

# Kindergarten Nonviolence Curriculum



**SHARED BY COLEGIO SANTA ETHNEA**



Mercy Education  
System of the Americas

Educación de la Misericordia  
de las Américas

**Activities undertaken at the beginning level of Education to foster Peace and Nonviolence**  
**Kindergarten ~ Saint Ethnea**

<b>AREA</b>	<b>PROPOSED</b>
<b>Natural and Social environments</b>	<ul style="list-style-type: none"> <li>• Teaching Unit “The Santa Ethnea Kindergarten” Giving recognition to the different members of the Kindergarten and the roles they play within the institution, the importance of the tasks they perform, and their bonds of respect and solidarity.</li> <li>• Care of the environment “Our Common Home”. Helping raise awareness of and care for the environment in which we live, in view of the fact that the Earth is suffering from indifference and violence because of the lack of care that we have perpetuated, and identifying those actions that we should be initiating to ensure its care.</li> <li>• An Album of the World’s Green and Violet Colored Room. Perform actions reflecting cooperative work, accepting customs that are different, favoring inclusion and building together with others skills needed for listening, tolerance, and dialogue.</li> <li>• Education for the streets and highways. Building a consciousness from a very early age of the different responsibilities in the use of public streets, respect for the rules of the road, tolerance and building habits that will help prevent accidents.</li> <li>• Building skills for observation in the young kindergarten children so that they appreciate the plants and trees at our school, and helping them to appreciate the importance of their contribution to taking care of the environment and of these plants and trees.</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>• Didactic Sequence: Little Red Riding Hood and the Wolf To identify the possibilities for transforming attitudes by means of proposing possible actions, listening to different versions of the same story, identifying the outcomes of each, the use of dialogue as an instrument for coming to peaceful agreements.</li> <li>• Organized Literature Project To foster the development of skills for tolerance and dialogue by working with others, offering opportunities for recreating and encouraging the use of the imagination. “For making peace, I am capable” [in Spanish this is a play on words]. Group project in which the children create a story, working with children from the state-run kindergarten in a</li> </ul>

	<p>neighborhood near the school. This allowed them to work with others using the same slogans and to appreciate the perspectives of one other, such as their uniqueness and their similarities, their creativity, equality and Mercy.</p> <ul style="list-style-type: none"> <li>• Didactic Sequence: Our Emotions in the Literary Texts. To understand within the literature their lived experience and the variety of different emotions. This opens up for the children the possibility of feeling and transmitting these emotions in what they are creating.</li> </ul>
<p><b>Visual Education</b></p>	<ul style="list-style-type: none"> <li>• Project: "Juanito Laguna" Antonio Berni Out of the perspective of art and sensibility, to accomplish reflective practices that reveal what is observed in his works, the life situation of his characters and how pollution impacts and contaminates their quality of life. The development of skills such as sensitivity, empathy and resilience.</li> <li>• Night and Shadows This is a work that starts with lights and shadows, the setting of the room and then observes the masterpiece, <i>Starry Night</i>, by Vincent Van Gogh as well as <i>the legend of the dream catcher</i>. The activity validates the identity of those things that I dream and those that I like and helps gain respect for that which others also desire. I also acknowledge fears and learn how to express them.</li> </ul>
<p><b>Personal and Social Formation Emotional Education ISE (Integral Sexual Education)</b></p>	<ul style="list-style-type: none"> <li>• Initial Program of sharing with new Students To approach in an anticipatory fashion and in a loving way all those who enroll for the first time in the school in order to establish pathways that create trust and a sense of belonging.</li> <li>• Making Mandalas The practices of making Mandalas provides an atmosphere of support, calmness, ability to be attentive, freedom from tension, the lessening of aggressive behavior, and it helps us to rediscover the potential harmony and the good sense of community borne of good relationships and resourcefulness with others that creates spaces for creativity. The Mandalas These practices provide calmness, calmness, attention capacity, release tensions, channel aggressiveness, this helps us to rediscover harmony, promote good coexistence, relating creatively with others, creating expressive objects.</li> <li>• Clarity and Obscurity Discover those things that create clarity and obscurity, promoting safety while exploring these topics emotionally and with the imagination.</li> <li>• Oral presentation / Articulation To introduce and explain the changes that take place, to anticipate how individuals and groups might react using</li> </ul>

	<p>different speakers, including students, teachers, and families.</p> <ul style="list-style-type: none"> <li>• Instructional Itinerary, the protagonist of the day Recognition and appreciation for individuals, progressive acquisition of self-confidence and security.</li> <li>• Teaching Unit: The Treasures of the Garden Encourage each child to develop their own identity, self-confidence, and acknowledgment of their talents as an actor, developing personal initiative and autonomy in order to defend their rights and express their feelings, thoughts and emotions.</li> <li>• Project: Month of Mercy Design activities that engender integration, solidarity, self-esteem, respect for the rights of the child, practice community living by inviting those who have participated in community. Some activities might be reflective games, Literary Teas, celebrating the Mass as a means of our being embraced by the Charism, uniting the youngest children in the community to join with those in the school who have marked down the path ahead of them.</li> </ul>
<b>Practices of the use of Language</b>	<ul style="list-style-type: none"> <li>• Speak, Listen, Express yourself</li> <li>• Facilitate speaking so that all might express their needs, concerns and feelings, learning to accept different points of view.</li> <li>• The presentation of a treasure "One's own name" Starting with the history of my name, the identity and value of each person is developed.</li> </ul>
<b>Physical Expression</b>	<ul style="list-style-type: none"> <li>• Itinerary for physical expression Body movement, psychomotricity, is the integration of the cognitive, emotional, symbolic and sensory physical expression. It is the capacity to express oneself in a psychosocial context contributing to the harmonious development of the personality in its encounter with the other. Hugging game (care of one's own body and that of others, emotional ties). Games using dice, going from images to experience.</li> </ul>