

# Too Good for Violence

## Kindergarten

*Correlated with New Mexico Health Education Standards*

### **Lesson K.1 *The Place Where Peace Begins* – Conflict Resolution**

#### **Objectives**

Following this lesson, the student will be able to:

- Define “peaceable”
- Define “peacemaker”
- Demonstrate the social skill of introducing oneself
- Draw a picture of himself/herself in a peaceable classroom

**Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will:**

**K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:**

1. recognize different emotions;
2. identify compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs)

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**K-4 Benchmark 1: distinguish between verbal and non-verbal communication:**

1. describe the differences between verbal and non-verbal communication;
2. understand that people communicate in different ways; and
3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.

**K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. list characteristics of behaviors that are healthy

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

1. understand the importance of letting people speak without interruption;

**K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:**

1. list the differences between negative and positive behaviors; and

### **Lesson K.2 *Learning How to Stop & Think* – Anger Management**

#### **Objectives**

Following this lesson, the student will be able to:

- Describe anger as a natural human emotion
- Demonstrate “angry-looking” body language
- Demonstrate healthy, constructive ways to deal with angry feelings
- Demonstrate stopping to think when feeling angry
- Discuss helpful and hurtful ways to deal with anger

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**K-4 Benchmark 1: distinguish between verbal and non-verbal communication:**

1. describe the differences between verbal and non-verbal communication;
2. understand that people communicate in different ways; and
3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.

**K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. list characteristics of behaviors that are healthy; and

2. identify actions to help friends make healthy decisions.

**K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. identify feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and
2. identify how to express feelings in a positive way.

**K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:**

1. list the differences between negative and positive behaviors; and
2. list situations that cause conflict.

**K-4 Benchmark 8: demonstrate non-violent strategies to resolve conflicts:**

1. list non-violent strategies to resolve conflict;
2. list situations that cause conflict;

## **Lesson K.3 *Peacemakers Learn to Share* – Anger Management**

### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate physical signals of anger
- Perform role-plays using a basic problem-solving model

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**K-4 Benchmark 1: distinguish between verbal and non-verbal communication:**

1. describe the differences between verbal and non-verbal communication;
2. understand that people communicate in different ways; and
3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.

**K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. list characteristics of behaviors that are healthy; and
2. identify actions to help friends make healthy decisions.

**K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. identify feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and
2. identify how to express feelings in a positive way.

**K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:**

1. list the differences between negative and positive behaviors; and
2. list situations that cause conflict.

**K-4 Benchmark 8: demonstrate non-violent strategies to resolve conflicts:**

1. list non-violent strategies to resolve conflict;
2. list situations that cause conflict

## **Lesson K.4 *Peacemakers Learn to Take Turns* – Conflict Resolution**

### **Objectives**

Following this lesson, the student will be able to:

- Recite a basic problem-solving model
- Demonstrate problem-solving with a group
- Discuss some fair ways to choose who goes first

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

1. understand the importance of letting people speak without interruption;
2. understand when it is appropriate to interrupt for health needs; and
3. recognize when someone is telling you to do something that is wrong.

**K-4 Benchmark 6: demonstrate refusal skills and explain why they are important to enhance health:**

1. identify refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:**

1. list the differences between negative and positive behaviors; and
2. list situations that cause conflict.

**K-4 Benchmark 8: demonstrate non-violent strategies to resolve conflicts:**

1. list non-violent strategies to resolve conflict;
2. list situations that cause conflict;

## **Lesson K.5 *Learning to Listen* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate using the basic problem-solving model
- Demonstrate basic communication skills: making eye contact, listening, and taking turns talking without interrupting
- Discuss listening as a way to show others that we care

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**K-4 Benchmark 1: distinguish between verbal and non-verbal communication:**

1. describe the differences between verbal and non-verbal communication;
2. understand that people communicate in different ways; and
3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.

**K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. identify feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and
2. identify how to express feelings in a positive way.

**K-4 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:**

1. demonstrate the ability to use “I” statements.

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

1. understand the importance of letting people speak without interruption;
2. understand when it is appropriate to interrupt for health needs

## **Lesson K.6 *Picture the Peacemakers* – Conflict Resolution**

### **Objectives**

Following this lesson, the students will be able to:

- List ways to be a peacemaker.
- Differentiate peaceable from non-peaceable behaviors.

**Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will:**

**K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:**

1. describe how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety);
2. describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and

**K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:**

1. recognize different emotions;
2. identify compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs);
3. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); and

**K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:**

4. recognize the influences of media and peer pressure on health.

**K-4 Benchmark 5: identify common health issues of children:**

1. name common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene);
2. name common social health issues of children in same age group (e.g., peer pressure, relationships);
3. name common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and
4. name common environmental health issues that affect children in same age group (e.g., second-hand smoke, litter, noise).

**K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:**

5. describe the importance of taking personal responsibility for actions.

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

**K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

3. recognize when someone is telling you to do something that is wrong.

**K-4 Benchmark 6: demonstrate refusal skills and explain why they are important to enhance health:**

1. identify refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

**K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:**

1. list the differences between negative and positive behaviors; and
2. list situations that cause conflict.

## **Lesson K.7 *Celebrating a Peaceable Place* – Respect for Self and Others**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss ways to make the world a more peaceable place.
- Demonstrate peacemaking skills.

**Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:**

#### **K-4 Benchmark 1: distinguish between verbal and non-verbal communication:**

1. describe the differences between verbal and non-verbal communication;
2. understand that people communicate in different ways; and
3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.

#### **K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:**

1. list characteristics of behaviors that are healthy; and
2. identify actions to help friends make healthy decisions.

#### **K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:**

1. identify feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and
2. identify how to express feelings in a positive way.

#### **K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:**

1. understand the importance of letting people speak without interruption;
2. understand when it is appropriate to interrupt for health needs; and
3. recognize when someone is telling you to do something that is wrong.