues, and develop a sense of responsibility towards creating a sustainable future.	How can innovative thinking and creative problem-solving contribute to addressing global challenges? What are the root causes and current initiatives related to specific SDGs? How can students design and prototype innovative solutions to real-world problems? What are the ethical and social considerations in creating sustainable solutions? How can collaboration and sharing ideas enhance the impact of innovative solutions?	Research skills: Gathering information from diverse sources and critically evaluating their relevance and reliability. Communication skills: Presenting ideas and solutions effectively through various mediums. Thinking skills: Applying critical and creative thinking to analyze problems and develop innovative solutions. Social skills: Collaborating with peers, experts, and community organizations to enhance understanding and create meaningful connections.	<p>Mission of UWC: The unit reflects the UWC mission by promoting education as a force to unite people, cultures, and ideas for a peaceful and sustainable future. It empowers students to become active changemakers, addressing real-world social and environmental issues through social entrepreneurship.</p> <p>UWC Values: a. International and Intercultural Understanding: The unit encourages students to explore local and global social and environmental issues, fostering an understanding of diverse perspectives and experiences. They develop empathy and awareness of the interconnectedness of global challenges.</p> <p>b. Personal Responsibility and Integrity: By engaging with the 10x Challenge and developing innovative solutions, students demonstrate personal responsibility for creating positive social change. They act with integrity by addressing real-world issues with ethical considerations.</p> <p>c. Compassion and Service: Social entrepreneurship inherently involves compassion for others and a desire to serve the community. The unit encourages students to identify social and environmental needs, develop solutions, and contribute to the well-being of society.</p> <p>d. Respect for the Environment: Social entrepreneurship often involves addressing environmental challenges. Students explore environmental issues, develop sustainable solutions, and consider the long-term impact on the environment.</p> <p>e. Challenge and Personal Growth: The unit challenges students to think critically, problem-solve, and develop innovative solutions. It promotes personal growth by developing skills such as creativity, resilience, and adaptability in response to complex social and environmental challenges.</p>	The MYP unit titled "Innovate for Impact: Grade 8 Changemakers Solving UN SDG Problems" empowers Grade 8 students to become agents of change by developing creative and innovative solutions to address specific United Nations Sustainable Development Goals (SDGs). Students delve into the SDGs, explore their interconnections, and understand the importance of sustainable development for individuals, communities, and the planet. Through research, analysis, and design thinking, students develop their own innovative solutions to real-world issues. Collaborating with experts and local organizations, students gain practical insights and present their solutions at a culminating event. This unit fosters global awareness, agency, and the belief that young individuals can contribute meaningfully to addressing global challenges through innovation and creative problem-solving.	<p>Content for the above unit includes:</p> <p>United Nations Sustainable Development Goals (SDGs): Exploring the 17 SDGs and understanding their significance for global sustainability. Investigating the specific goals and targets related to the chosen SDGs.</p> <p>Global Challenges and Root Causes: Researching and analyzing real-world issues linked to the chosen SDGs. Understanding the root causes and factors contributing to these challenges. Innovative Thinking and Creative</p> <p>Problem-Solving: Developing skills in creative thinking, brainstorming, and generating innovative ideas. Applying design thinking methodologies to identify and prototype solutions.</p> <p>Interconnectedness of the SDGs: Investigating the interrelationships between different SDGs and recognizing their commonalities and overlapping objectives. Understanding the need for holistic approaches to address complex global challenges.</p> <p>Research and Analysis: Conducting thorough research to gather information, data, and case studies related to the chosen SDGs. Applying critical thinking skills to analyze and evaluate the relevance and reliability of sources.</p> <p>Design and Prototyping: Applying design principles and processes to develop innovative solutions. Creating prototypes or models to test and refine ideas.</p> <p>Ethical and Social Considerations: Exploring the ethical implications of proposed solutions and considering their social impact. Reflecting on the potential benefits and risks associated with implementing the solutions.</p> <p>Collaboration and Communication: Engaging in collaborative activities, discussions, and feedback sessions with peers and experts. Developing effective communication skills to present ideas and solutions.</p> <p>Reflection and Impact Assessment: Reflecting on the process of innovation and problem-solving. Evaluating the potential impact of proposed solutions on the chosen SDGs.</p> <p>Subject-specific skills that can be developed within this unit include:</p> <p>Research skills for gathering and evaluating information. Critical thinking skills for analyzing global challenges and identifying root causes. Creative thinking and problem-solving skills for generating innovative ideas.</p>	Students will demonstrate their understanding and growth through the design and presentation of their innovative solutions, reflecting on the impact of their ideas and the process of collaboration. Assessment will also include research tasks, reflective journals, and peer feedback to foster self-reflection and continuous improvement. Mini Ted Ex

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Grade 9

Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To Learning Skills taught / learnt / developed in this unit	UWC Values and Service Learning outcome	General outline	Content (topics / knowledge/ subject specific skills)	Summative Assessment
What is it to be a leader	Communities & relationships Interaction and Choice	Identities and relationships	The traits of a good leader are timeless and apply across a wide range of cultures, organizations and individuals	Factual: What makes a person an effective Leader? Conceptual: How can an individual develop effective leadership skills. Debatable: Everyone has the ability to be a successful leader	Communication Self Management Collaboration	<ul style="list-style-type: none">Personal responsibility and integrityPersonal challengeAction and personal example Learning outcome 1: Identify own strengths and develop areas for growth The student: <ul style="list-style-type: none">is aware of own strengths and weaknessesis open to improvement and growth opportunitiesis able to propose activities according to own interests and talentsis willing to participate in different activitiesis able to undertake a thoughtful self-evaluationis able to see themselves as individuals with various abilities and skills, some more developed than others.	<p>This unit explores leadership and how we can improve leadership to create positive interactions with other people.</p> <p>This includes active listening, motivating classmates, respecting each other and giving/receiving feedback.</p> <p>Students will participate in a range of co-operative and leadership activities, such as group problem solving tasks, pair communication challenges and exploring conflict resolution.</p> <p>These learning experiences will culminate in students planning and teaching a group of Primary students a selected activity in pairs, allow them to demonstrate and experience leadership first hand.</p> <p>Students will develop reflective skills to explain the effectiveness of their lesson and how they can make improvements for the future.</p>	<ol style="list-style-type: none">Intro to the course - vision and valuesWhat makes a good leaderDefine leadershipSignificant world leadersWhat characteristics do they have in common?; graph the characteristics.Have you ever been a leader?What makes you a good leader 2 ? - Values and attributes"Values InventorLeadership Preferences/Four Frames of Leadership"Leadership StylesEthical Decision MakingCommunicationListening"Plan activities to teach PSNAOMIE<ol style="list-style-type: none">MethodImplementationdelegation of responsibilities	Peer and teacher continuous evaluation through a variety of tasks. Evaluation of success of project
Outdoor and adventurous activity Duke of Edinburgh IDU with PHE	Communication Interaction Choice	Identity and Relationships	With the enjoyment of the outdoors comes the responsibility and commitment of minimizing impact on the environment.	Factual: The Duke of Edinburgh award aligns with the UWC vision and values Conceptual: The Duke of Edinburgh award allows students to become better ambassadors of UWC Thailand. Debatable: I will learn skills for life during the expedition.		 Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process The student: <ul style="list-style-type: none">participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiencesis willing to become involved in unfamiliar environments and situationsacquires new skills and abilitiesincreases expertise in an established areashows newly acquired or developed skills or increased expertise in an established area.	<p>Introduction to the Duke of Edinburgh award</p> <p>Service – To develop and encourage a sense of community spirit and responsibility to others Skill – To encourage the development of personal interests and practical skills Physical Recreation – To encourage participation in Physical Recreation and improvement in physical fitness and performance Adventurous Journey – To encourage a spirit of adventure and discovery Gold-level Award Participants also undertake a fifth Section:</p> <ul style="list-style-type: none">Some of the many benefits of completing your Duke of Ed include:The chance to get out of your comfort zone, increase your confidence and discover a real sense of adventure!Improved employability skills – the Award looks great on a resume and might just help you land that dream job! Increased confidence, self-esteem, maturity, self-leadership skills and resilienceIncreased resourcefulness and organisation, goal-setting and time-management skillsThe chance to meet new people as you engage with the community and environmentThe chance to maintain or improve your fitnessRecognition for the amazing things that you're already doing!	<ul style="list-style-type: none">Camping basics on campus: tent set-up, fire construction, use of camp stoves, etc.Basic kayaking and seasafety skillsCook-off competition4-night kayaking /camping trip to Phang Nga,	Use of Knowledge group project: planning a simple, nutritious meal plan for 3-day camping trip (Criteria A) Performance – periodic on-site spot checks to ensure that general low-impact camping guidelines are being followed (Criteria C) Performance – ability to apply correct techniques to assorted outdoor activities on trip (Criteria C) Social Skills and Personal Engagement for in-class work & while on trip

Grade 10

Grade	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To Learning Skills taught / learnt / developed in this unit	UWC Values and Service Learning outcome	General outline	Content (topics / knowledge/ subject specific skills)	Summative Assessment
10	Social entrepreneurship	Global Interactions <ul style="list-style-type: none">creativity form, function, transformation	personal and cultural expression (entrepreneurship, practice and competency)	Surprises are the new normal. Resilience is the new skill - Entrepreneurs need to have to demonstrate resilient, flexible and adaptable	Factual: Most businesses fail, what do i need to do to be successful Conceptual: social entrepreneurship, impact should come first and profits second whereas entrepreneurs focus on profits first. Debatable: You can never predict all the risks and potential obstacles that your business will face.	Thinking skills Organisational skills Self Management	<ul style="list-style-type: none">Personal responsibility and integrityMutual responsibility and respectCompassion and servicePersonal challengeAction and personal example outcome 7: Recognize and consider the ethics of choices and actions The student: <ul style="list-style-type: none">recognizes ethical issuesis able to explain the social influences on one's ethical identitytakes into account cultural context when making a plan or ethical decisionidentifies what is needed to know in order to make an ethical decisionarticulates ethical principles and approaches to ethical decisionsshows accountability for choices and actionsis aware of the consequences of choices and actions regarding self, others involved and the communityintegrates the process of reflection when facing an ethical decisionshows awareness of the potential and varied consequences of choices and actions in planning and carrying out service experiences.	<ul style="list-style-type: none">What is serviceThe concept of entrepreneurshipCreative thinkingMaslow's hierarchy of needs,Sustainable / ethical productsBusiness developmentDragons den / sharks tank pitchChristmas Fair business implementationService project developmentDefining reciprocal benefitsUnderstanding how to start up a service projectDevelopment, reflection and evaluation of a projectAligning a project that meets grade 11 expectationsUnderstanding what is required in Grade 11 CASCreation of portfolio	What is service Types of service Why should we do Service Create an Elevator Pitch for Service Some of the best ideas are simple Brainstorm some ideas to your problem Intro to Entrepreneurship The concept of entrepreneurship The importance of social entrepreneurship Understand your role as a social entrepreneurs and how you can make a difference in your community Offer concrete opportunities to practice these skills Instill within you a business / project mindset Inspire you to prepare for careers as entrepreneurs Enables you to see opportunities, marshal resources to take advantage of opportunities and create products that fulfill a need Provides you with an opportunity to gain experience in networking and social opportunities Creative thinking <ul style="list-style-type: none">De bonoThinkers key Creating a pitch - creative thinking task based on theories Maslow's hierarchy of needs, identifying the importance of satisfying these needs in pursuit of human development and growth.	Peer and teacher continuous evaluation through a variety of tasks. Evaluation of success of project
10	Preparation for the Christmas Fair	Development Power & Resources	Globalization and sustainability	The christmas fair is an opportunity to raise funds to support our sustainability campaign.	Factual: All members of the team have skills to offer at the christmas fair Conceptual: A small amount of money raised can make a big difference to the sigh of an elderly person. Debatable: All campaigns need financial support for success.	Social Collaboration skills & Communication skills			<ul style="list-style-type: none">Understanding of the roles that people play within the projectEvaluate each others performanceFeedback from participantsDemonstration of the 5 stages of learning<ul style="list-style-type: none">InvestigationPreparationActionReflectionDemonstration	Peer and teacher continuous evaluation through a variety of tasks. Evaluation of success of project