

# Too Good for Violence

## Kindergarten

*Correlated with Wisconsin State Standards for Health Education*

### **Lesson K.1 *Dreaming Big* – Goal Setting**

#### **Objectives**

Following this lesson, the student will be able to:

- Identify personal capabilities and strengths
- Identify new things to learn to do
- Identify how adults and peers can help with reaching a goal

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

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

##### **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.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

#### **Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

##### **A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

##### **B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

#### **Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

**Learning Priority: Identify individuals who provide valid health information to enhance health behaviors.**

##### **A. Identify where to get help to promote health.**

3:1:A1 Identify trusted adults and professionals who can help promote health.

#### **Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

**Learning Priority: Know the parts of a personal health goal.**

##### **A. List personal health goals. 6:1:A1 Identify a personal health goal.**

6:1:A2 Identify steps to achieve a goal.

6:1:A3 Discuss a health goal with a family member or trusted adult.

#### **Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**Learning Priority: Recognize the differences between health needs and personal wants.**

##### **A. Identify ways to express health needs and personal wants.**

8:1:A1 Define health needs and personal wants.

8:1:A2 Express health needs and personal wants with family members or trusted adults.

##### **B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B2 Identify role models for healthy habits.

8:1:B3 Encourage friends and classmates to make healthy choices.

## **Lesson K.2 *I Know What to Do* – Making Responsible Decisions**

### **Objectives**

Following this lesson, the student will be able to:

- Recall the following steps in the decision-making process: 1 Stop, 2 Think
- Demonstrate anticipating consequences of choices
- Discuss personal responsibility for making positive choices

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

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**B. Apply knowledge of healthy behaviors.**

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

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

**B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify when a decision-making process is needed to choose a healthy option.**

**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.

**B. Apply a decision-making process to various situations to enhance health.**

5:1:B1 Provide an example of when a health-related decision can be made individually.

5:1:B2 Provide an example of when assistance is needed to make a health-related decision.

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B3 Encourage friends and classmates to make healthy choices.

## **Lesson K.3 *Mad Sad Glad* – Identify and Managing Emotions**

### **Objectives**

Following this lesson, the student will be able to:

- Name a variety of feelings
- Discuss three ways people show their feelings: with faces, bodies, words
- Express feelings verbally and non-verbally

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

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**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.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

**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 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**Learning Priority: Recognize the differences between health needs and personal wants.**

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

**Lesson K.4 *Listen Up!* – Effective Communication**

**Objectives**

Following this lesson, the student will be able to:

- Demonstrate using one’s eyes, ears, and body to listen
- Identify the body language of an active listener
- Demonstrate the ability to ask questions without interrupting

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

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**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.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

**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.5 *My Buddy and Me* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Describe the characteristics of a healthy friendship
- Demonstrate assertive communication using an I-message

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

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**B. Apply knowledge of healthy behaviors.**

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

**B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

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

**Learning Priority: Identify when a decision-making process is needed to choose a healthy option.**

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

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

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**Learning Priority: Recognize the differences between health needs and personal wants.**

**A. Identify ways to express health needs and personal wants.**

8:1:A1 Define health needs and personal wants.

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B2 Identify role models for healthy habits.

8:1:B3 Encourage friends and classmates to make healthy choices.

## **Lesson K.6 *Peaceable Me* – Respect for Self and Others**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss how manners show respect for oneself and others
- Demonstrate the ability to be respectful in a variety of situations
- Discuss how people are alike and how they differ
- Discuss respect for individual differences

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

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**B. Apply knowledge of healthy behaviors.**

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

**B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

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

**Learning Priority: Identify when a decision-making process is needed to choose a healthy option.**

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

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

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**Learning Priority: Recognize the differences between health needs and personal wants.**

**A. Identify ways to express health needs and personal wants.**

8:1:A1 Define health needs and personal wants.

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B2 Identify role models for healthy habits.

8:1:B3 Encourage friends and classmates to make healthy choices.

## **Lesson K.7 *Cool, Calm, and Collected* – Anger Management and Mindfulness**

### **Objectives**

Following this lesson, the student will be able to:

- Describe the physical sensations of anger
- Differentiate angry feelings and aggressive actions
- Demonstrate how to calm down when experiencing angry feelings

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

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

#### **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.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

#### **A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

#### **B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

#### **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 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**Learning Priority: Recognize the differences between health needs and personal wants.**

#### **A. Identify ways to express health needs and personal wants.**

8:1:A1 Define health needs and personal wants.

8:1:A2 Express health needs and personal wants with family members or trusted adults.

#### **B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

## **Lesson K.8 *What to Do?* – Problem Solving**

### **Objectives**

Following this lesson, the student will be able to:

- Identify a problem
- Recognize that there could be multiple solutions to a problem
- Identify a variety of solutions when working to solve a problem
- Demonstrate creative ways to solve a problem

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

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**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.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

**B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

**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 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**Learning Priority: Recognize the differences between health needs and personal wants.**

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B3 Encourage friends and classmates to make healthy choices.

## **Lesson K.9 *One for You* – Sharing**

### **Objectives**

Following this lesson, the student will be able to:

- Comprehend what it means to share
- Discuss sharing as a method to resolve conflicts peacefully
- Demonstrate sharing in a variety of situations

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

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**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.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

**B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.

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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

**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 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**Learning Priority: Recognize the differences between health needs and personal wants.**

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B3 Encourage friends and classmates to make healthy choices.

## **Lesson K.10 *Whose Turn?* – Taking Turns**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss taking turns as a method to resolve conflicts peacefully
- Identify fair ways to determine who goes first
- Demonstrate taking turns in a variety of situations

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

**Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.**

**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.

1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Know what an influence is and how it could affect behaviors.**

**A. List influences on health behaviors.**

2:1:A1 Identify internal and external factors that may influence health behaviors.

**B. Analyze various influences on health behaviors.**

2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors.



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

**Learning Priority: Identify and apply effective interpersonal communication skills.**

**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 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**Learning Priority: Recognize the differences between health needs and personal wants.**

**B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.**

8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends.

8:1:B3 Encourage friends and classmates to make healthy choices.