

Kindergarten: Session #1

Dealing With Anger: Helping Hands¹

Objective: After listening to a story and participating in a discussion about hurtful and non-hurtful ways to use your hands, each child will demonstrate something helpful he or she can do with his or her hands.

Rationale: Primary prevention, like sound developmental teaching practices, requires not just teaching about unwanted behaviors like hitting or kicking, but also redirecting children to more positive behaviors. Thus, this lesson does not simply teach children hurtful things not to do with their hands, but also the helpful things that they can do.

Standards of Learning:²

1. **Knowledge and Skills:** The student will explain that the body is a living and growing organism. Skills include:
K.1a: the impact of positive and negative emotions
2. **Information Access and Use:** The student will identify sources of health and safety information. Skills include:
K.4b identifying individuals, including school nurses, family members, health care personnel, teachers and public safety officials.
3. **Community Health and Wellness:** Skills include:
K.5a: the peaceful resolution of conflicts; K.6.c: respect for the personal space of others

Supplies Needed: Hands Are Not For Hitting book³

Introduction: Explain that the Family Resource Center is an organization that helps people who have been abused, or hurt by another person on purpose. Some of the ways people can be hurt are: hitting, name calling, pinching, etc. We also try to help people learn good ways to use their hands. That's what we're going to talk about today.

¹ This lesson adapted from RPE Curriculum by Project Horizon.

² www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

³ Agassi, Martin. HandsAre Not For Hitting: Free Spirit Press, 2000.

Pre-test: Using the following chant, each child will demonstrate something helpful she or he can do with her or his hands. For the sake of pre-testing and post-testing, we will count only those who demonstrate something appropriate without prompting. However, if children need prompting to demonstrate an action, the teacher will provide it.

Have the children sit in a circle and direct the children to clap and chant the following:

Helping hands, helping hands

_____ 's got helping hands
(child's name)

Show us what your hands can do:

(The child who was named shows the group something helpful he or she can do with his or her hands)

Continue the chant until each child has a chance to play. If the group is larger than 12, let students go in pairs, so that the activity is short enough for the children's attention spans.

Activity One: Ask the children to name different things that people use their hands to do. (Examples: writing, shaking hands, hugging, etc.) Explain that these are okay ways to use your hands. Talk about ways that people may use their hands that are not okay. (Examples: hitting, pinching, shoving, etc.)

Activity Two: Read the book, Hands Are Not For Hitting.

Discussion Questions:

1. What were some nice ways that the book said you could use your hands?
2. What were some bad ways that the book said that you could use your hands?
3. How do you feel if someone uses his or her hands in a bad way towards you?
4. How many of you have ever been angry?
5. How many of you have ever been so angry that you want to hit or push someone?

Explain that it is okay and normal to feel angry. Everyone gets angry sometimes. Discuss times when you might get angry. Explain that while it is okay to feel angry, it is NOT okay to hit, shove, push, call names or do anything else that might hurt anybody. Talk about some other things that you can do when you're angry instead of hurting someone. (Examples: draw a picture, find a quiet spot to be alone, talk to someone about what made you angry, etc.)

Closure Activity/Post-Test: Have the children sit or stand in a circle again and do the "Helping Hands" chant. Record the number of children able to demonstrate a "helping hands" activity without prompting.

Kindergarten: Session #2

Identifying Feelings

Objective: Students will name a variety of feelings and practice expressing them in both verbal and non-verbal ways.

Rationale: Developing good communication skills is a part of building healthy relationships. Young children often struggle to use words and appropriate actions to express their emotions because emotions are abstract rather than concrete. The activities in this lesson will help children identify concrete and appropriate expression of feelings.

Standards of Learning: ⁴

1. **Knowledge and Skills:** The student will explain that the body is a living and growing organism. Skills include:
K.1a: the impact of positive and negative emotions
2. **Information Access and Use:** The student will identify sources of health and safety information. Skills include:
K.4b identifying individuals, including school nurses, family members, health care personnel, teachers and public safety officials.

Supplies Needed: a hat, a wig, a pair of silly glasses, a bag

Introduction: Hi, my name is _____ and I'm a teacher from the Family Resource Center. Does anyone remember what the Family Resource Center does? We help people who have been abused or hurt by others. A lot of times people hurt others when they get sad or angry when we're disappointed because we don't know how to use our words in a nice way to say how they feel. If your parents tell you no about something you want to do, do you always use nice words? It's easy to forget. That's why today we're going to learn about how to talk about our feelings in good ways.

⁴ www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

Pre-test: Ask the children the following questions:

1. Who knows what feelings are?
2. Can you name some feelings?

See if the group can name any feelings and record the number of feelings the group can name (if any). Then, help the group think of some more to make sure you've covered the basics: happy, sad, scared, mad, excited, or worried. Explain that it's important to learn to figure out how we are feeling so that we can let others know how we feel.

Activity #1: Non-Verbal Communication of Feelings

Explain that there are 2 ways of letting people know how you are feeling. One way is by using words, and another way is by using your body. We're going to practice both.

Tell the students that you are going to say different feelings, and when you say them, you want them to use their body to show that feeling. Do this by asking the following questions:

1. How do you look when you are sad? What does a sad face look like? What do sad arms look like?
2. What do you look like when you're excited? What does an excited face look like?
3. What do you look like when you're afraid? Do you stand up or sit down? What does a scared face look like?
4. What do you look like when you're mad? Can you show me a mad face? Do you stamp your feet or put your hands on your hips? Or do you turn around and not look at people when you're mad?

Activity #2: Using Words to Express Feelings

Have the children sit in a circle. Show the children the following items and tell them each item's name: the Mad Hatter (a hat), the Happy Hair (a wig), and the Goofy Glasses (silly glasses). Put the items in a bag and let the children take turns choosing an item from the bag, wearing it, and saying something that makes them experience that feeling. For example, if a child

draws the Mad Hatter from the bag, the child should put on the hat and say, "I feel mad when _____....." or if a child draws the wig, "I feel happy when.....", etc. The teacher should model this with several of the props before letting the children take turns saying what makes them feel mad, happy or silly.

Transitional Activity: Ask the children to follow the directions in each statement.

- If you feel happy, stand up and smile really big.
- If you feel disappointed, sigh (demonstrate sigh).
- If you feel mad, stomp your foot.
- If you feel silly, make a silly noise (teacher can demonstrate one).
- If you feel sad, look at the ground.
- If you feel excited, look up.
- If you feel worried, walk around in a circle.
- If you feel grouchy, roar like a lion.
- If you feel afraid, make your teeth chatter.
- If you feel safe, hug yourself.

Closure/Post-Test: Sing the following song (inserting the correct day of the week) with the children. It goes to the tune of "Are You Sleeping?" At the end of the song, ask children to name a feeling. See how many different feelings the children can name.

Today is _____, Today is _____
(day of the week) (day of the week)

How do we feel? How do we feel?

Today is _____, Today is _____
(day of the week) (day of the week)

How do we feel? How do we feel?

Raise your hand and tell me, Raise your hand and tell me,

Name a feeling. Name a feeling.

Kindergarten: Session #3

I Am Unique

Objective: Children will practice communicating things that they are good doing at using both verbal and non-verbal methods.

Rationale: Young children often feel that they are good at doing many things. I would not be unusual to have many children respond that they are good at doing everything when asked. But, young children can also be easily discouraged by failures. This lesson seeks to teach the skill of focusing of the positive aspects of self rather than the negative.

Standards of Learning:⁵

1. Knowledge and Skills: The student will explain that the body is a living and growing organism. Key concepts include:
K.2a: the impact of positive and negative emotions
2. Information Access and Use: The student will identify sources of health and safety information. Key skills include:
K.4b: identifying individuals, including school nurses, family members, health care professionals, teachers, and public safety officials.

Supplies Needed: "I Am A Star" copies for each child, crayons, glue sticks, picture of things children are good at doing from magazines

Pre-Test: Ask each child to say something that he or she is good at doing.

Introduction: Ask the children if they remember the center where you're from. Then ask if they remember what the Family Resource Center does. Ask if children know what the word respect means? (treating others like you want to be treated) Explain that one of the things that helps us learn to treat others with respect is by feeling good about ourselves. So, today we're going to talk about some things that make us feel good about ourselves.

⁵ www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

Activity #1: Who is Good At.....?⁶

Have the children respond to the following directions:

Stand up if you're good at....

1. singing
2. running
3. coloring
4. brushing your hair
5. picking up your toys
6. painting
7. riding a tricycle or bicycle
8. sliding down a slide
9. feeding a pet
10. throwing a ball
11. sharing your toys
12. building with blocks
13. jumping really high
14. waiting

Activity #2: Puppet Show⁷

Teacher: Hello. My name is _____, and I'm a teacher from the Family Resource Center. This is my friend Cindy.

Cindy: Hi teacher.

Teacher: Say hello to the children Cindy.

Cindy: Hi kids!

Teacher: Cindy, do you remember what the Family Resource Center is?

Cindy: Oh no! I forgot!

⁶ This activity adapted from RPE Curriculum by Project Horizon.

⁷ This puppet show is adapted from RPE Curriculum by Project Horizon.

Teacher: Maybe the children can help you. Children, do you remember what the Family Resource Center is?

(Let some children respond.)

Teacher: That's right the Family Resource Center is a place that helps people who get hurt by others.

Cindy: Oh yeah, it's hard to remember things sometimes.

Teacher: Cindy, you probably remember more than you think you do.

Cindy: Sometimes I do. But sometimes I'm not very good at remembering things. Yesterday I forgot to let my dog Roxie outside to go to the bathroom. And last week I forgot to pick up my toys. And today I forgot to check that my socks match and I went to school and I have on one green sock and one red sock and everybody laughed at me. I'm not good at doing anything! (starts to cry)

Teacher: Cindy, everyone forgets things sometimes. Everyone wishes they were better at doing some things. But, every person is good at doing some things too. Whenever we're sad about something we can't do, it's important to think about the things that we're good at doing.

Cindy: I can't think of anything I'm good at doing.

Teacher: Didn't you tell me that you like to color pretty pictures?

Cindy: Oh- I'm really good at coloring! I can make ponies and flowers and fairies with earrings.

Teacher: That's great Cindy. What else are you good at doing?

Cindy: Oh, yeah- I can make up stories about the pictures I draw. I can make up funny ones, or scary ones, and stories where I have magic powers and I can help people.

Teacher: Those are wonderful things to be good at Cindy. Does it make you feel better to think about those things?

Cindy: Yes, I'm going to go write a story right now!

Teacher: That's great, Cindy! I can't wait to hear your story!

Cindy: Thanks! Bye!

Transitional Activity: Dismiss children in groups by using the following instructions:

- If you are wearing green, go find a seat at the table.
- If you are wearing yellow, go find a seat at the table
- If you are wearing blue, go find a seat at the table.
- If you are wearing black, go find a seat at the table.

Activity #3: Give each child a copy of the "I am a Star!" coloring page and let them draw a picture of themselves in the star. Have the following types of pictures already cut out of magazines:⁸

- playing sports
- singing
- drawing or painting
- reading
- swimming
- rocking a baby
- playing with a pet
- picking up toys
- dancing

Let the children use glue sticks to glue on pictures of things they are good at doing.

Post-Test/Closure: Have children bring their pictures and sit in a circle. Have each child show his or her picture to the group and tell about one thing he or she is good at doing.

⁸ This activity adapted from RPE Curriculum by Project Horizon.

Kindergarten: Session #4

Accepting Differences

Objective: The children will identify ways in which people are the same and different.

Rationale: Learning to accept differences helps to alleviate prejudice and aids in building healthy conflict resolution skills. The kinds of differences young children can grasp most easily are concrete differences. Therefore, most of the examples in this lesson are based on visual differences.

Standards of Learning:⁹

1. **Information Access and Use:** The student will identify sources of health and safety information. Skills include:
K.4b identifying individuals, including school nurses, family members, health care personnel, teachers, and public safety officials
2. **Community Health and Wellness:** The student will identify expectations for personal behavior in school and social settings. Skills include:
K.6a acceptable behavior in classrooms during play
K.6c respect for the personal space of others

Supplies Needed: Laminated pictures of 2 different people, It's Okay To Be Different book,

Introduction: Ask if anyone remembers what the Family Resource Center does. (We help people who have been abused.) Ask if anyone remembers what abuse means. (hitting, name calling, kicking, etc.) Emphasize that abuse is wrong and that no one deserves to be hurt. Everyone is special and should not be treated in hurtful ways. We all have things that we are good at and things that we are not so good at, and that is okay. We should be happy about the good things, because they make us who we are.

⁹ www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

Pre-Test: Cut 2 different pictures of people out from magazines and laminate them. Hold up the pictures and ask the children, "How are these people the same?" and "How are these people different from each other?" Record how many different responses you get. Then, explain that there are lots of ways that people are the same and different. Name a few that the children have not named. For example, people can have the same or different eye color, hair color, be tall or short, men or women. Some people like the same foods and some people like to watch different shows on TV. Even if someone is different than we are, it doesn't mean that we should make fun of him or her or hurt them or that they can't be our friend.

Activity #1: We all have some things about us that are the same as other people, and some things that are different. We're going to play a game to see what some of them are. Call out different categories and ask the students to stand up if they fit into the category.¹⁰

Are 5 years old
Are 6 years old
Like chocolate ice cream
Wear glasses
Have curly hair
Have a pet
Have no pets
Have a younger brother
Have a younger sister

Point out that some of us are the same in a lot of ways and we are all different in ways, too. Should we be mean to someone who is different than we are? Should someone be mean to you or hurt you because you're different?

Activity #2: Tell the students that you are going to read a book about being different. Have them pay attention to the examples of being different that the book lists. Read the book It's Okay to be Different.¹¹

¹⁰ Activity adapted from RPE Curriculum by Project Horizon.

¹¹ Parr, Todd. It's Okay to be Different: Little, Brown Young Readers; 1st ed., 2001.

Ask the following questions after the story:

1. Did we learn any other ways that we are different?
2. Is it okay to mess up sometimes? (of course!)
3. Do we have to like the exact same things as our friends like? (No, just because you are different or like different things does not mean that you can't be friends with someone)
4. Is being different good or bad? (good)
5. What kind of feelings do we have if we are different? (happy, special)
6. What do you think it would be like if we were all exactly alike? (not fun)
7. Should we be mean to someone because they are different from us? (No)
8. Being different makes us special. Who is special in this room? (Everyone)

Transitional Activity: Fingerplay

Lead the children in the following fingerplay. (Say the rhyme and help the children do the motions.)

I see the robin (point to eyes)
And the robin sees me (make a beak with thumb and index finger)
We are different as can be
The robin eats worms (wiggle index finger)
And lives in a nest (point up)
Eating pizza is what I like best (rub stomach)
The robin flies around (flap arms)
When she wants to play
I use my legs to run all day (run in place)
But I like the robin (point to self)
And the robin likes me (make a beak again)

Even if we're different as can be.

Post-Test: Hold up the 2 pictures of people again and ask the following questions:

1. How are they the same?
2. How are they different?
3. Even though they're different, can they still be friends?

Kindergarten: Session #5

Recap Session

Objective: Students will participate in four activities that allow them to practice the following skills: using their hands in positive ways, identifying their own feelings, naming positive aspects of self and recognizing concrete differences.

Rationale: Reviewing material covered increases the dosage, or number of times participants are exposed to the material. Reviewing increases the likelihood that the information will move from the short-term memory to the long-term memory. Repetition aids young children in the learning process and repetitive songs, games and stories are often fun ways to review and reinforce prior learning.

Standards of Learning:¹²

1. **Knowledge and Skills:** The student will explain that the body is a living and growing organism. Skills include:
K.1a: the impact of positive and negative emotions
2. **Information Access and Use:** The student will identify sources of health and safety information. Skills include:
K.4b identifying individuals, including school nurses, family members, health care personnel, teachers and public safety officials.
3. **Community Health and Wellness:** Skills include:
K.5a: the peaceful resolution of conflicts; K.6.c: respect for the personal space of others

Supplies Needed: Girl puppet, a sticker book for each child, helping hands stickers, feeling faces stickers, star stickers, washable ink pads, wet wipes

Introductory Activity: Puppet Show

Teacher: Hi, my name is _____, and I'm a teacher from the

¹² www.pen.k12.va.us/VDOE/Instruction/healthsol.pdf

Cindy: I know where you're from! I know where you're from!

Teacher: You remember! That's great!

Cindy: You're from the Family Horse Center!

Teacher: Well, that's almost right, Cindy. It's the Family Resource Center.

Cindy: Oh yea, that's what I meant.

Teacher: Do you remember who we help at the Family Resource Center?

Cindy: Ummm.....

Teacher: Maybe the class can help you remember. Children, do you remember who the Family Resource Center helps?

(let children respond)

Cindy: That's right- the Family Resource Center help people who have been hurt by others!

Teacher: That's right, Cindy. That's exactly what we do!

Cindy: Does the Family Resource Center give you a surprise when you remember things?

Teacher: (laughs) Cindy, how did you know we were going to play some games today?

Cindy: I see surprises in your bag!

Teacher: I do have surprises. We're going to do a few activities today and give everyone a chance to get a surprise!

Cindy: Oh, goody, I can't wait!

(Teacher passes out a sticker book to each child.)

Activity #1: Helping Hands

Have the children sit in a circle and direct the children to clap and chant the following:

Helping hands, helping hands

_____ 's got helping hands
(child's name)

Show us what your hands can do:

(child who was named shows the group something helpful he or she can do with his or her hands)

This is the same activity the children did in the helping hands lesson. After each child shows something helpful he or she can do with his or her hands, give them an "I Have Helping Hands" sticker to put on the first page of their sticker book (the one with the picture of the hand). Each child should get a sticker, even if they need help to think of something to do.

Activity #2: How do you feel?

Ask the children: Do you remember what feelings are? Who can name a feeling? Make sure the children name at least these basic feelings: sad, happy, mad, and afraid.

Sing the following song (inserting the correct day of the week) with the children. It goes to the tune of "Are You Sleeping?"

At the end of the song, ask children to name a feeling. See how many different feelings the children can name.

Today is _____, Today is _____
(day of the week) (day of the week)

How do you feel? How do you feel?

Today is _____, Today is _____
(day of the week) (day of the week)

How do you feel? How do you feel?

Raise your hand and tell me; Raise your hand and tell me;

How do you feel? How do you feel?

Have stickers made with faces that show several different emotions. Let each child choose a face to put in their sticker book on the "I feel _____ today" page. When they choose a sticker, have them name a feeling (happy, sad, mad, etc.)

Activity #3: What are you good at doing?

Let each child turn to the next page in their booklet and color the award ribbon that says "I am good at _____." Ask the children to draw a picture of something they are good at inside the ribbon. Go around and ask the children what they've drawn and write their response in the blank. Then, give them a glittery star sticker to put on their award ribbon page.

Activity #4: Differences Fingerplay

Lead the children in the following fingerplay:

I see the robin (point to eyes)
And the robin sees me (make a beak with thumb and index finger)
We are different as can be
The robin eats worms (wiggle index finger)
And lives in a nest (point up)
Eating pizza is what I like best (rub stomach)
The robin flies around (flap arms)
When she wants to play
I use my legs to run all day (run in place)
But I like the robin (point to self)
And the robin likes me (make a beak again)
Even if we're different as can be.

Ask the children if they can remember some ways that people can be different. (skin color, hair color, we can be girls or boys, short or tall, etc.) Then, explain that one way everyone is different is our fingerprints. Every single person in the world has different fingerprints. Help each child use a

stamp pad to put his or her fingerprints on the last page of the booklet.
Help them use wipes to clean their hands.