

# Too Good for Violence

## Kindergarten

Correlated with Wisconsin Standards for Health Education

### **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

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

A. Describe healthy behaviors.

1:1:A2 Describe healthy behaviors that impact personal health.

B. Apply knowledge of healthy behaviors.

1:1:B2 Describe why it is important to participate in healthy behaviors.

#### **Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

A. Identify communication skills that can improve health and reduce health risks.

4:1:A1 Identify ways to communicate.

4.1:A2 Identify ways to express needs, wants, and feelings

### **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

#### **Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

A. Identify communication skills that can improve health and reduce health risks.

4:1:A1 Identify ways to communicate.

4.1:A2 Identify ways to express needs, wants, and feelings

### **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

#### **Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

A. Identify communication skills that can improve health and reduce health risks.

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings

## **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

### **Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

A. List health situations where a decision-making process could be used.

5:1:A1 Identify steps in the decision-making process.

5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe.

5:1:A3 Create a decision-making plan with family members or trusted adult.

## **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

### **Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

A. Identify communication skills that can improve health and reduce health risks.

4:1:A1 Identify ways to communicate.

## **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.

### **Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.**

A. Demonstrate health-enhancing behaviors.

7:1:A1 Demonstrate health-enhancing practices and behaviors. These may include but are not limited to: proper hygiene, physical activity, and healthy eating.

7:1:A2 Demonstrate behaviors that avoid or reduce health risk. These may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, and removing oneself from threatening situations.

## **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.

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

A. Describe healthy behaviors.

1:1:A2 Describe healthy behaviors that impact personal health.

B. Apply knowledge of healthy behaviors.

1:1:B2 Describe why it is important to participate in healthy behaviors.

### **Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

A. Identify communication skills that can improve health and reduce health risks.

4:1:A1 Identify ways to communicate.

4:1:A2 Identify ways to express needs, wants, and feelings

### **Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.**

A. Demonstrate health-enhancing behaviors.

7:1:A1 Demonstrate health-enhancing practices and behaviors. These may include but are not limited to: proper hygiene, physical activity, and healthy eating.

7:1:A2 Demonstrate behaviors that avoid or reduce health risk. These may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, and removing oneself from threatening situations.