

## 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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*Movement*

- Can focus their attention on internal physical sensations
- Can monitor their own heart rate and exercise control over breathing and heart rate.
- Can control their balance and describe the sensations they experience.
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*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.

<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	
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

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

# PERSONAL WORLD

Fourth Grade	Fifth Grade
<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>

<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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