

THE UNIMIND CURRICULUM FRAMEWORK

Developed for The UniMind Project, Inc.

Founder: Denise Williams

Focus: Faith-Based and Faith-Neutral SEL Frameworks



About This Curriculum

The UniMind Curriculum is a comprehensive, year-long Social-Emotional Learning (SEL) framework designed for implementation across schools, churches, and community organizations. It was developed by The UniMind Project, Inc. under the leadership of founder Denise Williams, with the belief that whole-child development requires nurturing both the inner life and the social self.

What makes the UniMind Curriculum distinctive is its dual-track design. Every lesson, activity, and reflection is offered in two parallel versions: a faith-neutral framework rooted in evidence-based SEL research and practices, and a faith-based framework that integrates scripture, prayer, and spiritual formation. This structure ensures the curriculum is accessible in public schools and secular settings while remaining deeply meaningful in faith-based environments.

The curriculum is built on the conviction that mindfulness, emotional intelligence, and spiritual groundedness are not competing frameworks — they are complementary dimensions of a flourishing life. Students who complete the UniMind journey will not only understand their emotions; they will know how to regulate them, relate well to others, make wise decisions, and lead with purpose.

Guiding Philosophy

The UniMind Curriculum is anchored in four core beliefs:

- 1. The whole child matters.** Academic achievement is inseparable from emotional and social development. We cannot educate the mind while neglecting the heart.
- 2. Healing is part of learning.** Many students carry trauma, grief, and unprocessed emotion into every classroom. The UniMind creates space for that reality without pathologizing it.
- 3. Stillness is a skill.** In a world of constant noise and stimulation, the ability to pause, reflect, and regulate is one of the most critical competencies a young person can develop.
- 4. Identity and purpose are inseparable.** Students who know who they are, and who they are made to be, are students who show up, persevere, and contribute. The UniMind calls every learner into that discovery.

The Six Core Pillars

The UniMind Curriculum is organized around six pillars, each representing a foundational domain of social-emotional development. Each pillar is taught in two parallel tracks — faith-neutral and faith-based — allowing facilitators to meet learners in their context without sacrificing depth.

Pillar	Faith-Neutral Language	Faith-Based Language
Self-Awareness	Understanding emotions, values, strengths, and triggers	Renewing the Mind (Romans 12:2) — Knowing yourself as God's creation
Self-Management	Regulating emotions, setting goals, and practicing mindfulness	Fruits of the Spirit (Galatians 5:22-23) — Developing discipline and peace
Social Awareness	Empathy, perspective-taking, and cultural sensitivity	Loving your neighbor (Mark 12:31) — Seeing others through God's eyes
Relationship Skills	Communication, conflict resolution, teamwork	Walking in Unity (Ephesians 4:3) — Building God-centered relationships
Responsible Decision-Making	Ethical choices, values-based action, problem-solving	Wisdom & Discernment (Proverbs 3:5-6) — Making choices guided by faith
Mindful Innovation	Using technology and creativity mindfully	Vision through revelation — Using gifts for God's glory



Year at a Glance: The 10-Month Journey

The UniMind Curriculum follows a 10-month, 180-day academic rhythm aligned to a standard school or program year. Each pillar spans two months, blending faith-neutral and faith-based SEL frameworks across a repeatable weekly instructional rhythm.

Month	Pillar & Theme	Faith-Neutral Focus	Faith-Based Parallel	SEL Competency
August	1. Self-Awareness — "Knowing the Self"	Week 1: The Power of Pause Week 2: Inside Out Emotions Week 3: Values & Vision Week 4: Mirror Moments	Be Still and Know / Renewing the Mind / Purpose in Christ / Fearfully & Wonderfully Made	Self-Awareness
September	2. Self-Management — "Cultivating Inner Calm"	Week 1: Breathe Before You Speak Week 2: Growth Over Perfection Week 3: Reset & Refocus Week 4: The Peace Practice	Slow to Anger / Grace in Progress / Spiritual Renewal / Peace that Surpasses Understanding	Self-Management
October	3. Social Awareness — "Seeing with Compassion"	Week 1: Walk in Their Shoes Week 2: Community Colors Week 3: Acts of Kindness Week 4: Compassion in Action	Love Thy Neighbor / Unity in the Body / Serving Others / Compassion Like Christ	Social Awareness
November	4. Relationship Skills — "Building Bridges"	Week 1: Together We Thrive Week 2: The Art of Listening Week 3: Boundaries & Balance Week 4: Forgive & Flow	Iron Sharpens Iron / Quick to Hear / Guard Your Heart / Forgiveness & Grace	Relationship Skills
December	Reflection Month — "Becoming Whole"	Semester Review	Faith Reflection — "Growing in Grace"	Integration & Review
January	5. Responsible Decision-Making — "Walking in Wisdom"	Week 1: Choices Shape Character Week 2: Pause, Think, Act Week 3: Ripple Effect Week 4: Truth Over Trend	Walk in Wisdom / Prayer Before Action / Sowing & Reaping / Stand Firm in Faith	Responsible Decision-Making
February	6. Mindful Innovation — "Expanding the UniMind"	Week 1: Stillness & Strategy Week 2: Digital Balance Week 3: Creative Mind, Compassionate Heart Week 4: Future with Intention	Vision Through Revelation / Stewardship of Time / Using Gifts for God's Glory / Write the Vision	Mindfulness + Purpose
March	7. Leadership & Service — "Impact in Action"	Week 1: Purposeful Leadership Week 2: Service Over Status Week 3: Leading with Empathy Week 4: Faith in Action	Servant Leadership / Humble Service / Shepherding Others / Walking by Faith	Leadership & Agency
April	8. Emotional Resilience — "Grace Under Pressure"	Week 1: Bounce Back Week 2: Calm in the Chaos Week 3: Faith Over Feelings Week 4: Power of Gratitude	Stand Firm / Peace Through Prayer / Trust God's Process	Emotional Resilience

			/ Give Thanks in All Things	
May	Year-End Capstone — "My UniMind Journey"	Student/Group Projects — "Who I've Become"	Testimony Month — "How God Renewed My Mind"	Integration, Reflection & Presentation

Weekly Instructional Rhythm

Each week follows a consistent 5-day flow designed to build habit, deepen reflection, and connect learning to real life. This rhythm works across classroom, after-school, and church/community contexts.

Day	Focus	Example Activity
Monday	Mindful Moment	Breath or prayer activity, journaling prompt
Tuesday	Mini-Lesson	SEL concept introduced with faith-neutral and faith-based framing
Wednesday	Practice	Group activity, scenario role-play, or community discussion
Thursday	Creative Reflection	Art, journaling, music, movement, or digital creation
Friday	Community Connection	Discussion circle, family challenge, or service tie-in

This rhythm is intentionally flexible. In shorter contexts (2-3 day programs, weekend workshops), facilitators can combine Mindful Moment with Mini-Lesson, and Creative Reflection with Community Connection, preserving the arc of experience without losing content.

Implementation Guide

Who Can Facilitate UniMind?

The UniMind Curriculum is designed to be facilitated by a range of educators and community leaders, including classroom teachers (K-12), school counselors and SEL coordinators, after-school program directors, youth pastors and church leaders, community organization staff, and parent volunteers with facilitator training. A UniMind Facilitator Guide (in development) will provide training, protocols, and professional development pathways for each context.

Adaptation Guidelines

Public Schools (Faith-Neutral Track): Use the faith-neutral language and activities throughout. Scripture references and prayer prompts should be omitted. All content is grounded in research-based SEL frameworks aligned to CASEL standards.

Faith-Based Schools and Church Programs: Use the full dual-track curriculum, integrating scripture, prayer, and spiritual formation alongside SEL competencies. This track is ideal for Christian schools, youth groups, and VBS-style intensive formats.

Community Organizations and After-School Programs: Facilitators may blend both tracks based on community demographics. The curriculum's modular design allows individual pillars or mini-modules to be implemented as standalone workshops.

Home Use and Family Programs: Individual pillars can be used for family discipleship, homeschool SEL curricula, or parent-child discussion guides. Each mini-module includes a community/family challenge designed for home implementation.

Assessment Philosophy

UniMind does not use traditional assessments. Growth is measured through portfolio documentation, reflective journaling, facilitator observation, and student self-assessment. The goal is not to grade emotional development — it is to witness it, celebrate it, and name it.

Suggested assessment touchpoints include: beginning-of-year SEL self-inventory, semester reflection portfolios (December and May), weekly "temperature check" journaling, facilitator observation notes, and family and community feedback.

CASEL Alignment

The UniMind Curriculum is designed in alignment with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework — the most widely adopted SEL standard in the United States. Each UniMind pillar maps directly to a CASEL competency domain.

UniMind Pillar	CASEL Competency	Core Skills Developed
Self-Awareness	Self-Awareness	Identifying emotions, values, strengths, identity
Self-Management	Self-Management	Regulation, goal-setting, mindfulness, resilience
Social Awareness	Social Awareness	Empathy, perspective-taking, cultural sensitivity
Relationship Skills	Relationship Skills	Communication, conflict resolution, teamwork
Responsible Decision-Making	Responsible Decision-Making	Ethics, consequences, problem-solving, character
Mindful Innovation + Leadership + Resilience	Cross-competency integration	Purpose, vision, service, perseverance, gratitude



A Word from the Founder`

The UniMind Curriculum was born out of my own journey — as an educator who burned out, as a daughter who grieved, and as a woman who had to learn, in my mid-thirties, how to regulate my nervous system, name my emotions, and trust God's voice over my fears.

I built this curriculum because I believe every child deserves what I had to find on my own as an adult. They deserve to know that their emotions are not their enemies. That stillness is a gift, not a waste of time. That faith and emotional intelligence are not opposites — they are partners.

The UniMind is not just a curriculum. It is an invitation — to know yourself, to regulate yourself, to love others well, and to live with intention. It is designed for every child, in every context, at every level of faith. Because every child has a mind worth renewing.

— Denise Williams, Founder, The UniMind Project, Inc.

"Do not conform to the pattern of this world, but be transformed by the renewing of your mind."
Romans 12:2

