

# Character Education - Grade 5 - Units of Study

## Unit 1: Self-Awareness

Timeframe: September-June

**Big Idea:** How can we understand what self-awareness is? What are the components of self-awareness, and what strategies can we utilize to improve our self-awareness?

(I = Introduced; D= developing; M= Mastering)

Health Standard	WALT	We can	I-D-M
2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).	Recognize one's feelings and thoughts, strengths and limitations	Use I-messages and feeling words to identify our own emotions and actions in conversations with others	D
2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.  2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors	Recognize the impact of one's feelings and thoughts on one's own behavior	Independently self-reflect on how our actions can affect others, s/a a "ripple effect," as well as coping strategies	I
2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).	Recognize one's personal traits	Identify characteristics, behaviors, and emotions seen in media, or in ourselves through self-reflection	D
2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.  2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others  2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety	Recognize the importance of self-confidence in handling daily tasks and challenges	Identify strategies to motivate ourselves and promote self-kindness, as well as general coping strategies and go-to adults	I