

## CHARACTER DEVELOPMENT

| Fourth Grade  | Fifth Grade   |
|---|---|
| <p><b>Mindfulness</b></p> <p>Able to be self-aware</p> <p>Able to listen to self and others</p> <p>Able to understand the Native First Nations Teachings</p> <p>Able to understand the meaning of and demonstrate acts of Respect, Wisdom, Humility, Courage, Truth, Honesty and Love.</p> <p><b>MindUp</b></p> <p><i>Getting Focused</i></p> <ul style="list-style-type: none"> <li>● Able to identify the amygdala, the hippocampus, and the prefrontal cortex(PFC on a diagram of the brain.</li> <li>● Able to give simple definitions of these three parts of the brain.</li> <li>● Able to define and describe the difference between mindful and unmindful thoughts and actions</li> <li>● Able to apply the concepts of mindful awareness to their own lives.</li> </ul> <p><i>Listening</i></p> <ul style="list-style-type: none"> <li>● Can combine listening and breathing to calm and focus their minds.</li> <li>● Discover the importance of practicing focusing exercises regularly.</li> </ul> <p><i>Seeing</i></p> <ul style="list-style-type: none"> <li>● Able to train their attention on specific sounds &amp; identify those sounds</li> <li>● Understand how mindful listening skills can help them communicate more successfully</li> </ul> | <p><b>MindUp</b></p> <p><i>Getting Focused</i></p> <ul style="list-style-type: none"> <li>● Able to identify the amygdala, the hippocampus, and the prefrontal cortex(PFC on a diagram of the brain.</li> <li>● Able to give simple definitions of three parts of the brain.</li> <li>● Able to define and describe the difference between mindful and unmindful thoughts and actions</li> <li>● Able to apply the concepts of mindful awareness to their own lives.</li> </ul> <p><i>Listening</i></p> <ul style="list-style-type: none"> <li>● Combine listening and breathing to calm and focus their minds</li> <li>● Knows importance of practicing focusing exercises</li> </ul> <p><i>Seeing</i></p> <ul style="list-style-type: none"> <li>● Able to focus and identify specific sounds</li> <li>● Understand how mindful listening skills can help them communicate more successfully</li> </ul> <p><i>Smelling</i></p> <ul style="list-style-type: none"> <li>● Can focus their attention through their senses of smell and describe observations</li> <li>● Can identify thoughts and feelings triggered by various scents.</li> </ul> <p><i>Tasting</i></p> <ul style="list-style-type: none"> <li>● Can focus their attention savoring a morsel of food and describe their experience.</li> <li>● Identify ways that mindful tasting helps them eat healthfully</li> </ul> <p><i>Attitude</i></p> <ul style="list-style-type: none"> <li>● Can identify perspectives of characters in a story</li> <li>● Can apply open-minded perspective taking to social situations in</li> </ul> |

*Smelling*

- Can focus their attention through their senses of smell and describe observations
- Can identify thoughts and feelings triggered by various scents.

*Tasting*

- Can focus their attention savoring a morsel of food and describe their experience.
- Able to identify ways that mindful tasting can help them eat more healthy.

*Movement*

- Can focus their attention on internal physical sensations, in both a relaxed.
- Can monitor their own heart rate and exercise control over breathing and heart rate.
- Can control their balance and describe the sensations they experience.
- Understand how to connect mindful balancing to being well balanced in life.

*Attitude*

- Can identify perspectives of characters in a story
- Can apply open-minded perspective taking to social situations in their own lives.

*Optimism*

- Can define two different mind-sets used to think about, react to, and approach a problem.
- Apply strategies that help them to develop and maintain optimism in their own lives.
- Can visualize and describe their thoughts, feelings, and physical.
- Can recall a pleasurable experience as a way to build optimism.

*Gratitude*

- Understand the meaning of gratitude and the importance of expressing gratitude.
- Can identify things in their life for which they are grateful.

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- Can focus their attention on internal physical sensations
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- Can describe their thoughts, feelings, and physical.
- Can recall a pleasurable experience as a way to build optimism.

*Gratitude*

- Understand the meaning of gratitude and the importance of expressing gratitude.
- Can identify things in their life for which they are grateful.

*Kindness*

- Can identify three opportunities to show kindness and perform three acts of kindness
- Demonstrate acts of kindness

*Mindful Actions for the World*

- Can work cooperatively to plan and perform an act of kindness for the school or the larger community.
- Can reflect on their feelings as they make a positive difference through acts of kindness.

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| <p><i>Kindness</i></p> <ul style="list-style-type: none"> <li>● Can identify three opportunities to show kindness and perform three acts of kindness</li> <li>● Demonstrate acts of kindness and explore the benefits-for themselves and for others-of being kind.</li> </ul> <p><i>Mindful Actions for the World</i></p> <ul style="list-style-type: none"> <li>● Can work cooperatively to plan and perform and act of kindness for the school or the larger community.</li> <li>● Can reflect on their feelings as they make a positive difference through acts of kindness.</li> </ul> |  |
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| YOGA   |  |
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| Fourth Grade   | Fifth Grade  |
| <ul style="list-style-type: none"> <li>● Demonstrates multiple types of breath: heart and belly, even breath, longer exhale, a breath of joy, alternate nostril breathing</li> <li>● Moves body through sun salutations with mindful breathing</li> <li>● Identifies and is able to move into basic + moderate poses: down dog, child’s pose, mountain, tree pose, Warrior Poses, various balancing poses, etc.</li> <li>● Creates short sequences for self-practice</li> <li>● Develops age-appropriate vocabulary around self-awareness, sensory feelings, emotions</li> <li>● Is able to identify energy level and what tool meets that level (movement, rest, breath, etc.)</li> <li>● Demonstrates age-appropriate meditation techniques: body scan, lovingkindness, breath-focused, yoga poses + breath combination as meditation</li> </ul> | <ul style="list-style-type: none"> <li>● Demonstrates multiple types of breath: heart and belly, even breath, longer exhale, a breath of joy, alternate nostril breathing</li> <li>● Moves body through sun salutations with mindful breathing</li> <li>● Identifies and is able to move into a full range of poses</li> <li>● Creates sequences for self-practice</li> <li>● Develops age-appropriate vocabulary around self-awareness, sensory feelings, emotions</li> <li>● Is able to identify energy level and what tool meets that level (movement, rest, breath, etc.)</li> <li>● Demonstrates age-appropriate meditation techniques: body scan, lovingkindness, breath-focused, yoga poses + breath combination as meditation</li> </ul> |

# COMMUNICATION

## Fourth Grade

**Say It:** *Articulate, Well-Spoken, and Clear*

- Able to assess their voice when speaking
- Able to resolve specific problems with their speech pattern
- Able to use visual aids
- Able to overcome visual and verbal crutches
- Able to use Powerpoint
- Able to say show what they mean using Powerpoint
- Able to give specific visuals for viewers
- Understanding how to make an impressive self-introduction
- Can conduct peer reviews effectively

## Fifth Grade

**Say It:** *Articulate, Well-Spoken, and Clear*

- Able to assess their voice when speaking
- Able to resolve specific problems with their speech pattern
- Able to use visual aids
- Able to overcome visual and verbal crutches
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# PERSONAL WORLD

| Fourth Grade   | Fifth Grade  |
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| <p><b>Care for Self by being able to:</b></p> <p>Make comparisons</p> <p>Form judgments</p> <p>Reasoning</p> <p>Increased sense of responsibility</p> <p>Self-Advocacy skills</p> <p>Money management</p> <p>Weekly Work-plan</p> <p>Community awareness</p> <p>Non-verbal communication skills</p> <p>Increased memory skills</p> <p>Leadership &amp; Mentoring</p> <p><b>Inner discipline &amp; accountability</b></p> <p>Can use a map and compass</p> <p>Give a solid handshake</p> <ul style="list-style-type: none"> <li>● Eye contact</li> <li>● Smile and Squeeze</li> <li>● Shake up and down (3x while smiling and eye contact)</li> </ul> <p>Can make change (coins)</p> <p>Knows how to save</p> <p>Cleans their room</p> <p>Write a letter or email</p> | <p><b>Care for Self by being able to:</b></p> <p>Make comparisons</p> <p>Form judgments</p> <p>Reasoning</p> <p>Increased sense of responsibility</p> <p>Self-Advocacy skills</p> <p>Money management</p> <p>Weekly Work-plan</p> <p>Community awareness</p> <p>Non-verbal communication skills</p> <p>Increased memory skills</p> <p>Leadership &amp; Mentoring</p> <p><b>Inner discipline &amp; accountability</b></p> <p>Can use a map and compass</p> <p>Give a solid handshake</p> <ul style="list-style-type: none"> <li>● Eye contact</li> <li>● Smile and Squeeze</li> <li>● Shake up and down (3x while smiling and eye contact)</li> </ul> <p>Can make change (coins)</p> <p>Knows how to save</p> <p>Cleans their room</p> <p>Write a letter or email</p> |

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| <p>Has correct table manners</p> <p>Knows how to be alone</p> <p>Exhibit Good Manners:</p> <ul style="list-style-type: none"> <li>● Please...</li> <li>● Thank you...</li> <li>● May I...</li> <li>● No, thank you...</li> <li>● Excuse me...</li> </ul> <p>Can dress themselves</p> <p>Know their essential numbers and address</p> <p>Can react to an Emergency</p> <ul style="list-style-type: none"> <li>● Bleeding wound</li> <li>● Swollen Injury</li> <li>● Nosebleed</li> <li>● Fire</li> <li>● Dial 911</li> </ul> <p>Can swim</p> <p>Can sit still, relax, and focus on the process of breathing.</p> <p>Can cook an egg</p> <p>Has good hygiene</p> <p>Has robust imagination</p> <p>Can tell one good joke</p> <p><b>Able to Care for Others</b></p> <p>Can care for another living thing: plant, family pet,</p> <p>Can have a conversation</p> <p>Can tell one good joke</p> <p>Can respect others in every aspect of differences from themselves</p> <p>Honoring Uniqueness</p> | <p>Has correct table manners</p> <p>Knows how to be alone</p> <p>Exhibit Good Manners:</p> <ul style="list-style-type: none"> <li>● Please...</li> <li>● Thank you...</li> <li>● May I...</li> <li>● No, thank you...</li> <li>● Excuse me...</li> </ul> <p>Can dress themselves</p> <p>Know their essential numbers and address</p> <p>Can react to an Emergency</p> <ul style="list-style-type: none"> <li>● Bleeding wound</li> <li>● Swollen Injury</li> <li>● Nosebleed</li> <li>● Fire</li> <li>● Dial 911</li> </ul> <p>Can swim</p> <p>Can sit still, relax, and focus on the process of breathing.</p> <p>Can cook an egg</p> <p>Has good hygiene</p> <p>Has robust imagination</p> <p>Can tell one good joke</p> <p><b>Able to Care for Others</b></p> <p>Can care for another living thing: plant, family pet,</p> <p>Can have a conversation</p> <p>Can tell one good joke</p> <p>Can respect others in every aspect of differences from themselves</p> <p>Honoring Uniqueness</p> |
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Collaborative Ability

**Able to Care for Environment**

Matches vocal volume to the needs of the environment

Gives and takes focus in a conversation

Takes responsibility for own environment and cleans up own messes, others' mess and community.

*Recycle:*

- Many of the things we use every day are made out of materials that can be recycled. Recycled items are put through a process that makes it possible to create new products out of the materials from the old ones.

*Reuse:*

- Instead of throwing things away, try to find ways to use them again! For example: Bring cloth sacks to the store with you instead of taking home new paper or plastic bags. You can use these sacks again and again. You'll be saving some trees!

*Reduce:*

- Reducing the amount of waste you produce

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