

*Kelso's Choice*  
**Conflict Management  
For Children**

**Leader's Guide**  
**3rd Edition**

By  
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Illustrated by Steve Harpster

# Kelso's Choice: Conflict Management for Children

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Printed in the United States of America

ISBN: 978-1-59520-734-0



**SUNBURST** MEDIA

2 Skyline Drive

Suite 101

Hawthorne, NY 10532

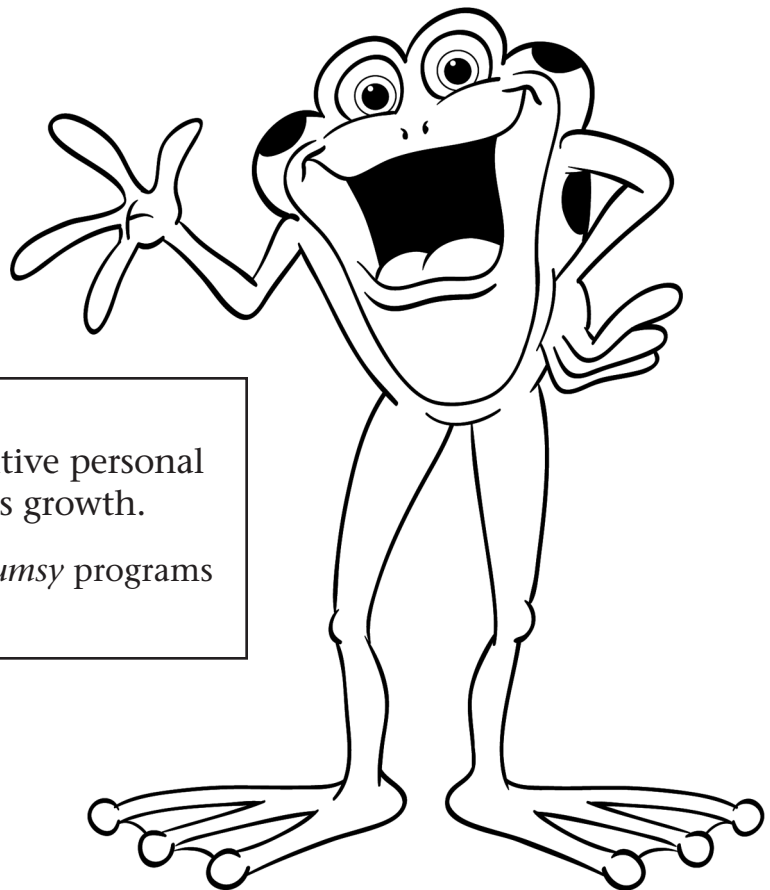
Product #: 1016364

*Kelso's Choice* can be part of your school's comprehensive safety program. The authors and publisher hereby provide notice that any act undertaken as result of any use of this publication by any person is done without liability of or to the author or publisher.

## Acknowledgements

Our heartfelt thanks go to all the people in our lives who have helped to make this project a reality: our families, our coworkers, and the many schools across the country who were involved in the development of the first two editions of *Kelso's Choice*. Your enthusiastic support helped create this powerful life skills tool for resolving conflict, thus contributing to a better world.

—Barbara Clark and Diane Hipp



*Kelso's Choice* encourages 'positive personal power' so essential for a child's growth.

—Jill Anderson, author of *Pumsy* programs





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\*Learning Style: A=Auditory • V=Visual • K=Kinesthetic

## **Reproducible Masters (Also downloadable from CD)**

Introductory Parent Letter

Introductory Staff Letter

*Kelso's Choice* (large)

*Kelso's Choice* (mini)

*Kelso's Choice* (illustrations only)

*Kelso's Choice* Blank Poster

*Kelso's Choice* Options (enlarged)

Clipboard Memo

Mini-certificates

## Program Summary and Benefits

*Kelso's Choice: Conflict Management for Children* is a powerful and timely tool to build a vital life skill for young people in today's world. The program philosophy is simple: Each child is smart enough and strong enough to resolve conflict. Unlike some programs that tout peer mediators who are trained to intervene as conflict managers, *Kelso's Choice* assumes that all young people are capable of becoming peacemakers. Developed in 1992 and revised in 2004 and 2007, the program reflects a proven way to:

- ***Empower young people*** with the ability to determine their own behavior, encouraging an internal locus of control and appropriate problem ownership. Statements such as "He made me do it!" and "She did it first!" become obsolete as students become accountable for their own choices.
- ***Reduce tattling*** through a proactive, preventative approach that keeps small problems from escalating and prevents negative attention-getting mechanisms from occurring.
- ***Systematize expectations*** of student behavior and provide consistency in rules and discipline on a school-wide basis.
- ***Provide a cognitive structure*** for discriminating between small problems young people can resolve and big problems that require adult intervention.
- ***Increase feelings of personal competence*** as young people successfully resolve conflicts, both within the structured lessons and in their own lives.
- ***Develop an important linkage between home and school*** as the program is shared with parents.
- ***Give young people an important conflict resolution tool*** they can use when adults are not available or readily accessible. These situations might include riding bikes around the neighborhood, waiting at the bus stop, or playing games in the far corner of school grounds.

School counselors, teachers, and administrators can present the lessons and extended activities to students. The curriculum is easily adapted to a variety of settings: classrooms, small groups, individual counseling, and school-wide programs. A suggested time allotment and grade-level range are noted on each lesson.

In addition to the Reproducible Masters found at the end of this book, there are also a number of reproducible handouts featured throughout this Leader's Guide. You may either photocopy them directly from the book or print them from the CD attached to the back cover.

Note that although the entire book is included on the enclosed CD, the only pages you are granted permission to reproduce are the Reproducible Masters and those found on the following pages: 29, 30, 31, 35, 55, 59, 60, and 63 through 72.

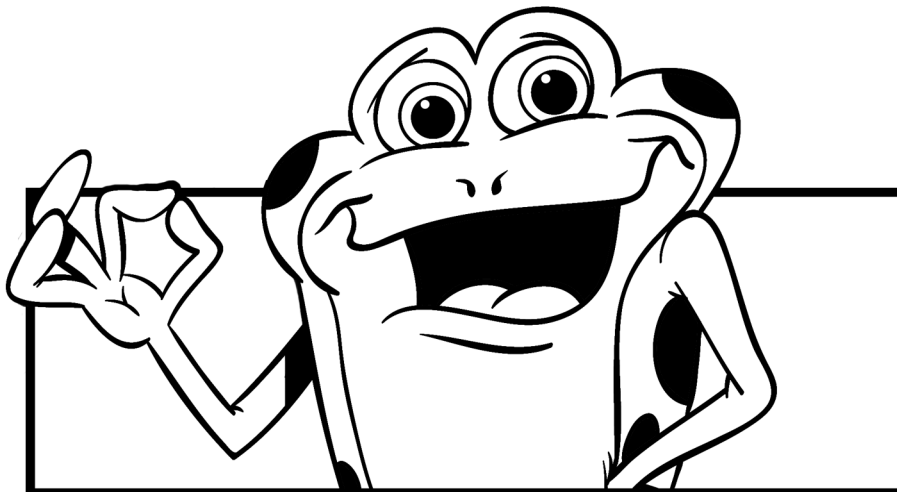
# Program Goals and Outcomes

## Goals

- To help young people learn a lifelong conflict-resolution tool
- To help young people develop and sustain the belief that they are strong enough and smart enough to resolve their own minor problems

## Outcomes

- Students will differentiate between situations in which to use or not use the program, based on their understanding of large and small problems.
- Students will be able to understand the source of conflict when they are experiencing a minor problem.
- Students will be able to describe their personal reaction to conflict.
- Students will develop the skills necessary to solve minor problems.
- Students will understand which of the nine choices works best for them and identify those choices that need further development and practice.
- Students will be able to identify adults who are in their personal safety support system.
- Schools will have the opportunity to integrate conflict management policies and affective guidance into a cohesive, integrated system.
- Schools will have the opportunity to create a positive school climate that enhances learning for all students.



# Key Components for Implementation

Attention to these key components before implementing *Kelso's Choice* will ensure fidelity.

## **Implement *Kelso's Choice* on a school-wide basis.**

- When your school or agency implements this program, it is critical that the entire staff is trained in the assumptions and model of *Kelso's Choice*. Make sure to include educational assistants, parent volunteers, cafeteria workers, and bus drivers. For additional training, contact Diane Hipp at 406.777.3869 or [diane@kelsoschoice.net](mailto:diane@kelsoschoice.net).
- When all adults have consistent expectations for students involved in conflict situations, students will be empowered to solve their minor problems.
- If staff members do not consistently use this approach to solving minor conflicts, they may be inundated with students seeking negative attention.
- The accompanying staff letter can be used to introduce the program and ensure consistency.

## **Inform parents or guardians before implementation.**

- The accompanying parent letter should be sent home when the program is implemented.
- Parents need to understand that school supervision and discipline improve through conflict management, which frees teachers from minor distractions and enables them prevent covert activities from escalating.

## **Teach core Lessons 1 and 2 in sequence.**

- The sequence of the remaining lessons and extended activities is flexible and allows for the age and experience of the students.
- Auditory, visual, and kinesthetic learning activities are provided, as are all levels of learning mastery from simple identification through synthesis and evaluation.

## **Review *Kelso's Choice* skills throughout the school year.**

- When implementing *Kelso's Choice* at the beginning of the year, the most optimal review times would be after winter and spring vacations.
- Extended lessons and activities can be scheduled throughout the year.
- Students new to the school must be informed of the program during orientation and registration.

## **Clipboard-sized *Kelso's Choice* posters are beneficial for playground use.**

- Duty personnel can refer to the program while working outside.
- Smaller posters can be laminated for durability.

**Display *Kelso's Choice* conflict management posters prominently.**

- Display *Kelso's Choice* posters throughout the school, in all offices, the hallways, library, cafeteria, and on the playground.
- Insert poster into student handbook.

**Be sensitive to distraught or out-of-control students.**

- This state of mind can override the ability to identify and try two of the program techniques.
- Reflective listening will assist students in identifying their feelings and selecting the most appropriate problem-solving technique.

**Remember to empower young people.**

- The program encourages students to try two choices from Kelso's wheel. It is not mandated that specific minor problems must be handled in exactly the same way.
- Remind students of these important messages:
  1. Every student can make good choices.
  2. All students can make choices that work for them.

# ***Kelso's Choice***

## **Conflict Management for Children**

### **Lessons**



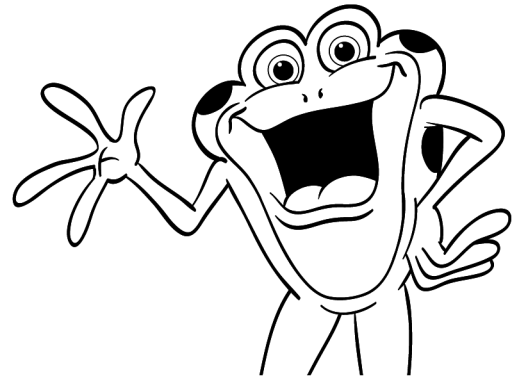




## Lesson 1

30  
minutes

K-5



# Kelso's Choice: Introduction – Part One

## Ready

- Students will be able to determine the difference between problems they can handle and problems that require an adult's help.

## Set

- One large conflict management poster for classroom viewing (See *Reproducible Masters* section or print from the accompanying CD found in the back of the book.)

## Go

- Tell students that there are two types of problems: small ones that they are strong enough and smart enough to handle and big ones that adults need to solve. State that beginning with today's lesson, students will learn how to tell the difference between these two types of problems, and how to resolve their own small conflicts.
- Introduce the concept of a small problem by having students hold their fingers one or two inches apart. Define these little problems as ones that are not dangerous or frightening, and state that students can usually solve these minor problems themselves.
- Select age-appropriate examples from the following list to illustrate bothersome small problems. List these on the board.

### *Examples of Small Problems That Require Conflict Management Skills*

#### Grade K-2

A student is:

- making noises when you're trying to work.
- not going "out" after losing a turn at a game.
- pushing in line.
- whispering during a movie.
- taking too long at the drinking fountain.
- "saving" a swing.
- taking "cuts" in line.
- not sharing a toy.

#### Grade 3-5

A student is:

- teasing you about having a boy/girlfriend.
- cheating at tetherball.
- passing notes about you.
- calling you silly names.
- teasing about your appearance (too tall, too short, etc.).
- borrowing school supplies without asking.
- messing up your desk.
- using library reference books without sharing.

- On the board, brainstorm with students a list of feelings that often occur when they are having a small problem. Make sure the list reflects mild feelings of annoyance. *Examples: annoyed, bugged, bothered, a little embarrassed, hurt, left out, upset, bored, lonely, hassled.*
- Remind students that small problems can happen at times when an adult is not available (bus stop, bathrooms at school, at home) or when an adult is busy with something else (on the phone, talking to someone, etc.).
- Introduce the idea of big problems by having students hold their arms way apart. Define big problems as situations that are dangerous or scary and need adult help to resolve. Tell students that big problems can result in someone being hurt.
- Select age-appropriate examples from the following chart to illustrate dangerous or scary big problems. Again, list these on the board.

### ***Examples of Big Problems That Require Adult Help***

#### **Grade K–2**

A student is:

- playing with matches.
- being pushed down by a bully.
- throwing rocks at another child.
- stealing from a teacher's desk.
- doing daredevil stunts that could cause injury, (playing on a railroad trestle).
- exploring in a dangerous place.
- running out into traffic.

#### **Grade 3–5**

A student is:

- sneaking off the school grounds.
- smoking.
- fist fighting.
- writing on the walls.
- shoplifting.
- carrying a knife.
- using racist or obscene language.
- using illegal drugs or alcohol.

**Note:** Remind students that whenever there is illegal activity (someone who is breaking the law by committing vandalism, arson, theft, etc.) an adult must immediately be told, as this is always a big problem.

- Refer to this list of big problems as you brainstorm with students a list of strong feelings that can often occur when there is a big problem. *Examples: frightened, scared, terrified, alarmed, bullied, threatened, apprehensive, nervous, anxious, panicked.*
- Include the issue of personal safety by stating that inappropriate touching is always a big problem that children must share with a trusted adult. Briefly review that suspicious strangers who offer gifts, rides, or money are also considered big problems that teachers and parents must be told about immediately.

- Discuss additional examples of minor and major rule infractions common to the students and the school. Use recent examples of classroom problems whenever possible. Have students gauge the severity of each incident with their hands to classify these problems as either small ones that students can usually solve or big ones that require adult help.
- Monitor by watching how students space their fingers and arms. Continue to practice and review until students can clearly differentiate between the two types of problems.
- For additional practice, ask for student volunteers to stand up and state a problem. The class will respond by showing fingers one inch apart or arms spread out, indicating whether it was a small or big problem.  
**Note: For intermediate age students, the teacher may want to forego kinesthetic movements and rely on discussion.**
- On the board, generate a list of adults to whom a child can take a big problem: parents, bus driver, relatives, principal, assistants, counselor, a friend's mother, teacher, etc.
- Discuss how these people are the child's support system.
- Show students how to give a big problem to an adult. *Example: Pretend to be a student who is carrying a huge problem, straining under the load. With your arms wide, slowly weave your way to another adult in the room. You may want the principal or a staff person to walk past the room and "dump" your problem on them. Have the adult show empathy and confidence while taking the problem away. The adult will reassure students that the problem will be handled immediately.*
- State that telling an adult about a big problem is not tattling. "Tattling" is when a student tries to get someone in trouble and doesn't really want to solve the problem. "Telling" is when a student seeks an adult's help to resolve a real problem.
- Ask students: "What would happen if no adults were around and I gave my big problem to another student?" *Example: As you carry a big problem, sway and stumble towards a child. The students will see how big problems are too large for them to handle. Tell students that some big problems are easier to share when a friend accompanies them to the adult; illustrate by role-playing.*
- Refer to the large conflict management poster with Kelso the Frog depicting nine prosocial conflict resolutions. Briefly preview each section of the chart, stressing how problems that cause a student to feel frightened need to go an adult immediately.

- To close the lesson, tell students: “Watch for the small problems you can handle on the playground, at home, at the bus stop, etc. During the next lesson we will learn the choices we have to solve our own small problems.”

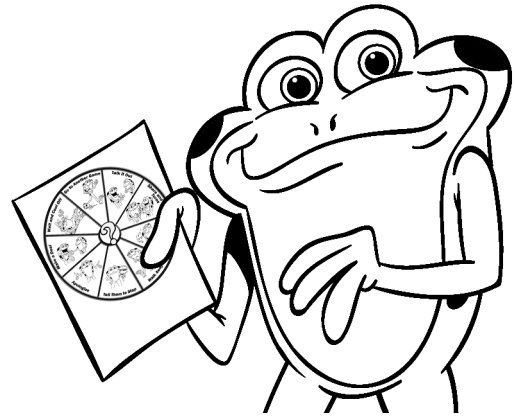
## **Finish Line**

- Did students demonstrate (by hand gestures) the difference between small and big problems?
- Could students cite examples of small and big problems they have seen?

## Lesson 2

30  
minutes

K-5



# Kelso's Choice: Introduction – Part Two

### Ready

- Students will be able to list the nine choices for appropriate behavior.
- Students will be able to apply the nine choices for behavior to appropriate situations.
- Students will be able to evaluate the nine choices, adding or deleting options.

### Set

- Conflict management posters for each 3rd–5th grade student (See *Reproducible Masters* section or print from the accompanying CD found in the back of the book.)
- A packet of nine choices for each K–2nd grade student (See *Reproducible Masters* section or print from the accompanying CD found in the back of the book.)
- Large conflict management poster

### Go

- Pass out individual conflict management charts to 3rd–5th grade students. For K–2nd grade students, pass out packets at the end of the lesson.
- Introduce the nine choices by explaining the large poster. Emphasize that big problems go to an adult and small problems can almost always be handled by students.
- Discuss how the frog, Kelso, illustrates the appropriate choice in each section of the poster.
- Teach each of the nine choices, adjusting for skill level and age of students.

## Go to Another Game

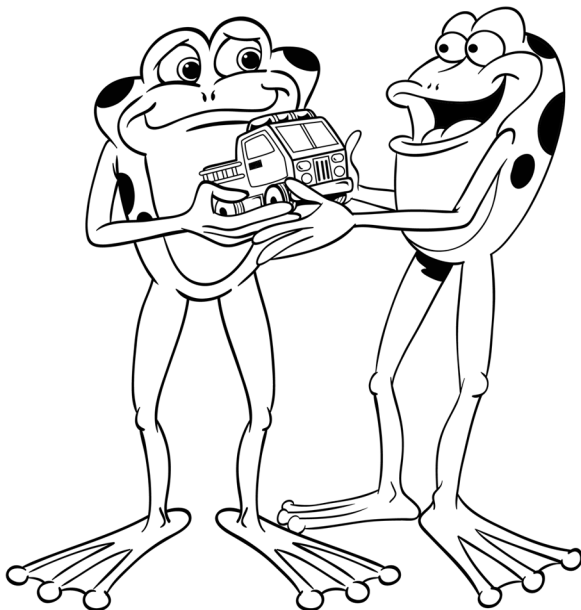
- Ask: “What games/activities are popular at school? What do you usually play at recess? At home? Do any of you play the same game every day?”



- List by words or illustration all the things students can do at recess.
- Tell students of a time when your favorite game wasn't as much fun because of someone cheating or because the rules kept changing.
- Discuss how students get stuck in the habit of doing something even if it is not fun. When there are too many small problems, it's time to switch games. Tell them: “You are not a quitter; it just means you are smart and want to have fun!”
- Ask students to point to the words or illustrations of games that they are willing to switch to if a game is not fun.

## Share and Take Turns

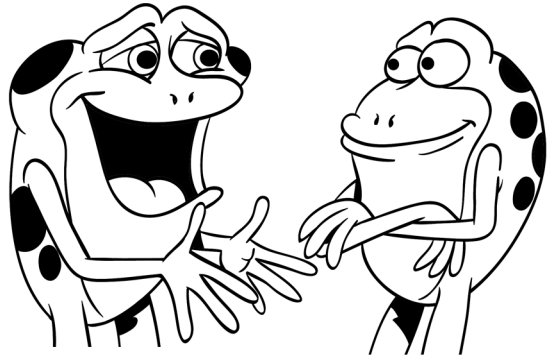
- Ask a student to go get something in the room that has to be shared (globe, ball, books, etc.). Discuss all the objects at school that must be shared.



- Model how to politely ask to use the article.
- Ask for volunteers to model asking to use the article.
- Tell students to watch for a classmate who is silently waiting for a turn (e.g., on swings, using markers, etc.).
- Model how to offer to take turns when a classmate is waiting.
- Ask for volunteers to model offering an article.
- Discuss how important it is to share and the consequences of not sharing.

## Talk It Out

- Tell students to look at the poster. Each person needs to explain their side while the other listens. They need to switch. This choice will only work if the two are willing to listen to each other. *Example: A student's feelings are hurt when a friend jokingly calls him a name. The student says, "When you call me names, I feel hurt and I want you to stop."*
- Ask students to use "I" messages when explaining how they feel: "When you \_\_\_\_\_, I feel \_\_\_\_\_ and I want you to \_\_\_\_\_." Model several examples.
- Have students practice additional "I" messages.
- State that the "I" message is even more powerful if the child has good eye contact and uses the name of the person to gain their attention.



## Walk Away

- Tell students: "This choice often goes with ignoring. You need to move away from someone who is teasing you."
- Explain to students: "This doesn't mean you're 'chicken'; it just means you're smart enough to walk off and that you are in control."
- Model inappropriate stomping away.
- Model appropriately walking away by slowly fading away.
- Ask for volunteers to model "Walk Away."



## Ignore It

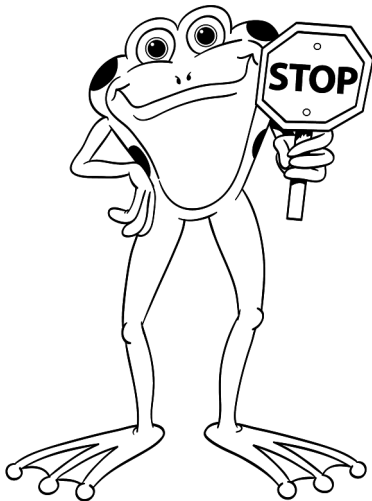
- Tell students to look at the chart and say: "The frog in the illustration is ignoring a problem by not looking and not listening."
- Ask students to list times to ignore (teasing, name calling.)





- Tell students: “Ignoring is very hard to do. You may have to do it for several days before the person stops bothering you. This choice is not a quick way to solve the problem, but it will eventually work.”
- Discuss the idea that misbehavior can accelerate when ignored, but will eventually lessen. Say: “The teasing may get worse before it gets better!”
- Model inappropriate ignoring (huffing sound, angry look, arms crossed).
- Model appropriate ignoring (calm face, relaxed body).
- Have students practice calmly ignoring a sound, a disturbance, or a conversation with another child.

### ***Tell Them to Stop***



- Tell students: “You may have tried to ignore someone and it just isn’t working. Telling them to stop will work if you do it right.”
- Model inappropriate “Tell Them to Stop,” using a whining or aggressive voice.
- Discuss with students: “If you really want others to stop, you, must tell them in a polite assertive way. Listen to this...” *Example: Get close to the person, look him or her in the eye, and say, in a quiet bur firm voice, “Please stop.”*
- Ask for volunteers to model.



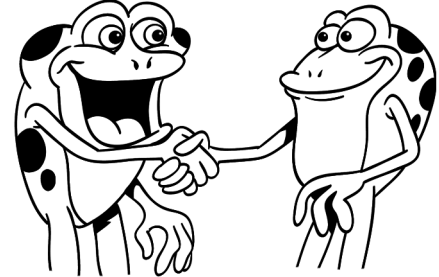
### ***Apologize***

- Tell students the apology has to be sincere, and the other person must be able to forgive. Mention that students sometimes have to wait a day or two for things to cool down.
- Model inappropriate “sorry” (sounds caustic, flippant).
- Model appropriate “I am sorry.”
- Ask students for additional phrases they use when they apologize: “I didn’t mean it,” “Excuse me,” “I apologize.”



## Make a Deal

- Tell students: “Making a deal means you lose a little but you gain a lot. It’s like making a bargain or a compromise.” *Example: Two girls want to play different games at recess. They will lose a little when making a deal (cannot play their game the entire recess), but they will gain a lot (fun and friendship).*
- Ask students to give an example of when they would need to make a deal. How could they strike a bargain? *Example: Both students want to use a certain game, or both students want to sit by a third friend on the bus but only two are allowed per seat.*
- Games such as “Rock, Scissors, Paper,” picking a number between one and ten, and flipping a coin for heads or tails can also be taught.



## Wait and Cool Off

- Tell students: “If all else fails and a small problem has gotten you really upset, wait and cool off. Go to a quiet spot and think about how you are going to solve this problem.”
- Discuss areas at school, home, or in the neighborhood where students can go to calm down (library, a fort, etc.).



- .....
- Emphasize to students that not all choices work in all situations. *Example: “Would you ignore someone who was pulling your hair? Would you walk away if someone had your pencil?”*
  - Practice: State a small problem common to a particular age group at school. Have volunteer students come up to the poster and state the two choices they would try. Discuss other options with the class.
  - Ask students which choices they are already really good at doing and which ones they want to improve in. This helps students to internalize the choices.
  - Variation for 1st through 3rd grade: Nine choice packets can be handed out (one packet per child). After a problem situation is stated, have students find the page in

the packet that matches what they would do, turn it, and hide it against their chests. When the teacher says, “Show me,” all the students hold their choices in the air. Tell students to look at all the different pictures. Discuss how everyone’s choice is the correct one, and stress how individual their responses are. (This can also be done with a smaller team of 5–6 students.)

- Variation for 4th and 5th grade: Ask students what other options could be on the chart (e.g., using humor, flipping a coin, etc.).
- Announce to the class that they are now ready to try using these choices and that teachers will ask them to try two choices before seeking adult help.
- Tell students: “We are teaching you a way to solve your own small problems so our playground and classroom can be a better place to learn and have fun. You are all smart enough and strong enough to do this!”

## **Finish Line**

- Did the students recall the nine choices?
- Did the students apply the lesson to various role-play situations, matching viable alternatives to small problems?
- Did students analyze behavior by recognizing that not all options will work in all situations?

## Lesson 3

20  
minutes

K-3



# *“Willow Pond” Storybook*

**Note:** Lessons 1 and 2 must be presented before beginning the storybook, as these lessons provide the foundation of the program. The Willow Pond stories are designed to reinforce and supplement the core program. If the school counselor or specialist is presenting the *Kelso’s Choice* curriculum, it may help reinforce the material if the classroom teacher reads the stories to the students.

### **Ready**

- Students will review and apply the nine choices using characters in Willow Pond.

### **Set**

- “Willow Pond” storybook
- Kelso puppet and any other puppets from the stories (duck, beaver, dragon fly, toad, etc.)
- White board for brainstorming list of trusted adults (Story Four)

### **Go**

- Briefly review Lessons 1 and 2 by discussing the difference between big and small problems and by referring to the conflict management poster.
- Tell students that they will hear several stories about Kelso and his young friend Lily. It is recommended that one story be read each day for five days. The following prologue will help to set the stage for Willow Pond and can be read to the students prior to starting the stories:

*The pond had been called Willow Pond for as long as anyone could remember. It wasn't difficult to see how it had gotten its name, because although there were some smaller trees nearby, there was one fine big tree right by the water, on the bank above the pond. It was the finest and biggest and wisest willow tree you will ever see. It was a bit difficult to tell how old it was because willow trees live for as long as humans do, and like a lot of grown-ups, this particular tree didn't want to say just exactly how old it really was. (Actually, it was about sixty years old, which is a very long time!)*

*At its top, the willow could sense the warmth of the sun and the coolness of the sky at night time. Its leaves and branches hung downward in a canopy, long and thin and bright green, but they were so thick that they looked like a cascading green waterfall. A lot of the branches went out over the pond and some of them even touched the water. This made it like a tent, and you could go inside, under the canopy of hanging branches and leaves, and still be in the water, but no one could see you. It was a good place to live and a great place to hide. In the ground underneath it, the willow tree could feel the earth and hear the animals that lived in their houses in the bank as they stirred in their sleep.*

*At the moment, Willow Pond was very still and quiet. Not a breath of wind or a falling leaf or a drop of rain touched the water's surface. Soon it would become quite busy, but it was still very early in the morning, and it was calm and peaceful. It didn't look like an unfriendly pond, but it did look deep, especially out in the middle. At the sides of the pond, where it was shallow, you could see lily pads and gently waving cattails and colored stones and other interesting things under the surface, because there the water was clean and crystal clear.*

*In fact it looked like the sort of pond you would very much like to swim or fish in, or go exploring around. And THAT, of course, was what a lot of the animals who lived there did, and in the stories that I'm going to read to you, we are going to meet some of these creatures and see what life was like on Willow Pond!*

The Willow Pond stories are arranged in a sequential manner, matching the flow of the content in the Leader's Guide:

## **Story One**

In this story, Kelso helps a young friend learn to resolve small conflicts in a peaceful way. After reading the story, students will want to discuss and role play the possible choices that would have worked for Lily. She could SHARE the pond, she could work on IGNORING the ducks and their noises, she could MAKE A DEAL so that they wouldn't quack and crowd her during feeding times, she might need to COOL OFF for a while, she could TALK OUT the problem with the ducks and tell them how she is feeling, etc.

## Story Two

A marsh hawk threatens the animals at Willow Pond, and Kelso's young friend learns to report the danger to a trusted adult. After reading the story, ask students if they have ever had a big problem that they had to tell their parent or teacher about. Remind students that big problems can be frightening or scary (e.g., a young child wanders from the yard and into the street; someone has fallen from a bike and is hurt; someone is lost at the mall). You may also want to review potential problems that they should share with a trusted adult (e.g., noticing a suspicious stranger; seeing a child playing with guns; being threatened by a bully).

## Story Three

Lily helps two friends who, when faced with a persistent problem, keep repeating an ineffective choice. Once the story has ended, you may want to ask the students to discuss the nine choices and tell which ones they use the most and the least. You can also ask if the students if they are ever like Tex and Levi and get stuck trying the same choice over and over without results. Students can set a goal by selecting one choice that they will remember to use in the future.

## Story Four

Lily learns to go to an adult if she is unable to solve a persistent small problem using Kelso's choices. After reading the story, list the trusted adults who could help to solve a small problem that just won't go away (e.g., parents, grandparents, a friend's parents, the bus driver, teacher, educational assistants, classified staff, a babysitter or daycare provider, school counselor, principal, etc.). Remind students that small problems bother us because they are simply annoying, and that big problems cause us to feel frightened or worried or unsafe.

## Story Five

Kelso helps Lily learn to trust her own judgment when solving a small problem. At the end of the story, it's a good time to reinforce the concept that, like Lily, all children can be competent problem solvers and can make good choices. Ask students to tell about small conflicts they had during the day, and have them describe how they solved them. Students may also want to discuss small problems that might occur later in the day and tell how they will solve them (e.g., problems that might occur at the next recess, on the bus ride home, etc.).

## **Finish Line**

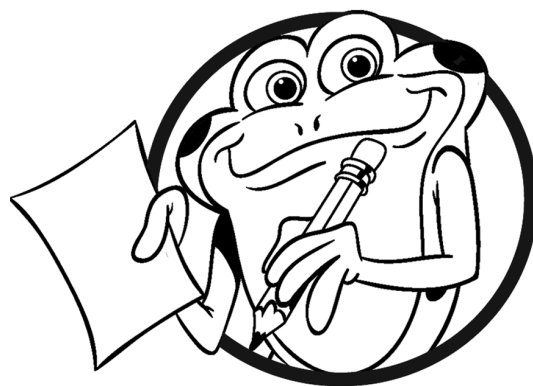
- Were students attentive as the stories were read?
- Did students contribute to discussion after each story?

## Lesson 4

30  
minutes

K-2

# Big and Small Safety Books



### Ready

- Students will be able to differentiate between big and small problems.
- Students will be able to identify who can help to solve big problems and identify appropriate behaviors from *Kelso's Choice* that can resolve small problems.

### Set

- One set of Small Book pages and Big Book picture labels for each child (See pages 30 and 31.)
- Large white construction paper (one sheet per student)
- Markers or crayons
- Safety Book parent letter (See page 29.)
- Book-binding materials (yarn or metal brads, paper reinforcers, hole punch)

### Go

- Review Lessons 1 and 2 by discussing the difference between big and small problems, emphasizing that big problems must be shared with an adult.
- Quickly review the *Kelso's Choice* conflict management poster by discussing choices that will resolve small problems.
- Tell students that in this activity, they will become authors as they will each write a page in "My Safety Book of Big Problems" and in "My Safety Book of Small Problems."

- On a large white sheet of construction paper, quickly sketch a few big safety problems. Discuss that these problems are scary or frightening because someone can get hurt. *Examples: A child playing with matches, someone who has fallen on the playground, a child fooling with his dad's gun, kids throwing rocks from an overpass.*
- Ask students which big and small safety problems they are going to illustrate in their books. Make sure students can clearly differentiate between big or scary problems and small or minor problems.
- Give each student one big book page with a picture label glued along the bottom edge of the construction paper and one small book page. As students illustrate their problems, interview each student and complete the text on each child's page. A parent volunteer or teaching assistant can help to speed up the writing process.  
**Note: Be sure to correct any problems that are mistakenly drawn in the wrong book.**
- Compile finished pages in this order:
  1. On blank cover sheets write: "My Safety Book of Big Problems" and "My Safety Book of Small Problems." Have students illustrate the covers. Laminate if possible.
  2. Next, glue the introductory parent letter onto a sheet of construction paper and place in the big book.
  3. Place student drawings after the introductory letter.
  4. On a final sheet of construction paper, write "Parent Comments" so that when students take the books home, parents can give feedback about the program.
- Bind pages with yarn lacing or brads. Paper reinforcers help to protect the cover sheets.
- Discuss the finished safety books with the class and arrange a check-out system. Send the books home as a set so parents can reinforce the idea of big versus small problems.

## Finish Line

- Did the students correctly differentiate between big and small problems in illustrating their pages?
- Were books checked out for home use and were parents' comments positive?



# Safety Book Parent Letter

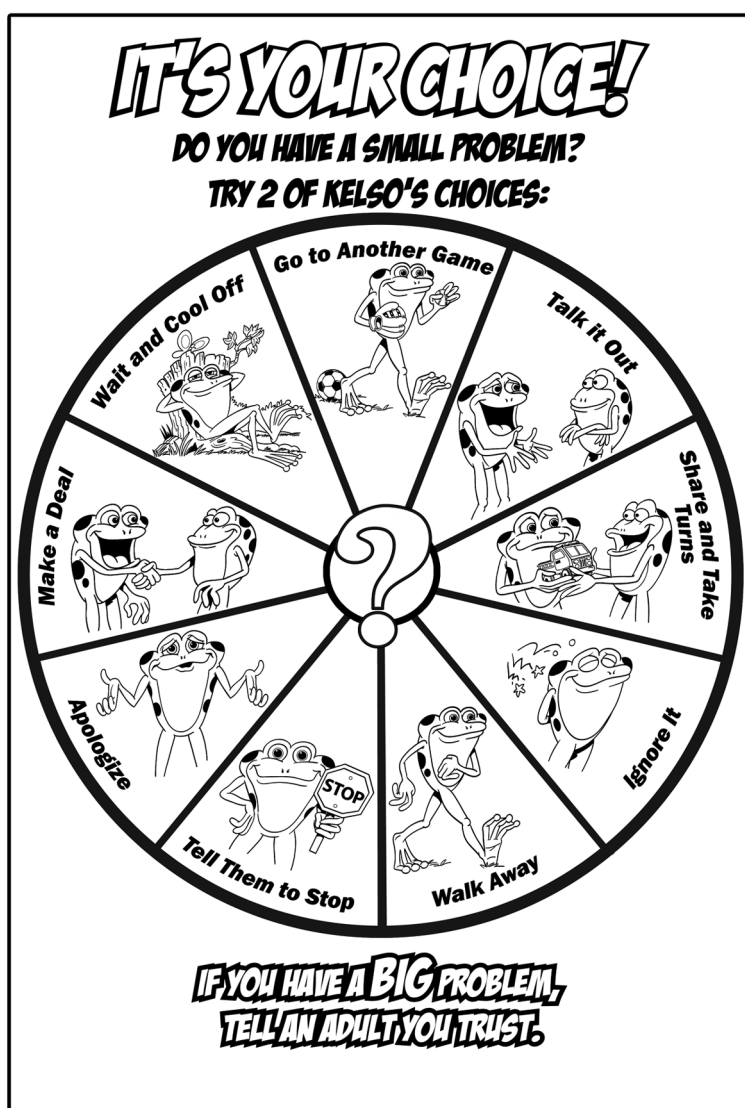
Dear Parents,

In class, we have been learning safety rules. We have learned that if we ever have a big problem (one that is scary or frightening), we need to tell an adult like Mom or Dad immediately because someone can get hurt.

We have also learned that if we have a small problem, we can use some of Kelso the Frog's ideas to solve it.

Here are two books that we have made to show how problems can be handled!

Sincerely,



# "Small Book" Pages

(Copy onto white construction paper.)



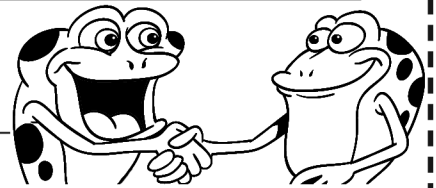
It's a small problem if someone \_\_\_\_\_

\_\_\_\_\_.

I can handle that by \_\_\_\_\_

\_\_\_\_\_.

Name \_\_\_\_\_



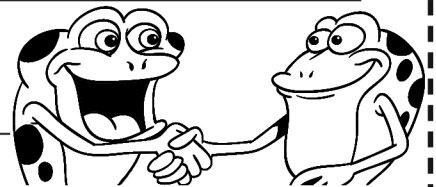
It's a small problem if someone \_\_\_\_\_

\_\_\_\_\_.

I can handle that by \_\_\_\_\_

\_\_\_\_\_.

Name \_\_\_\_\_



# "Big Book" Picture Labels

(Glue onto large sheets of construction paper.)



It's a BIG problem if someone \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

I'd tell \_\_\_\_\_ about it!

Name \_\_\_\_\_



It's a BIG problem if someone \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

I'd tell \_\_\_\_\_ about it!

Name \_\_\_\_\_





## Lesson 5

45  
minutes

3–5



# Peaceable Kingdoms

## Ready

- Students will create a diorama that depicts a small conflict situation in which animal characters enact appropriate behaviors from *Kelso's Choice*.

## Set

- One diorama picture label per student (See page 35.)
- Modeling clay in assorted colors
- Shoe boxes (or heavy paper to fold into a three-sided backdrop)
- Moss, twigs, pebbles, pine cones, etc.
- Glue
- Paint, markers, and/or colored paper
- Optional: To inspire creativity, colored tissue paper, cellophane paper, foil, pipe cleaners, and other materials can be provided.

## Go

- Review Lessons 1 and 2 by identifying adults who can help to solve big problems and by discussing the nine choices for resolving small problems.
- Tell students that they will each construct a conflict management diorama that illustrates a small problem. Explain that a diorama is a miniature scene with clay animals and a realistic landscape. If possible, show students an example of a finished diorama.

- With clay, quickly create a simple pair of animals (snakes, turtles, spiders, fish). Discuss small conflicts that can be illustrated with these animals. *Examples: Two turtles both want to sun themselves on the same rock and will need to share; two snakes need to talk out a disagreement about the best time to cross the road; a spider is going to another web as it's too crowded on the old one; a fish is swimming away from a crab who is teasing.*
- Generate ideas from students that would help illustrate each scene. *Examples: Blue paint or paper can become a pond; moss and pebbles can become bushes and boulders; twigs can become trees.*
- Pass out diorama picture labels and have students complete the text. As they do this, review each label to ensure that each scene will represent a small problem and a logical resolution from *Kelso's Choice*. Remind students to consider using simple animals, such as snakes, ducks, snails, fish, etc. Complex animals, such as unicorns or horses, are time-consuming to construct.
- Pass out clay, boxes or backdrop paper, landscape materials, etc. Encourage creative, unusual landscapes. Remind students to build and decorate the background before arranging the foreground.
- Display finished dioramas and picture labels in library/media center at an open house or during parent conferences.

## Finish Line

- Did each student complete a diorama and picture label that clearly illustrates a small problem and its resolution?

**Note:** To involve parents and save class time, the project can be constructed at home. Introduce the assignment in class, but send materials home with a copy of the conflict management poster for reference.

This lesson can be shortened and/or used with younger students by having landscapes drawn on construction paper (a forest, the ocean floor, a galaxy) and by placing clay animals or space creatures on the paper. The same picture label can be used for the display.

This is an excellent activity for use during group counseling. Students in problem-solving and anger-management groups gain additional practice in solving conflicts, and the diorama displays are tangible products that reinforce their skills.

## Diorama Picture Label



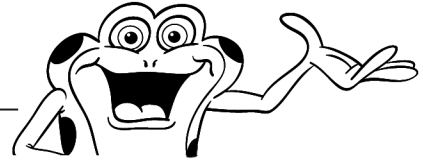
It's a small problem if someone \_\_\_\_\_

\_\_\_\_\_.

This can be solved by \_\_\_\_\_

\_\_\_\_\_.

Name \_\_\_\_\_



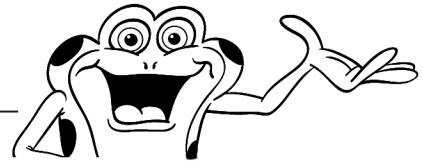
It's a small problem if someone \_\_\_\_\_

\_\_\_\_\_.

This can be solved by \_\_\_\_\_

\_\_\_\_\_.

Name \_\_\_\_\_



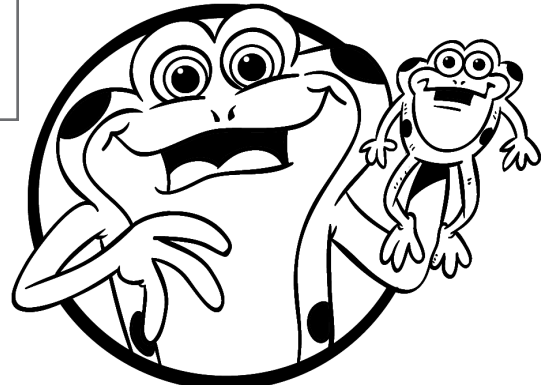




## Lesson 6

15  
minutes

K-5



# Conflict Management Puppetry

## Ready

- Students will be able to select and apply appropriate solutions to each puppet play using the conflict management poster.

## Set

- Kelso hand puppet and additional puppets to represent children or animals in the problem situations
- Optional: two or three small toys to use as props

## Go

- To begin lesson, use a puppet to state a problem you have recently seen on the playground.
- Ask students to select, from the poster, one or two of Kelso's choices that would work.
- Read Play #1 and ask for volunteers to act it out with puppets. (Allow two or three minutes.)
- Ask class to decide on a solution to the conflict.
- Have volunteers act out each solution.
- Repeat the process for each play using different volunteers.

**Play #1**

*A child drops a pencil. Another child finds it. Both say it is theirs. An argument begins.*

**Play #2**

*Two children reach a swing at the same time. Both children want to swing and they start to argue.*

**Play #3**

*One child has let another child borrow a toy. The second child loses the toy, and the first child is angry.*

**Play #4**

*A child is late for a favorite TV show. The child runs into the house and knocks over a younger brother. An argument starts.*

**Play #5**

*A brother and sister want to watch different TV shows. They get into an argument over which one to watch.*

- To close the lesson, compliment students on making good choices and for helping the puppets out today. Reiterate that they are all smart enough and strong enough to resolve their own small problems.

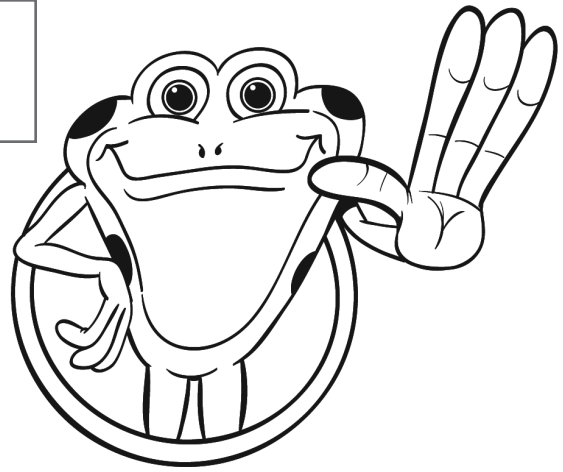
**Finish Line**

- Did students respond to play situations with appropriate conflict management solutions?
- Did students exhibit awareness of the number of possibilities for resolving conflicts?

## Lesson 7

15  
minutes

K-4



# A Nonverbal Game

## Ready

- Students will be able to use kinesthetic/tactile cues for each choice on the conflict management poster.
- Students will be able to follow a teacher's hand signal in a conflict situation.

## Set

- Large conflict management poster for reference during the lesson

## Go

- Review and practice recall of the choices on the poster.
- Tell class: "Today we're going to use sign language for conflict management. At the end of our lesson we will all know signals we can use when having a small problem." Also state that using the cues will help the student remember the nine choices better.
- Kinesthetic cues can be as follows:
  - Go to Another Game** – Pretend to bounce a ball, then switch to jumping rope.
  - Share and Take Turns** – Extend arms outward, then motion inward to self.
  - Talk It Out** – Move hand like it is a puppet talking, then move same hand to form a cup behind the ear.
  - Walk Away** – Extend one arm shoulder high, and with the other hand have fingers "walk" from top of shoulder down to wrist.
  - Ignore** – Cross arms and look away from person, but do not move or look angry.
  - Tell Them to Stop** – Move hand like a puppet talking three times (open once for each word: "Tell...them...to"), then make stop signal motion (arm extended, palm opened outward).
  - Apologize** – Clench fist and make slow circles over your heart.
  - Make a Deal** – Tap head to signal thinking, then slowly push open hands downward at chest height to signal calmness.
  - Wait and Cool Off** – Exhale and wipe brow with exaggerated "whew!" movement.

- Introduce each cue by modeling in front of the class. Repeat, then have students imitate.
- To review the cues, repeat them randomly and have students name the choice that each one matches on the poster.
- Go around the classroom with different students demonstrating the cues while the class guesses what they are demonstrating.
- Pose a few small problems; have students use hand signals to show their individual choices.
- To close the lesson, tell students: “Your teacher can now give you a hand signal if he or she thinks you need help in solving a conflict. You can also use the signals with a friend who gets stuck in a conflict.”

**Note: This can be used as a quick nonverbal review drill when students are waiting in line, before leaving school, etc.**

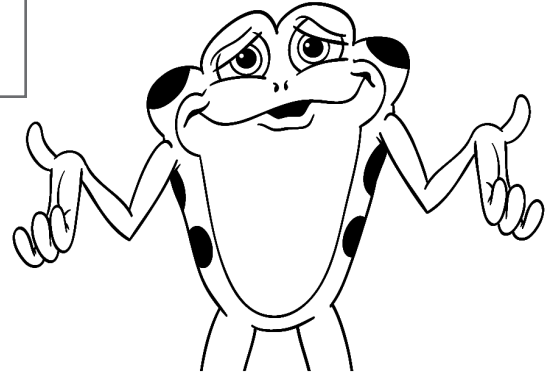
## **Finish Line**

- Did students demonstrate the kinesthetic cues?
- Did students follow the teacher’s kinesthetic cue in a conflict situation?
- Could students apply the cues to sample problem situations?

## Lesson 8

30  
minutes

K-5



# What Would You Do?

### Ready

- Students will be able to differentiate between small problems they can handle and big ones that need adult intervention.
- Students will be able to apply conflict management skills to real-life situations.
- Students will be able to make divergent and individual choices in a fun, nonthreatening game.

### Set

- One 5" x 8" blank index card per student
- Set of Kelso's nine choices for wall display (One poster for each section of the conflict management chart; see *Reproducible Masters* section or print from the accompanying CD found in the back of the book.)
- Tape

### Go

- Quickly review *Kelso's Choice* program, referring to the conflict management poster that is displayed in the classroom. Make sure to review the concept of small and big problems.
- On index cards, have children write their names and draw a small problem they have recently experienced. Older students may prefer to write out a description of their small problem. Children who cannot remember a small problem may draw or write about one they have seen other children have.
- Problems can be from the bus stop, playground, classroom, hallways, etc. Older students may add captions or conversation to their drawings.
- Collect cards and shuffle. Have students quickly tape the nine wall posters randomly around the classroom. Make sure they are all in clear view.

- Randomly select one player from the class; describe or read the first problem from the top of the deck, and ask that volunteer to move next to the poster that matches what he or she would do in this situation. (If problems are hard to decipher from the children's drawings, refer to their names and ask them to tell the class, in their own words, what their small problem was.)
- Briefly ask players how they would implement their choices. *Example: "Andrea, you're standing by 'Talk It Out.' OK! Now, how would you really do that? Let's quickly act it out. I'll be the kid who is cheating at tetherball, and you talk to me about it."*
- Expansion of the game: Include different teams of students so that as the teacher describes a small problem from the deck, the children simultaneously decide which choice would work best for them in that particular situation. Discuss choices and their rationale briefly as you play, but keep it fast-paced and lively. Try to get through all the cards so everyone can experience how others would perceive and respond to their problems.
- To review the concept of small problems children can handle and big ones that require adult help, pretend to read a problem from a card that would clearly need a teacher or parent intervention. *Examples: "You see three older boys starting fires in the grass behind the school." "A stranger walks up to you and asks you to get into his van."* If students move to any of the nine signs posted in the room, give them additional practice in discriminating between small and big problems.
- Add a new component at this point by telling players to stand next to the teacher if a big problem is read, signaling that an adult will handle those difficult situations.
- To close the lesson, build the game up to a point where everyone in the class becomes a player with all children selecting viable choices at the same time. Remind students to go to the choice they are comfortable with and not simply to the choice that the majority selects.
- Students will see how their classmates make divergent choices that are appropriate and reasoned. Give reinforcement to their individuality.

## Finish Line

- Were all students able to draw small problems, clearly differentiating between difficulties they can handle and those that need adult help?
- Were all students able to participate in the game by listening to problems their peers have had and moving to their preferred choice?
- Were the choices the students selected appropriate for the conflict situation and were students able to discuss how they would implement their choices?

## Lesson 9

30  
minutes

4–5



# Designer Poster

### Ready

- Students will be able to review and apply their conflict management skills.
- Students will be able to create an individualized, personalized conflict management poster.
- Student will be able to set goals for managing future conflict situations.

### Set

- Blank chart drawn on board
- One blank chart for each student (See *Reproducible Masters* section or print from the accompanying CD found in the back of the book.)
- Colored pencils, crayons, or markers

### Go

- Ask students: “What are designer clothes?” Cite popular name brands they have seen on clothing labels.
- Discuss that these items are generally very unique and are usually produced in limited quantities.
- Tell students that today they will create their own original “designer” conflict management poster, tailored to fit only themselves. Their poster will not be turned in to the teacher; they will use it for personal goal setting and reference.

- Ask students to fill in each section of the poster drawing, illustrating, or labeling specific choices they will be making. On the board, start at the top and move clockwise, demonstrating with examples of each section of the chart.

**1. Go to Another Game**

Ask students to draw three or four favorite games or areas they really like at school. Tell students to identify activities that they can play when having a conflict at one game or with another person.

**2. Share and Take Turns**

Have students draw items that have to be shared here at school. Ask: “Are there some people you have to share, such as your best friend or a teacher? Draw them or write their initials.”

**3. Talk It Out**

Have students write the initials of two or three friends that they need to use the skill of “Talk It Out” with. Tell students to think of friends who don’t always see eye-to-eye with them, or friends they don’t always get along well with.

**4. Walk Away**

Have students draw themselves as they are walking away from a small problem. It can be a game where kids are not playing fairly or where someone is being rude.

**5. Ignore It**

Tell students: “Think about a situation where you have to ignore a problem, a noise, or a distraction. It could be ignoring teasing, ignoring a conversation between two friends that seems like gossip, ignoring a noisy classmate, etc.” In this section, have pupils draw a picture of the situation they choose to ignore in the future.

**6. Tell Them to Stop**

Ask: “What do people sometimes do that really bugs you? In the next space draw or list two or three minor, annoying things that, in the future, you may need to ask assertively be stopped.”

**7. Apologize**

Tell students to write the words they are most comfortable with when apologizing. Apologies can be “I’m sorry,” “I didn’t mean to,” “I didn’t realize it,” “It’s my mistake,” “I messed up,” etc. Ask: “Which apology sounds sincere and most like you?”



## **8. Make a Deal**

Ask students: “What are your favorite ways of making a deal? Do you pick a number from one to ten? Play ‘Rock, Scissors, Paper’? Flip a coin to see heads or tails? Or perhaps you prefer to discuss the problem and make a compromise or a bargain. Draw your favorite ways to illustrate this.” (Students can draw a quarter for ‘flip a coin,’ numerals one to ten for ‘pick a number,’ etc.)

## **9. Wait and Cool Off**

Ask students where they can go if they are starting to “lose it.” Can they sit on the bleachers, get a drink of water, or go to the library? Who can they talk to if they’re getting upset? A parent, a favorite teacher, or a close friend? Tell students to draw a place they can go to and/or write the names(s) of someone who listens when they are upset.

**Note: Students can become very involved in this activity, enjoying the drawings, adding lots of details, and personalizing their posters. The teacher may want to quickly describe what goes in each section of the poster, have students sketch their responses, and then allow time to go back and complete their designs.**

- To close the lesson, select students to share what they’ve drawn and discuss their “designer” choices. Explain how each student has actually set nine goals and that their finished poster can be used to successfully manage small problems in the future. Posters should be kept in a safe place such as a binder and can be reviewed in future discussions.

## **Finish Line**

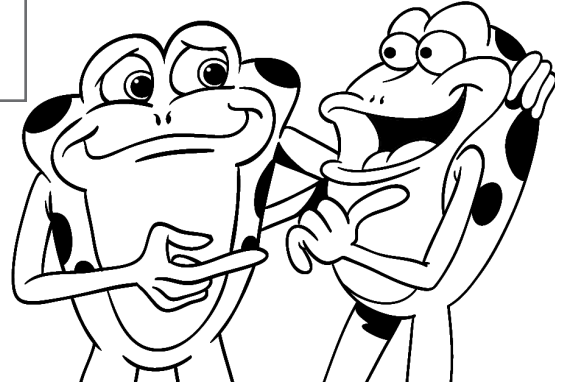
- Did each student complete a “designer” poster, using personalized responses?
- Were students able to discuss the relationship between their drawings and future goals?



## Lesson 10

30  
minutes

K-5



# Conflict Management With Role Models

## Ready

- Younger students (K-3) will be able to identify small problem situations and dramatize choices.
- Volunteer role-players (grades 4-5) will be able to act out various solutions to problem situations.

## Set

- Two to four 4th or 5th grade students familiar with *Kelso's Choice* (Students will need to be excused from regular classes.)
- Small conflict management posters for role players to refer to (See *Reproducible Masters* section or print from the accompanying CD found in the back of the book.)
- Four hypothetical conflict scenarios

## Go

- Prior to teaching the lesson, tell classroom teachers to expect the 4th and 5th grade volunteers.
- Meet with the volunteers to briefly rehearse various conflict scenarios.
- Introduce the volunteers and discuss their roles in the lesson.
- Ask younger students to think of an example of a small problem they would like the volunteers to act out using conflict management skills. The problems can be real ones that they need help with or ones that they make up.
- If students have difficulty giving an example, use one of the scenarios that were prepared ahead of time.

- Restate problem situation so all students can hear.
- Have volunteer role-players quietly caucus to divide roles.
- Have volunteer role-players act out the problem using a solution from the poster.
- Ask class: “What solution did the role-players use?” “What other choices on the poster would work?”
- Act out as many problems and choices as time allows.
- To close the lesson, tell the class: “This is a skill we are all learning to use. If you have trouble using this new skill out on the playground or at the bus stop, here are some students who could help.”
- Have class thank the volunteer role-players.

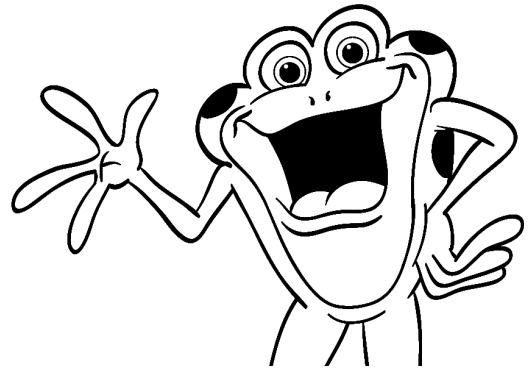
### **Finish Line**

- Did younger students give examples of small problem situations?
- Did volunteer role-players act out various solutions to conflict situations?
- Could younger students identify the choices that were acted out?

## Lesson 11

15  
minutes

4–5



### ***Recall with Blank Poster***

**Note:** This is an excellent review during midyear classes.

#### **Ready**

- Students will be able to recall Kelso's nine choices.
- Students will be able to fill in their own blank poster.
- Students will be able to work with a partner to check choices and complete poster.

#### **Set**

- One blank poster per student (See *Reproducible Masters* section or print from the accompanying CD found in the back of the book.)
- Blank poster drawn on blackboard

#### **Go**

- In advance of the lesson, remove the conflict management poster(s) displayed in the classroom.
- Introduce review by complimenting students on their use of the skills. Cite examples.
- Tell students: "You will have a chance to review the poster today. Start with the choices you use the most often and fill in as many as you can."
- Hand out blank posters facedown.
- On cue, have students turn posters over and fill in as many choices as they can with words and/or illustrations.
- After five minutes, call "Time."
- Pair students and have them help and check each other.

- After five minutes, use the poster drawn on the blackboard to have volunteers complete missing choices.
- Compliment students on working together. Review the difference between big and small problems, stressing that big problems are often dangerous, and that they can be frightening.

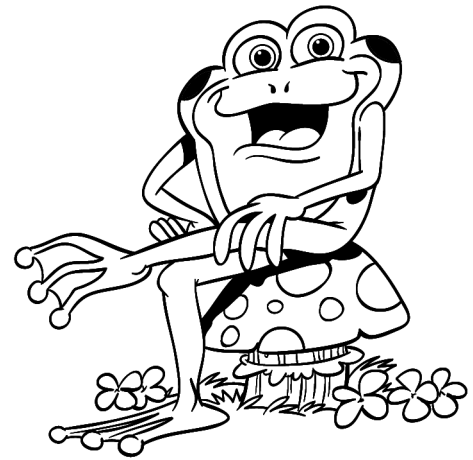
### **Finish Line**

- Did the students recall Kelso's choices?
- Did the students fill in their blank posters?
- Did the students work with partners to complete and check each other?

## Lesson 12

30  
minutes

1–5



### Kelso's Mural

#### Ready

- Students will be able to demonstrate comprehension of the nine choices by drawing a twelve-foot conflict management mural containing human or animal figures.
- At recess, the student will be able to use conflict management skills by referring to the chalk-drawn mural.

#### Set

- Clean, dry cement or blacktop (If weather prohibits outside activity, the mural may be drawn on butcher paper with paint.)
- White or colored chalk for each student
- Six-foot length of yarn or string
- Mini-chart of *Kelso's Choice* for each student (See *Reproducible Masters* section or print from the accompanying CD found in the back of the book.)

#### Go

- Announce to students that they will have an opportunity to become “playground artists” today as they create a huge conflict management mural on the playground.
- Divide class into nine teams; assign one of the nine choices to each team.
- Pass out a mini-chart of *Kelso's Choice* to each student for reference.
- Ask each team to quickly brainstorm how they will illustrate their assigned choice and then to sketch their idea on scratch paper. State that each team will need a simple, clear illustration that others will understand. *Example: The team assigned to “Ignore” might draw one person talking and looking annoyed, while a second person calmly looks away, ignoring the taunt.*

- Remind students that they may need to use the skills of “Talk It Out” and “Make a Deal” as they work together.
- When each group has sketched their rough ideas, take the class outside. As one student securely holds the end of a six-foot string on the cement or blacktop, pull the line taut and draw the circumference. The string will serve as a guide as you move around the center point.
- Divide the circle into thirds by drawing a Y. Subdivide each third into three equal portions.
- Assign one team to each area of the chart. Discuss a few simple ground rules: Don’t step on anyone’s art, work as a team, etc.
- Make sure each team clearly labels their choice.
- When all nine segments are done, review and discuss what each team has created. Teachers may want to bring younger students to see the chart and have older students explain their project.

**Note:** Depending on class size or grade level, pairs of students can complete a three-foot conflict management mural rather than attempting a larger class mural. These smaller murals can be produced on sidewalks where they will easily be seen by parents and other students.

## **Finish Line**

- Were students able to complete the cooperative mural, correctly illustrating each choice?
- Did students use conflict management skills to resolve small problems that occurred during this activity?

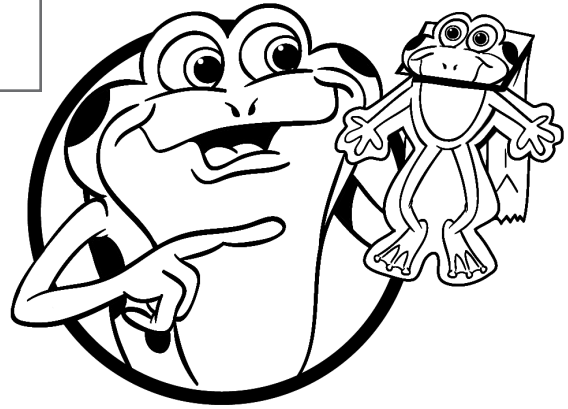


## Lesson 13

30  
minutes

K-2

# Kelso Bag Puppets



### Ready

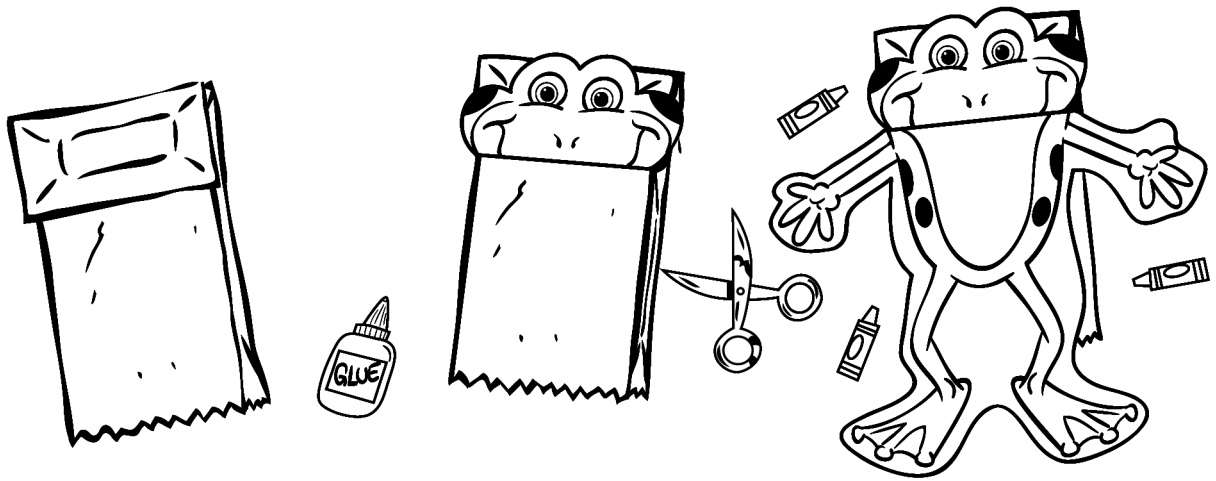
- Students will be able to use puppets to review the nine options of the *Kelso's Choice* program.

### Set

- One small paper bag for each student
- One copy of the Kelso puppet illustration for each student
- Crayons, glue, and scissors

### Go

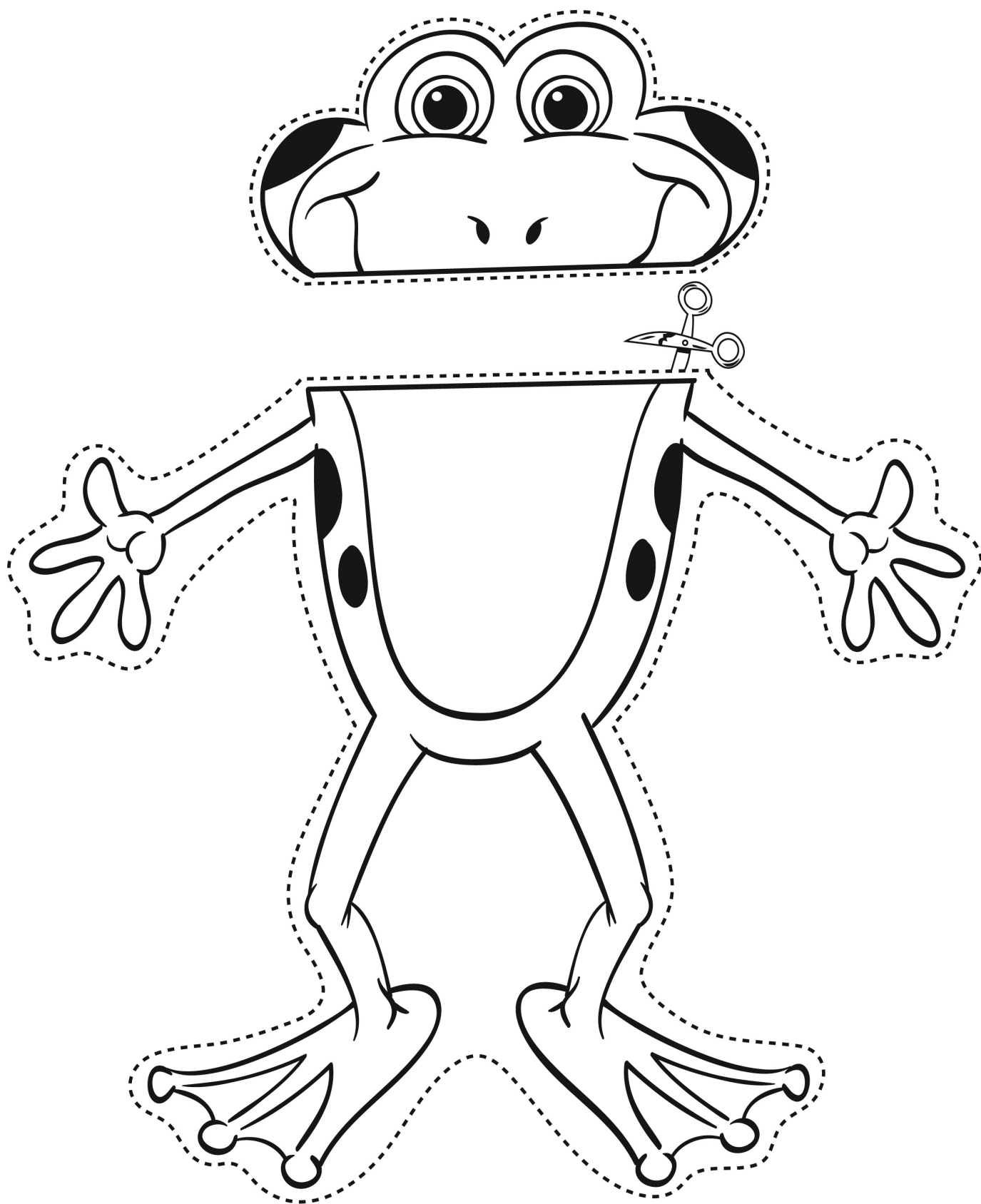
- Review Lessons 1 and 2 by discussing the difference between big and small problems, and by discussing the nine choices on the conflict management poster.
- Tell students that in this activity, they will practice their conflict management skills by using Kelso puppets they have made. Remind students that these are choices that all students are strong enough and smart enough to make. Reinforce positive choices that the students have made recently (playground, lunchroom, classroom).
- Show students a finished Kelso puppet (See how-to diagram on the next page). Discuss the steps necessary to make a puppet:
  1. Color the frog and grass.
  2. Cut out the two parts on the dotted lines and along the bottom of the frog's head.
  3. Carefully glue Kelso's head on the bottom of the unopened bag, lining the mouth up along the lower folded edge.
  4. Glue the body portion of the frog onto the bag, lining up the lower rim of the mouth so it fits next to the head section.
  5. Remind students to keep the bag partially folded over when using the puppet, so that Kelso faces forward.



- During a discussion of the choices available during conflict situations, have students use their puppets to model how they would handle the following problems:
  - *The person in front of you is fooling around at the pencil sharpener and won't let you have a turn.*
  - *A person in your class is following you at recess, copying what you do to bug you.*
  - *A friend wants you to give him your dessert from your lunch and you don't want to.*
  - *You mistakenly put your friend's scissors in your desk and your friend is mad at you.*
  - *Several students from another classroom won't let you join in their game of tag.*
  - *Some students at the bus stop are pushing and shoving you as they line up.*
- Generate other examples of small problems or have student volunteer examples of difficulties they have recently experienced.
- In each instance, have students use their puppets to demonstrate how it would look and sound if they actually talked it out, told them to stop it, etc. Clear, specific assertive language can be encouraged and practiced in each situation.

## Finish Line

- Were all students able to make a paper bag puppet of Kelso?
- Did all students participate in the discussion by providing viable solutions to the small problems?

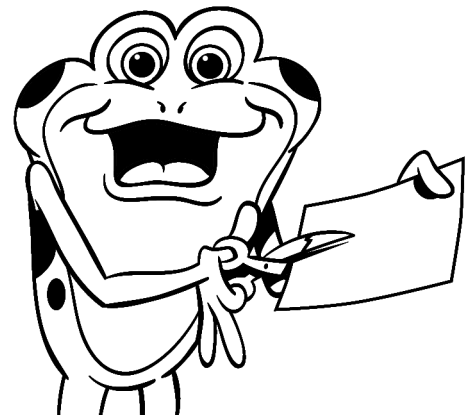




## Lesson 14

45  
minutes

3–5



# Magazine Posters

## Ready

- Students will work together to review their conflict management skills by selecting magazine photos depicting each of the nine choices.

## Set

- An assortment of magazines, periodicals, Sunday comics, catalogs, newspapers, etc. (Sport and teen magazines that have pictures of popular athletes and celebrities are very helpful for this project.)
- Nine copies of the “pie” section (see page 59) from the conflict management poster (If possible, copy onto bright or neon paper.)
- Glue sticks
- Heavy tagboard or railroad board for mounting
- One set of titles per poster (to label and clarify)
- Optional: laminating film

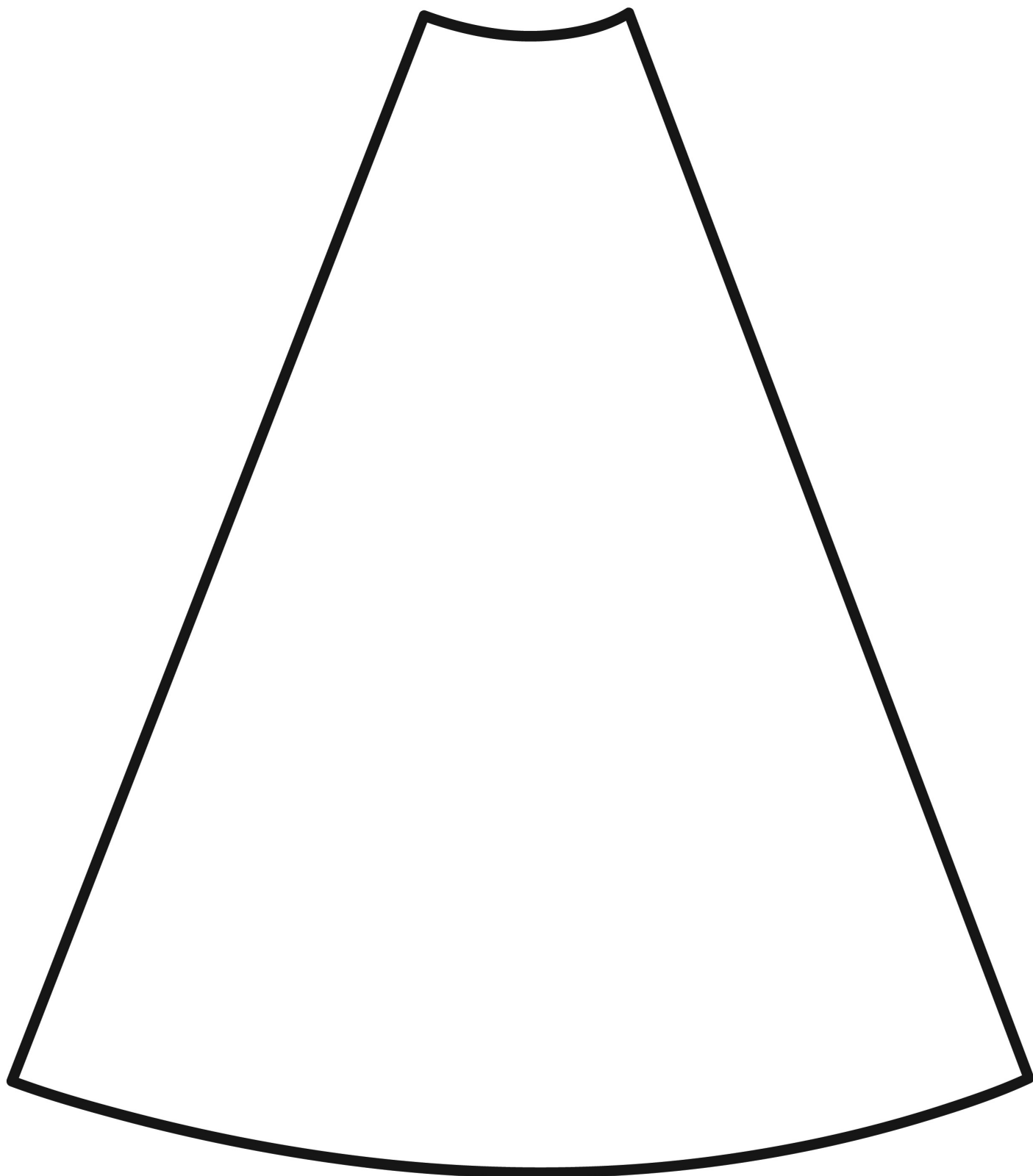
## Go

- Announce to students that they will have an opportunity to review and practice their conflict management skills by creating a wall poster that displays each of the nine choices.
- Remind students that these nine choices are to be used when they have small problems, and that big problems need to be shared with a trusted adult.
- Divide the class into nine teams, and assign one choice to each team (e.g., three students in one group are given WALK AWAY; another group is given APOLOGIZE, etc.).

- Give each group several magazines, comics, or catalogs, and direct them to look for pictures that illustrate the choice they were assigned. Encourage them to find pictures that are big enough to be seen from several feet away. Pictures may be shared with other groups.
- Mention to students that they may find pictures of animals who are sharing or cooling off, but for this activity, pictures of people may be easier to understand. This will also help students visualize how these behaviors look when they are done appropriately.
- When each group has found an assortment of pictures that illustrate their choice, assemble the final poster. This can be done by the teacher or in class. Remember that it is important to predetermine the angle of each “pie” section before gluing the pictures. If this isn’t done, the illustrations will be upside down or crooked. Mention to the students that, in many cases, they will be able to make a collage by fitting three or four pictures onto a section if they arrange them carefully. Overhanging picture edges can be cut off.
- When the pictures are glued onto each section, add the appropriate titles (MAKE A DEAL, TALK IT OUT, etc.) using the cutouts found on page 60. Again, remind students to check the eventual angle of their section so that the words are positioned correctly.
- Leave a 1/2“ margin between the finished sections when mounting them on the tagboard/railroad board, as the enlargements will not neatly fit into a complete circle.
- Add the poster titles (DO YOU HAVE A SMALL PROBLEM? etc.) and laminate for professional results.

## Finish Line

- Did all students participate in the activity?
- Were students able to find appropriate pictures for each of the nine choices?
- Were teams able to work cooperatively together and solve disagreements?



# ***It's Your Choice!***

**Do You Have a Small Problem?  
Try 2 of Kelso's Choices.**



**Ignore It**

**Walk Away**

**Apologize**



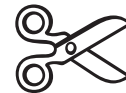
**Tell Them to Stop**



**Go to Another Game**



**Share and Take Turns**



**Make a Deal**

**Wait and Cool Off**

**Talk It Out**

**If You Have a BIG Problem,  
Tell an Adult You Trust.**

Teacher Note: Use the nine choice as labels on each "pie" section; position the poster titles across the top and bottom or in upper and lower corners of the board.



# ***Kelso's Choice***

## **Conflict Management for Children**

### **Extended Activities**

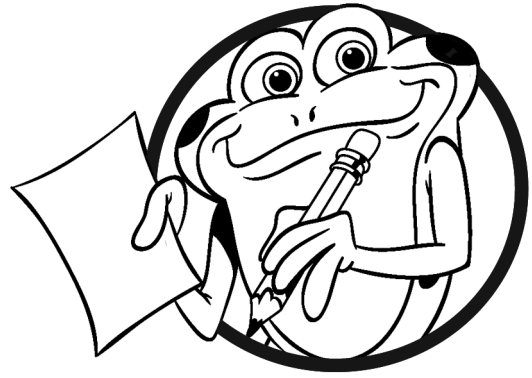




Name \_\_\_\_\_

## Kelso's Choice

# Word Search



See if you can find the following words hidden in the puzzle below. Circle each word or phrase when you have found it.

1. MAKE A DEAL
2. PEACEMAKING
3. IGNORE
4. SHARE
5. TALK IT OUT
6. COOL OFF
7. STOP
8. APOLOGIZE
9. WALK AWAY
10. ANOTHER GAME

B	E	M	A	P	O	L	K	T	O	P	O	O	L	A	H	R	E	Y
K	A	A	D	M	A	K	E	A	D	E	A	L	O	P	I	N	G	O
L	N	M	N	B	C	O	E	D	Z	F	G	S	V	O	P	R	I	N
K	O	L	T	P	E	A	C	E	M	A	K	I	N	G	T	Y	S	E
E	T	A	S	W	O	O	D	M	E	L	R	S	D	K	I	N	H	G
P	H	L	A	N	Y	A	R	G	R	A	F	S	S	T	O	Y	A	S
G	E	M	G	I	V	E	H	E	L	F	P	E	A	C	E	U	R	Q
O	R	E	W	A	P	R	I	N	O	V	N	I	G	N	O	R	E	U
O	G	R	O	A	P	I	L	L	I	K	E	R	V	N	G	O	F	F
L	A	X	G	H	P	I	O	O	T	A	N	D	E	L	L	T	M	P
Q	M	A	K	E	I	O	G	F	I	W	A	L	K	A	W	A	Y	S
F	E	L	T	S	C	O	L	O	G	O	T	O	S	T	O	L	R	E
T	C	I	L	P	U	R	S	O	W	I	N	D	K	I	D	K	S	Y
P	E	N	T	O	P	I	Z	E	G	E	A	L	A	H	E	I	F	F
O	U	T	N	O	G	I	Z	E	P	I	T	O	R	B	M	T	V	E
I	N	G	T	A	L	K	A	W	A	Y	Z	O	E	W	A	O	G	B
G	I	S	I	P	B	I	T	K	U	I	P	E	A	C	E	U	N	G
N	O	T	P	I	U	N	W	A	Y	Z	E	C	T	F	T	T	O	I
O	F	F	S	T	G	G	A	P	I	H	A	Y	G	I	N	S	B	V

Name \_\_\_\_\_

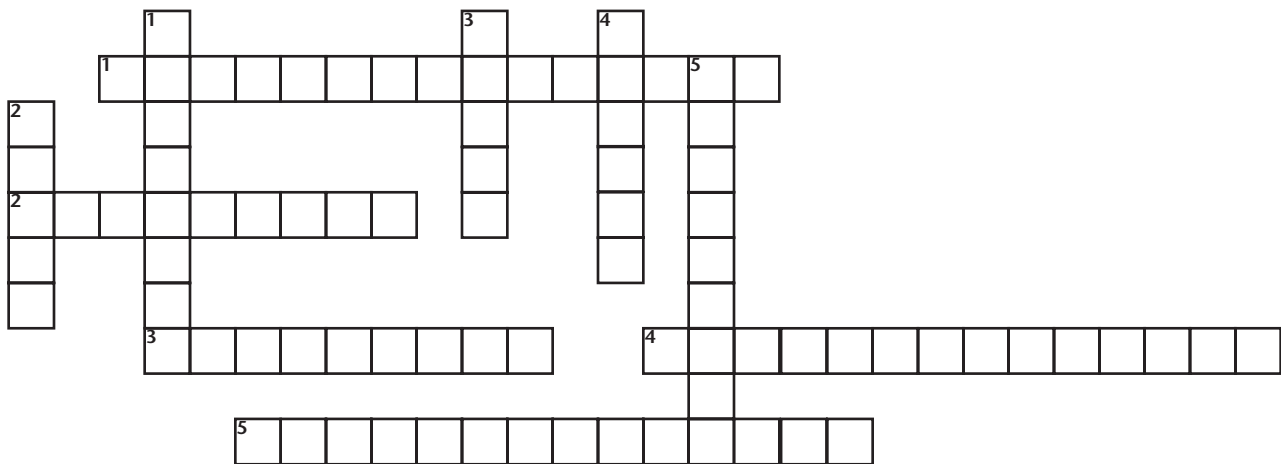
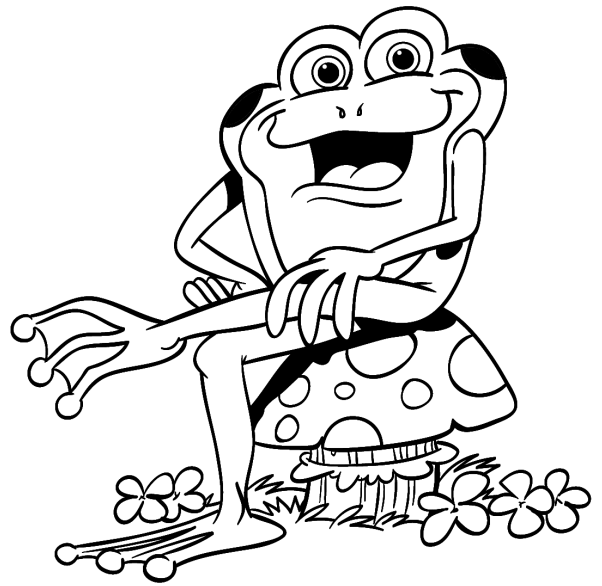
# Kelso's Choice Crossword Puzzle

## DOWN

1. A problem
2. Calmness, quiet
3. Use with others
4. Refuse to notice
5. Compromise or bargain

## ACROSS

1. Switch activities
2. Express regret
3. Communicate together
4. "Please quit it!"
5. Calm down



1. GO TO ANOTHER GAME  
2. APOLOGIZE  
3. TALK IT OUT  
4. TELL THEM TO STOP  
5. WAIT AND COOL OFF

## ACROSS

1. CONFLICT  
2. PEACE  
3. SHARE  
4. IGNORE  
5. MAKE A DEAL

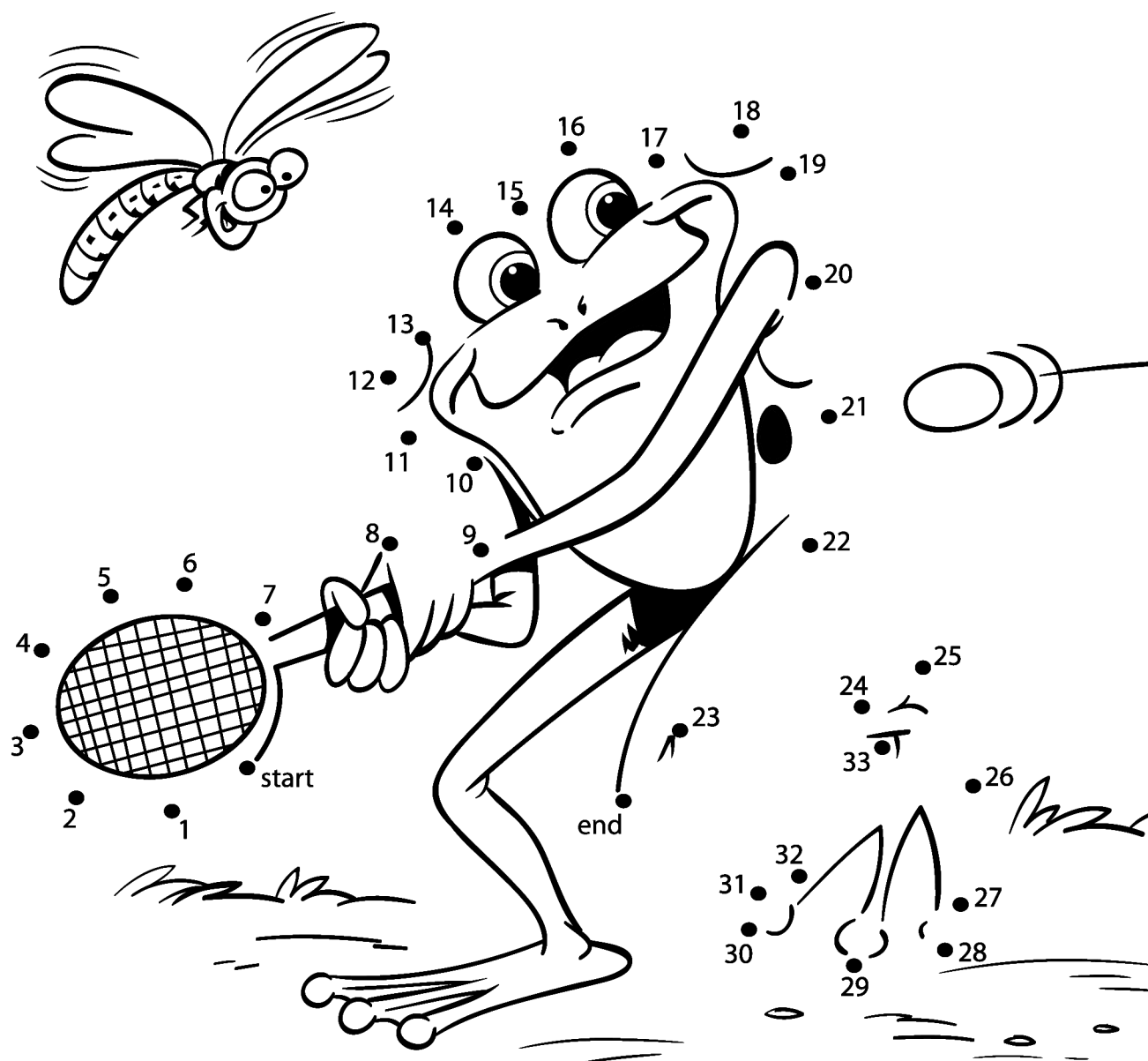
## DOWN

Name \_\_\_\_\_

## *Kelso's Choice*

# Dot • to • Dot



Beginning at **Start**, connect the dots to check out the fun Kelso is having after he has solved his own small problems!

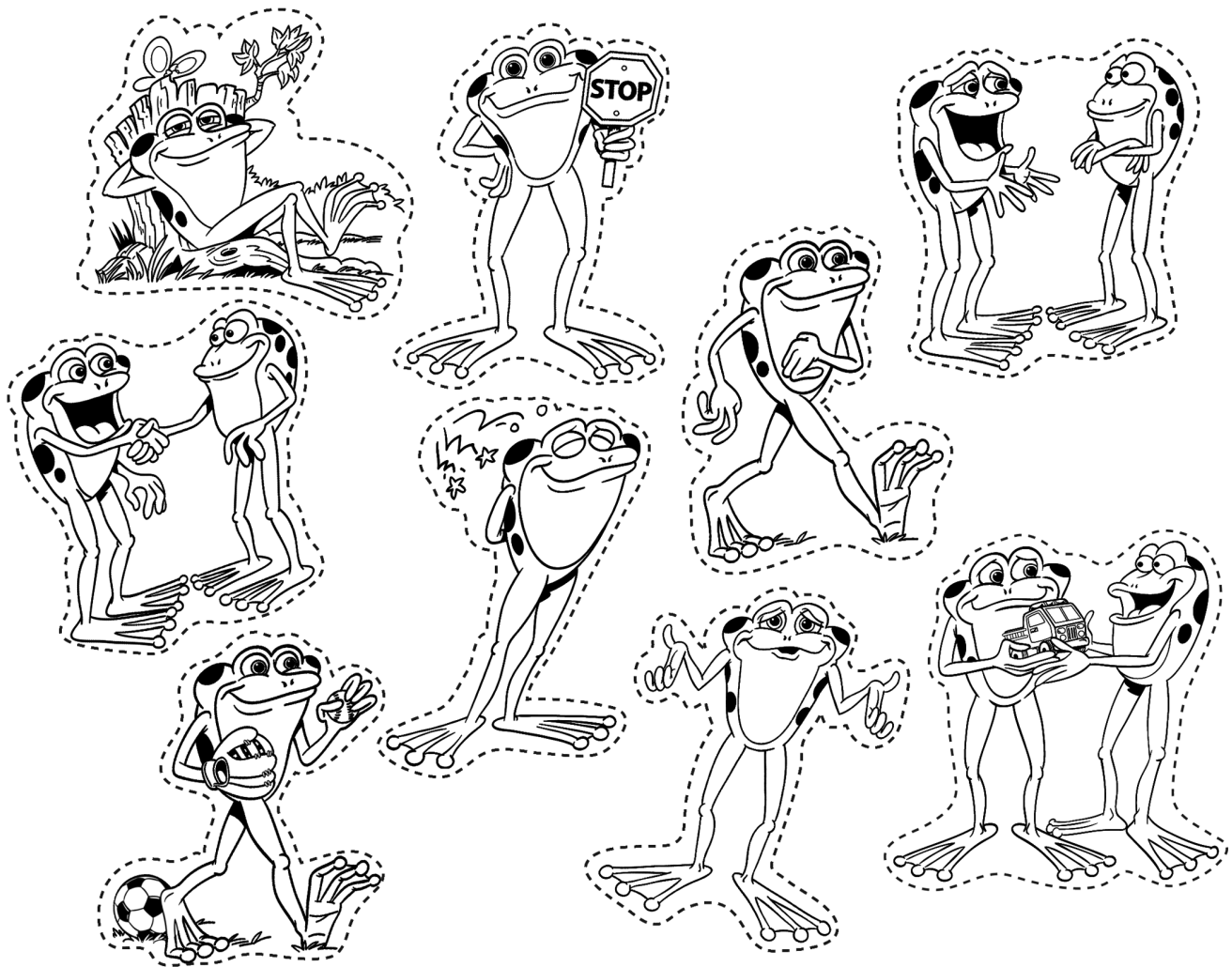


Name \_\_\_\_\_

## Kelso's Choice

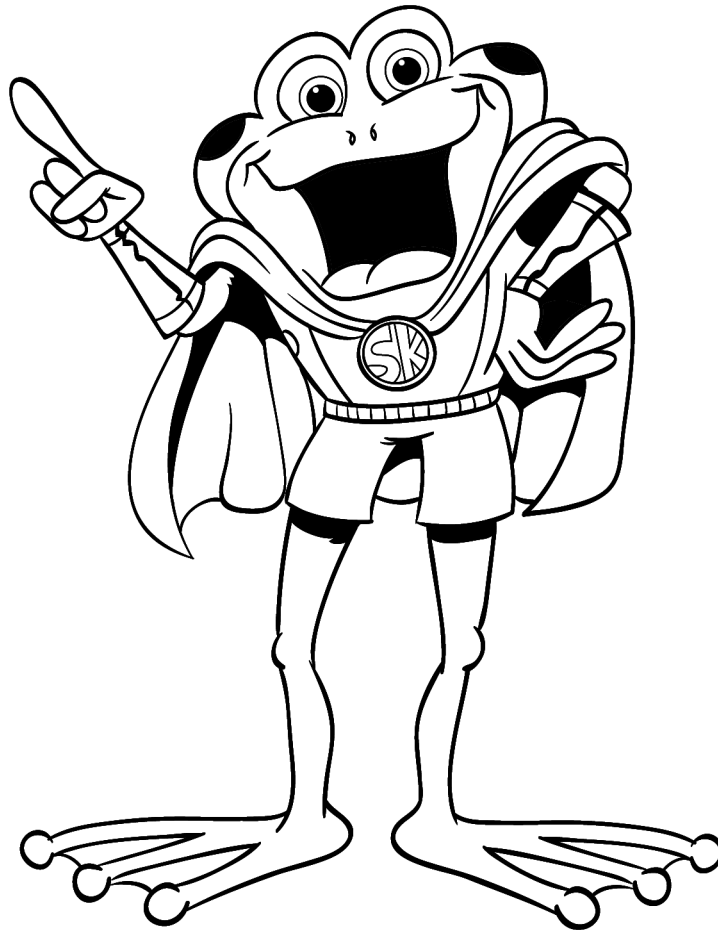
# Cut-n-Paste

-  On a blank piece of paper, draw a small problem that you have had, or one that you have seen other children having. It could be someone taking cuts in line, someone changing the channel that you're watching on TV, or any other small conflict.
-  Next, cut out the picture of Kelso that best solves the problem, and paste it in your drawing. Make your picture look like Kelso really fits in!



Name \_\_\_\_\_

# **I can handle small problems**



## **with Super Kelso!**



# Try a Better Way

Tom Goodemote  
Glide Elementary School



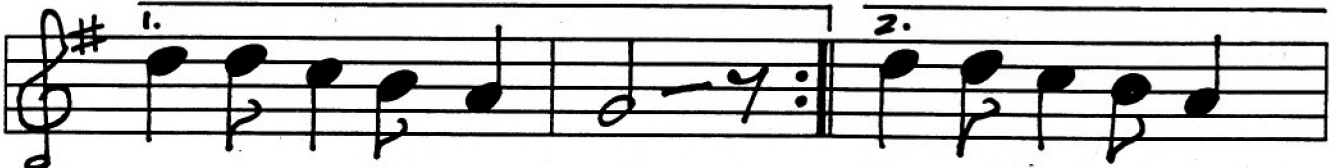
You got - ta , stop, think, and try a bet - ter way, Be -



fore you get in trou - ble and spoil your day.



You can solve your pro - blems and still have time for play, If you

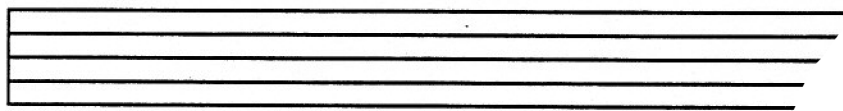


try an al - ter - nate way.

Try an al - ter - nate,



Try an al - ter - nate, Try an al - ter - nate way!





# Kelso's Rap

Tom Goodemote  
Glide Elementary School

We're here to tell you 'bout a better way  
To handle Trouble when you go out to play.

Just remember the wheel, that's what to do,  
When you look around and Trouble's following you.

You have lots of choices when Trouble comes,  
To handle "Big T" and still have fun.

## CHORUS

*Ch-Ch-Ch-Check out the wheel  
Remember the wheel.  
P-P-P-pick yourself a plan  
That'll help you deal.*

You can **TALK IT OUT**, 'stead of kickin' that dude,  
Even though he's causing trouble and actin' kinda rude.

You can **WALK AWAY** to another place,  
Even though you really want to rearrange his face.

## CHORUS

Take a minute to **COOL OFF** before you react  
You'll save yourself some problems—now that's a fact!

Sometimes **ANOTHER GAME** is the place to go  
When tempers are a-flaring' and you're ready to blow!

## CHORUS





Just **ASK THEM TO STOP** with a “please” and a smile;  
They may just leave you alone for a while.

Sometimes **IGNORING** trouble will make it go away;  
Just carry on with playing—don’t ruin your day.

CHORUS

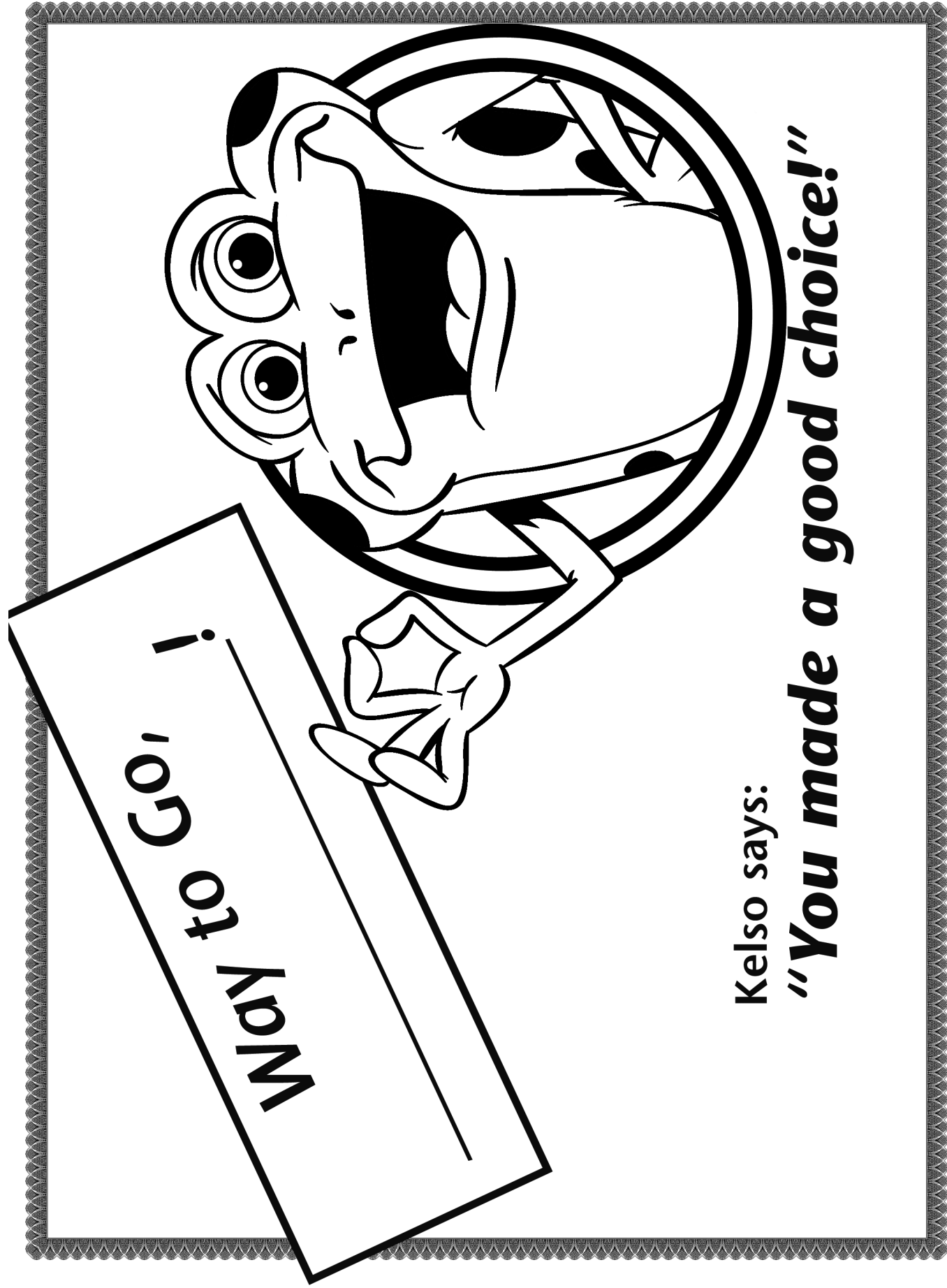
**SHARING** equipment and **TAKING TURNS**  
Are more good ways we hope you learn.

And when you’re the cause of problems, it really is wise  
To open that mouth and **APOLOGIZE**.

CHORUS

You’re smart enough to **MAKE A DEAL**;  
You’ll gain respect...oh, how good you’ll feel!

So keep on rappin’ as you roll through school,  
Pick a plan from the wheel and stay real cool!



Kelso says:

***"You made a good choice!"***

# Kelso Button

To reinforce the use of these new skills, a Kelso button can be presented to students when they have completed the program. Buttons can be presented in individual classrooms or at a special Kelso assembly.

It's fun to have students color their own buttons, and the design will fit into any standard button-making machine. The design may need to be reduced or enlarged on a photocopier first.



# Sharing Successes

## Playground Murals

Several schools throughout the United States have the Kelso “wheel” painted on their playground or as a mural. Painting has been provided with the support of business partnerships and/or parent-teacher organizations.

## Poster Projects

Principal Tannenbaum of New York’s Parkside Elementary had second-graders create a large poster that depicts Dr. Martin Luther King, Jr. and Kelso promoting peaceful problem solving.

## Kelso Presentations

Students can present conflict resolution skits, sing songs, or perform the Kelso Rap at school-wide assemblies or at a parents’ night. Kelso buttons can be presented and Kelso certificates can be collected so names can be drawn for a Kelso T-shirt.

## Monthly Choice

Divide Kelso’s choices among school months (September to May). Focus on one choice per month with posters, coloring contests, skits, etc. For example, when **MAKE A DEAL** month occurs, review specific techniques for making a compromise.

## T-Shirts

A silk-screened wheel can be printed on shirts for use as prizes for special recognition.

## Daily Choices

Make five enlargements of the *Kelso’s Choice* chart, and label them “Monday” through “Friday.” Each day, post a chart on the classroom wall, and ask students to write their names or initials on the choice(s) that they’ve successfully used to manage conflict. At the end of each day, ask students to describe the small problems that they resolved successfully.



# ***Kelso's Choice***

## **Conflict Management for Children**

### **Reproducible Masters**







# Introductory Parent Letter

Dear Parents:

Conflict or disagreement is normal and often happens when children get together. However, hurtful words, gestures, or physical attack are unacceptable ways to deal with conflict and disagreement at school.

Our goal is to teach students several positive ways to deal with these difficult situations. To do this, we are asking students who have minor problems to try at least two of the following ideas:

1. Go to another game or activity.
2. Share and take turns.
3. Respectfully talk it over and listen to each other.
4. Walk away from the problem.
5. Ignore the problem behavior.
6. Tell the person to stop the problem behavior.
7. Apologize.
8. Make a deal or compromise.
9. Wait to cool off.

This process can be done before asking for adult help. When a request for adult help is made, it will include the two ideas tried: "Mrs. Jones, Tad is teasing me about my glasses. I tried ignoring him, and I've told him it hurts my feelings when he makes fun of me. He's still calling me names." The playground supervisor at school will get involved and help solve the problem by using our playground discipline plan. Of course, the playground supervisor will immediately handle any serious conflicts that cause a child to feel threatened or frightened.

By using this plan, we believe that our students will develop effective problem-solving skills that they can use again and again. It will help them to deal with conflict in a positive manner and to make appropriate decisions. Knowing what to do will help students reduce the stress and number of conflicts they have at school and in their neighborhood.

This program will begin soon at school. Colorful charts illustrating ways to deal with conflict will be posted so all children will know their choices. We encourage you to become familiar with this program and use it in your home. By working together, we can develop a healthy life skill for young people to use at home and at school.

Sincerely,



# Introductory Staff Letter

Dear Staff:

Beginning shortly, we will be implement an exciting new conflict management program entitled *Kelso's Choice*. This program features a frog named Kelso, who teaches students to differentiate between small problems that they can solve and those that are potentially dangerous and serious.

Our goal is to teach students several positive ways to deal with these minor conflict situations. To do this, we are going to ask that they try two of the following ideas when they have a small problem with a peer:

1. Go to another game or activity.
2. Share and take turns.
3. Respectfully talk it over and listen to each other.
4. Walk away from the problem.
5. Ignore the problem behavior.
6. Tell the person to stop the problem behavior.
7. Apologize.
8. Make a deal or compromise.
9. Cool off.

Additionally, we will be encouraging students to report serous and frightening problems to the nearest trusted adult. You'll be hearing more about *Kelso's Choice* in the weeks to come: Watch for the posters and materials that further explain the program!

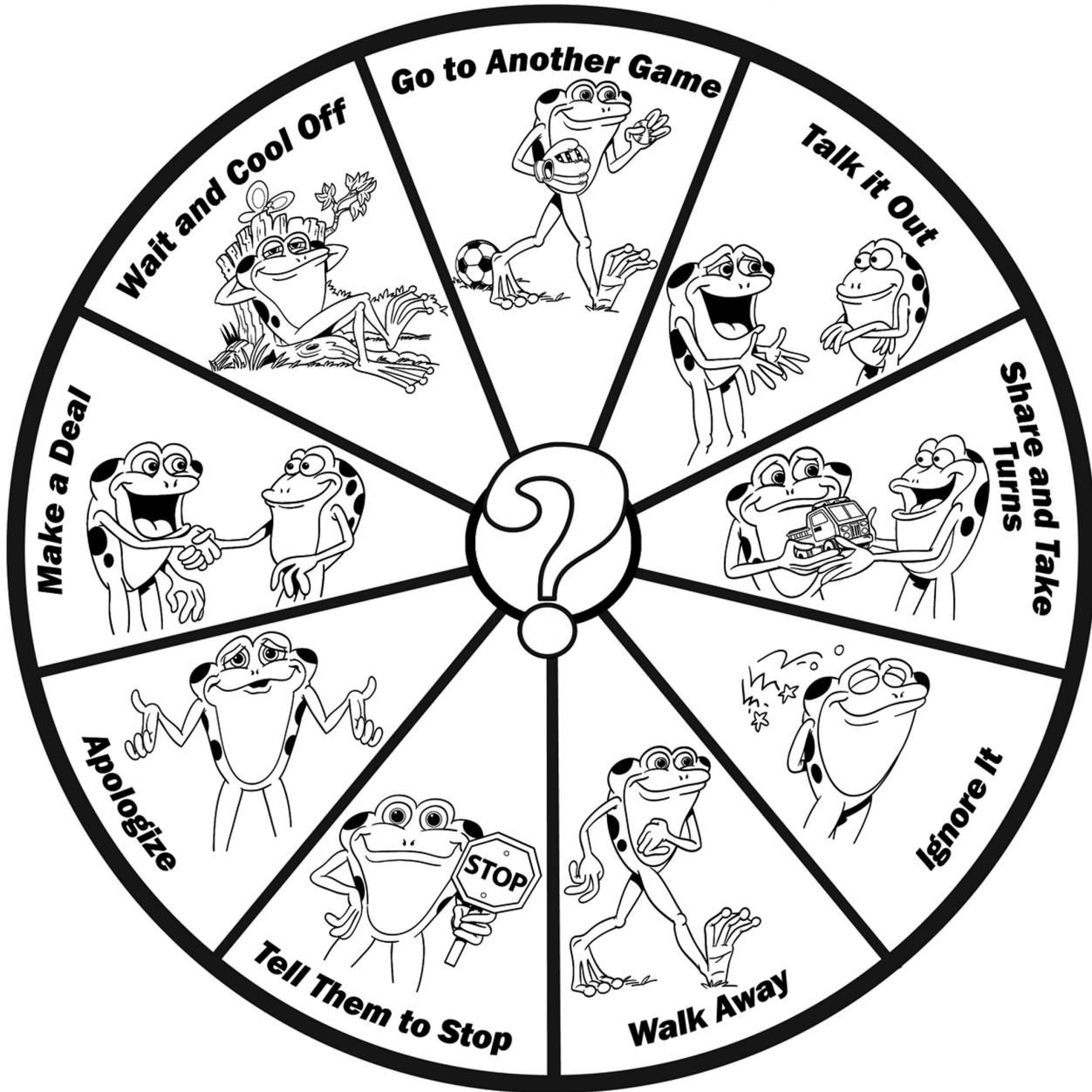
Sincerely,



# IT'S YOUR CHOICE!

DO YOU HAVE A SMALL PROBLEM?

TRY 2 OF KELSO'S CHOICES:



**IF YOU HAVE A BIG PROBLEM,  
TELL AN ADULT YOU TRUST.**

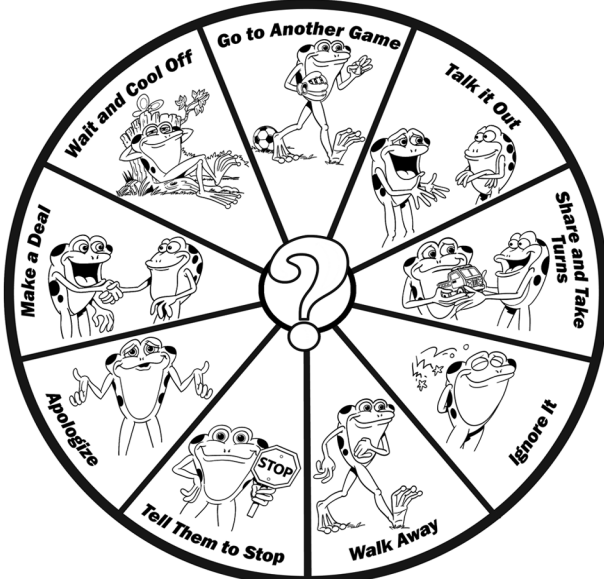




# IT'S YOUR CHOICE!

DO YOU HAVE A SMALL PROBLEM?

TRY 2 OF KELSO'S CHOICES:

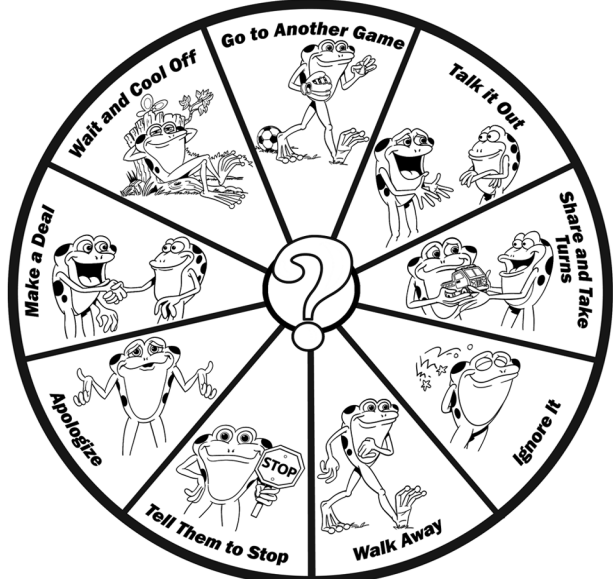


**IF YOU HAVE A BIG PROBLEM,  
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# IT'S YOUR CHOICE!

DO YOU HAVE A SMALL PROBLEM?

TRY 2 OF KELSO'S CHOICES:

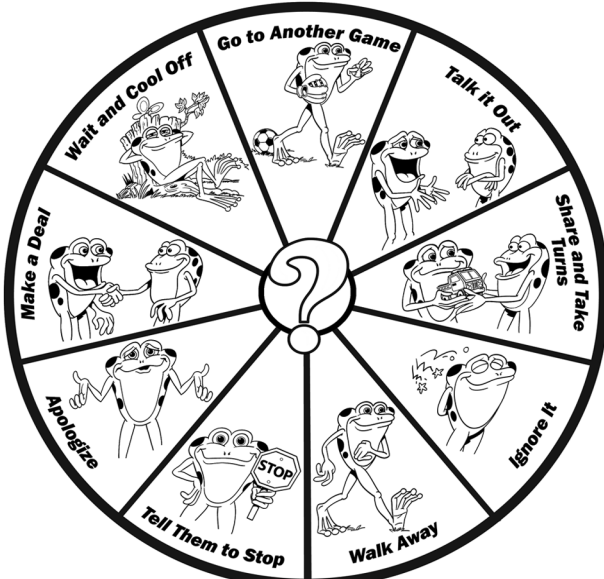


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DO YOU HAVE A SMALL PROBLEM?

TRY 2 OF KELSO'S CHOICES:

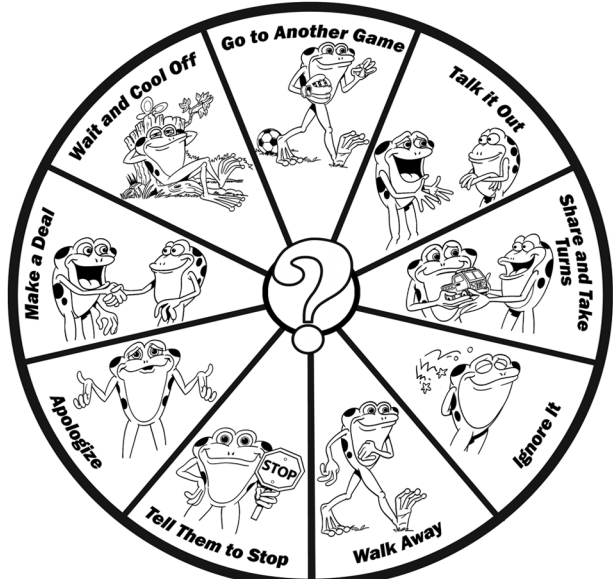


**IF YOU HAVE A BIG PROBLEM,  
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# IT'S YOUR CHOICE!

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**IF YOU HAVE A BIG PROBLEM,  
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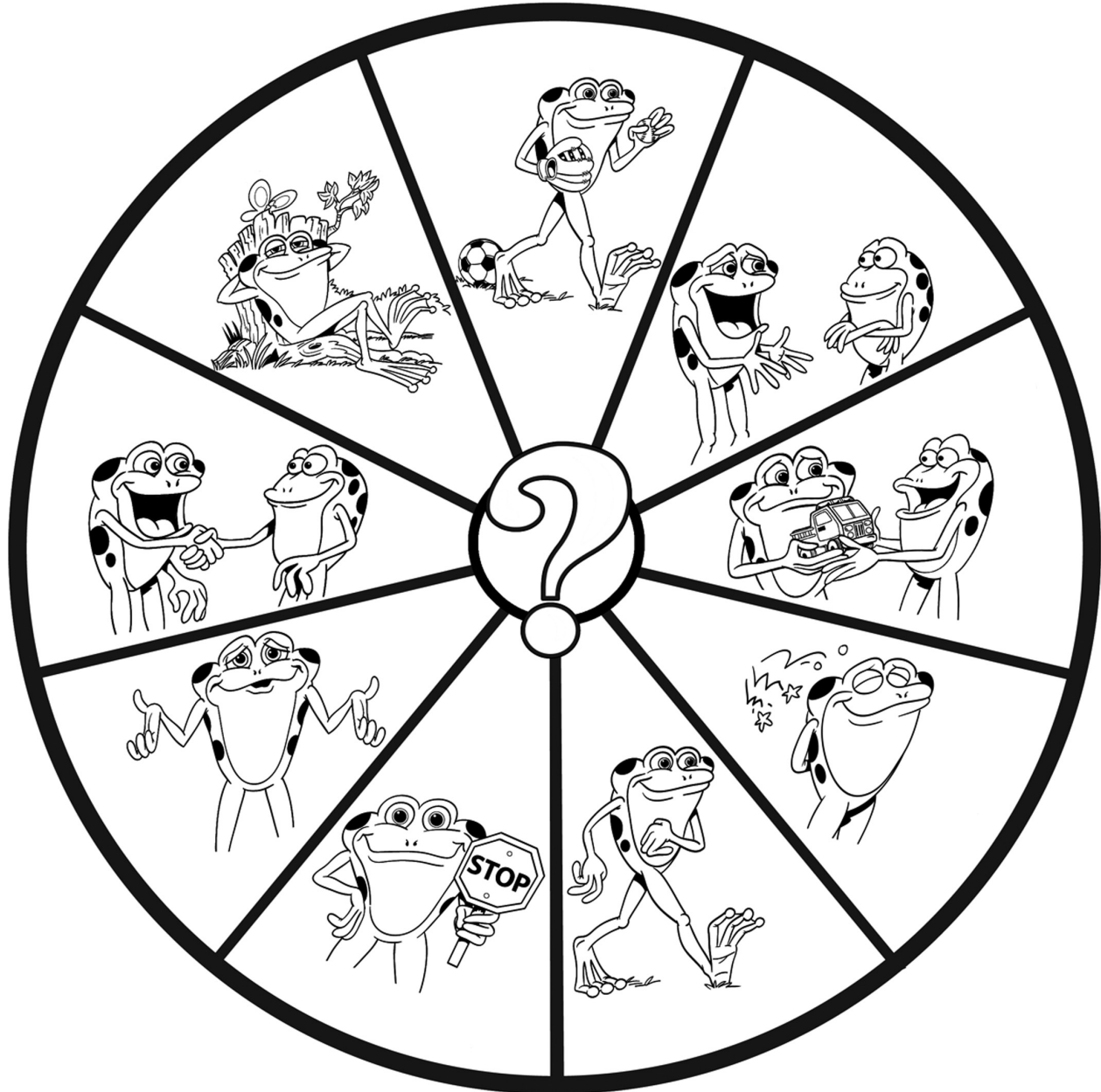




# IT'S YOUR CHOICE!

DO YOU HAVE A SMALL PROBLEM?

TRY 2 OF KELSO'S CHOICES:



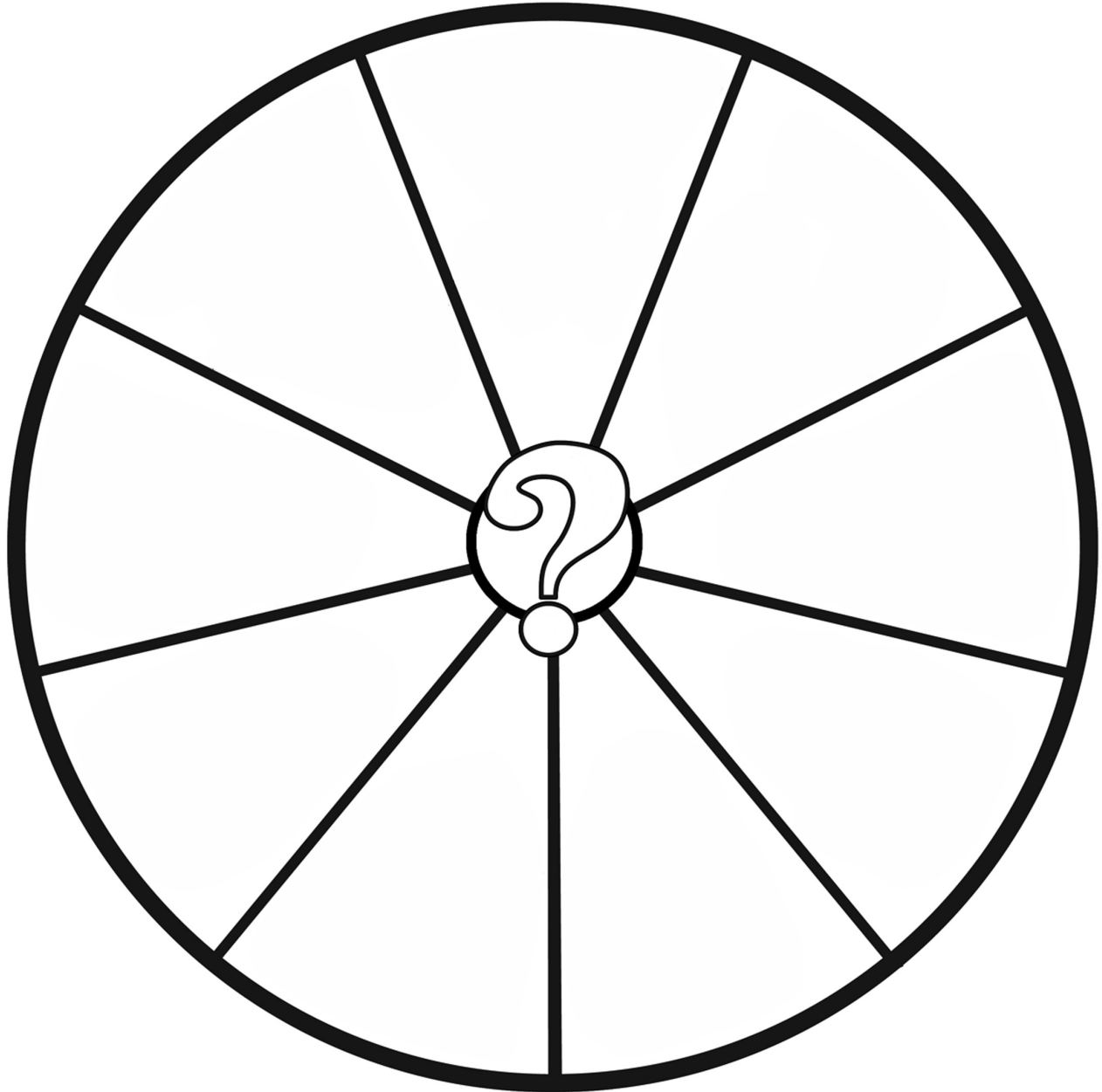
IF YOU HAVE A BIG PROBLEM,  
TELL AN ADULT YOU TRUST.



***IT'S YOUR CHOICE!***

***DO YOU HAVE A SMALL PROBLEM?***

***TRY 2 OF KELSO'S CHOICES:***



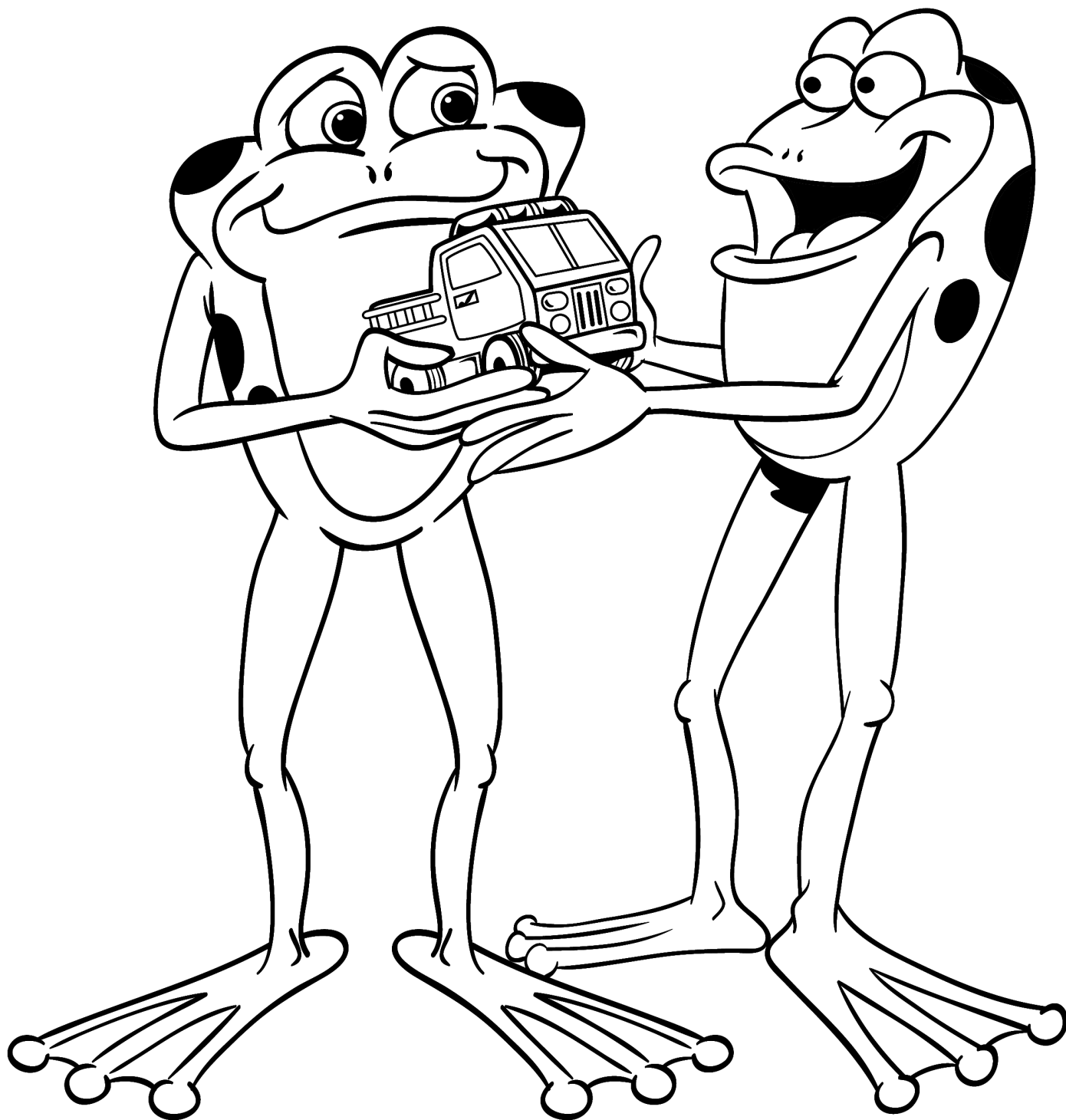
***IF YOU HAVE A BIG PROBLEM,  
TELL AN ADULT YOU TRUST.***





**Go to Another Game**



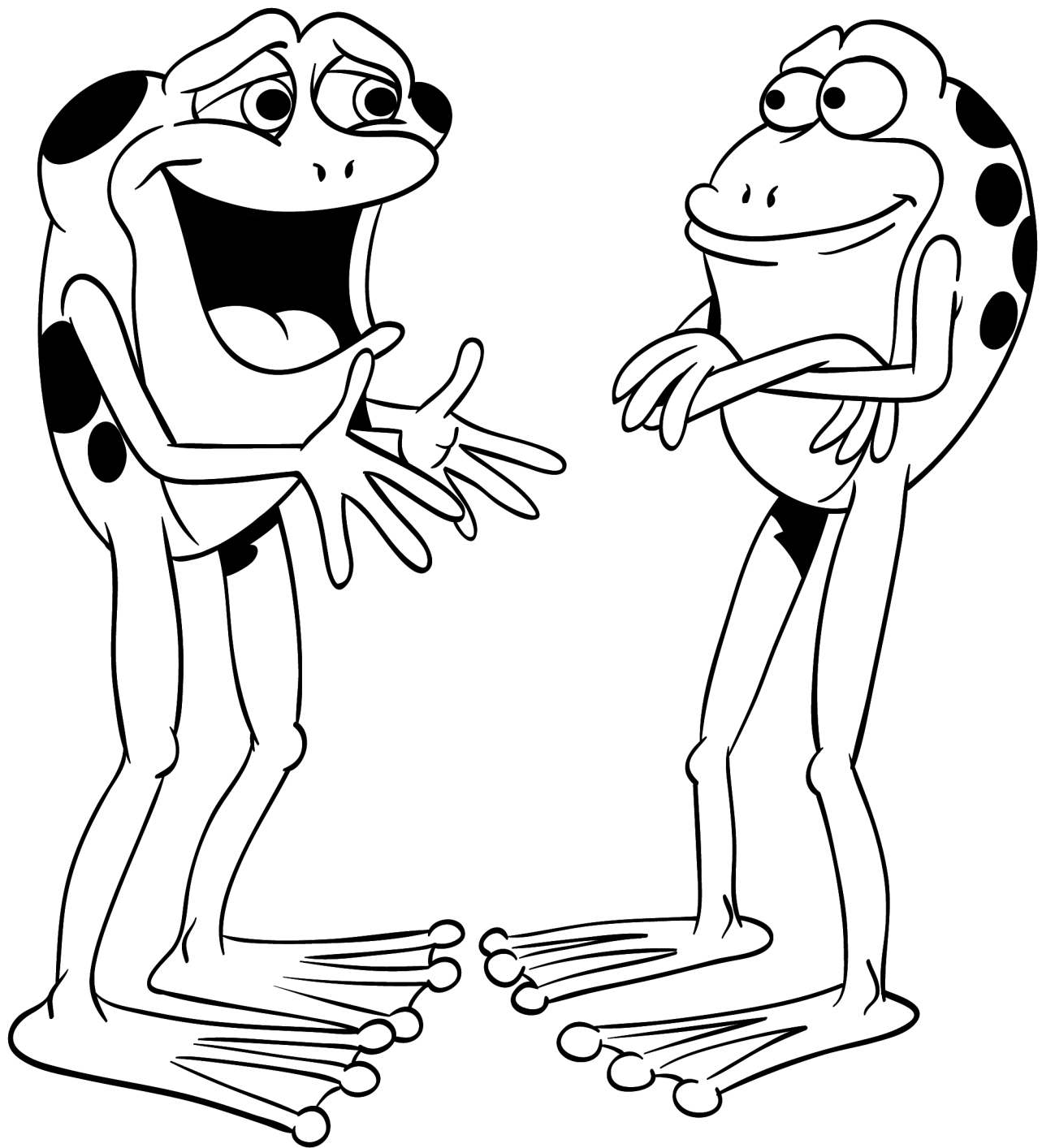


# Share and Take Turns

© 2007 Barbara Clark and Diane Hipp







# Talk It Out





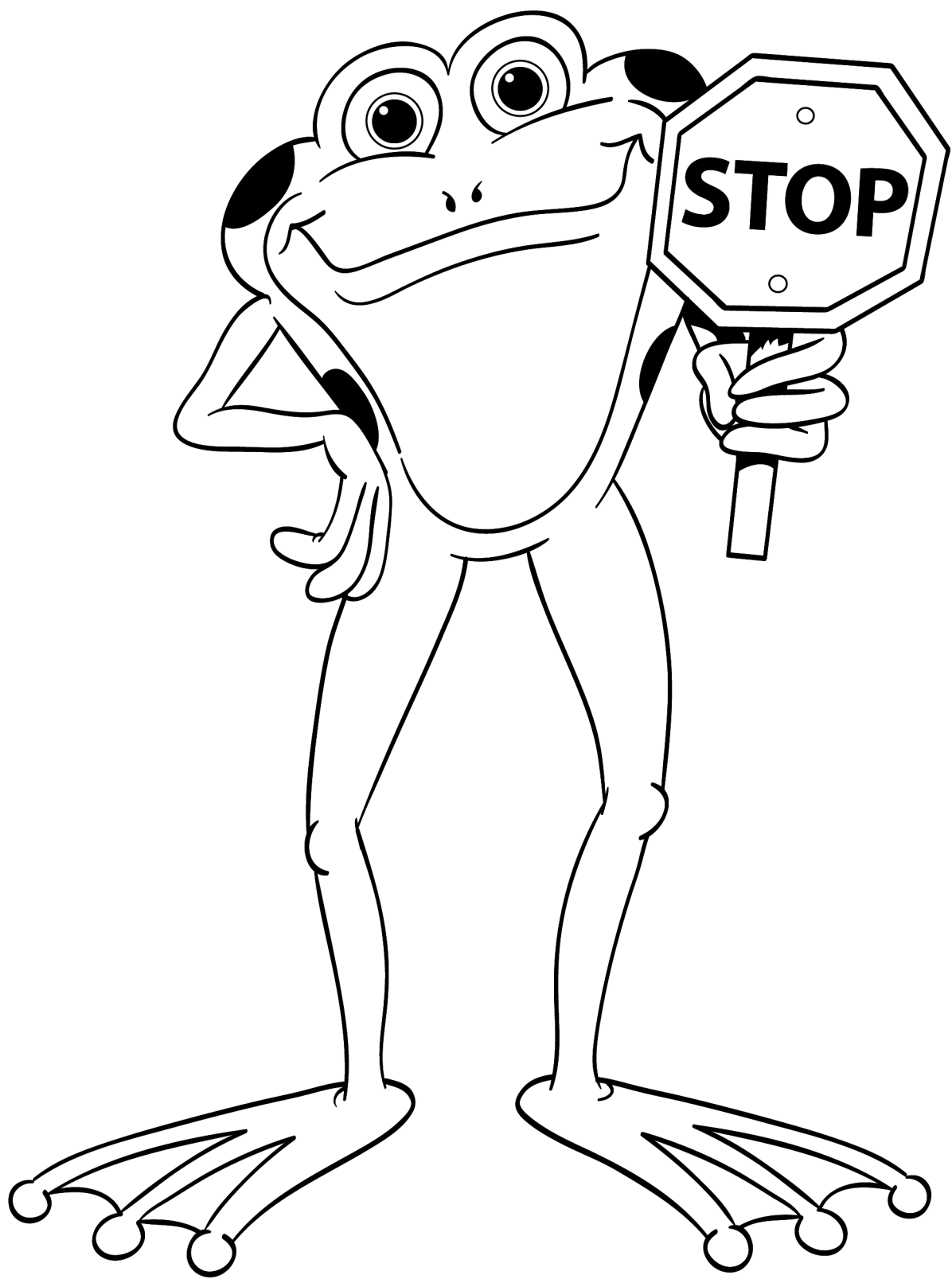
**Walk Away**





**Ignore It**

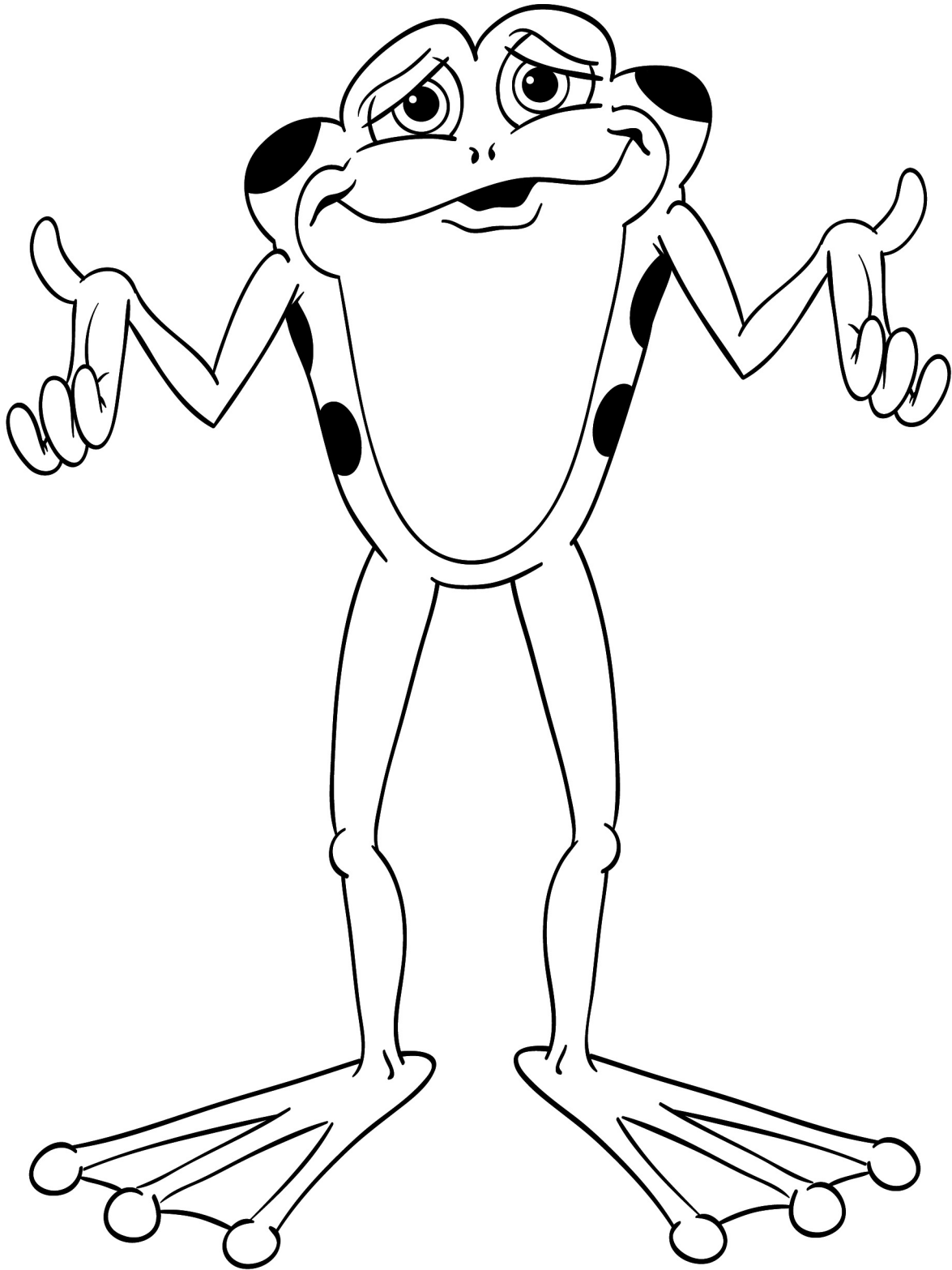




**Tell Them to Stop**

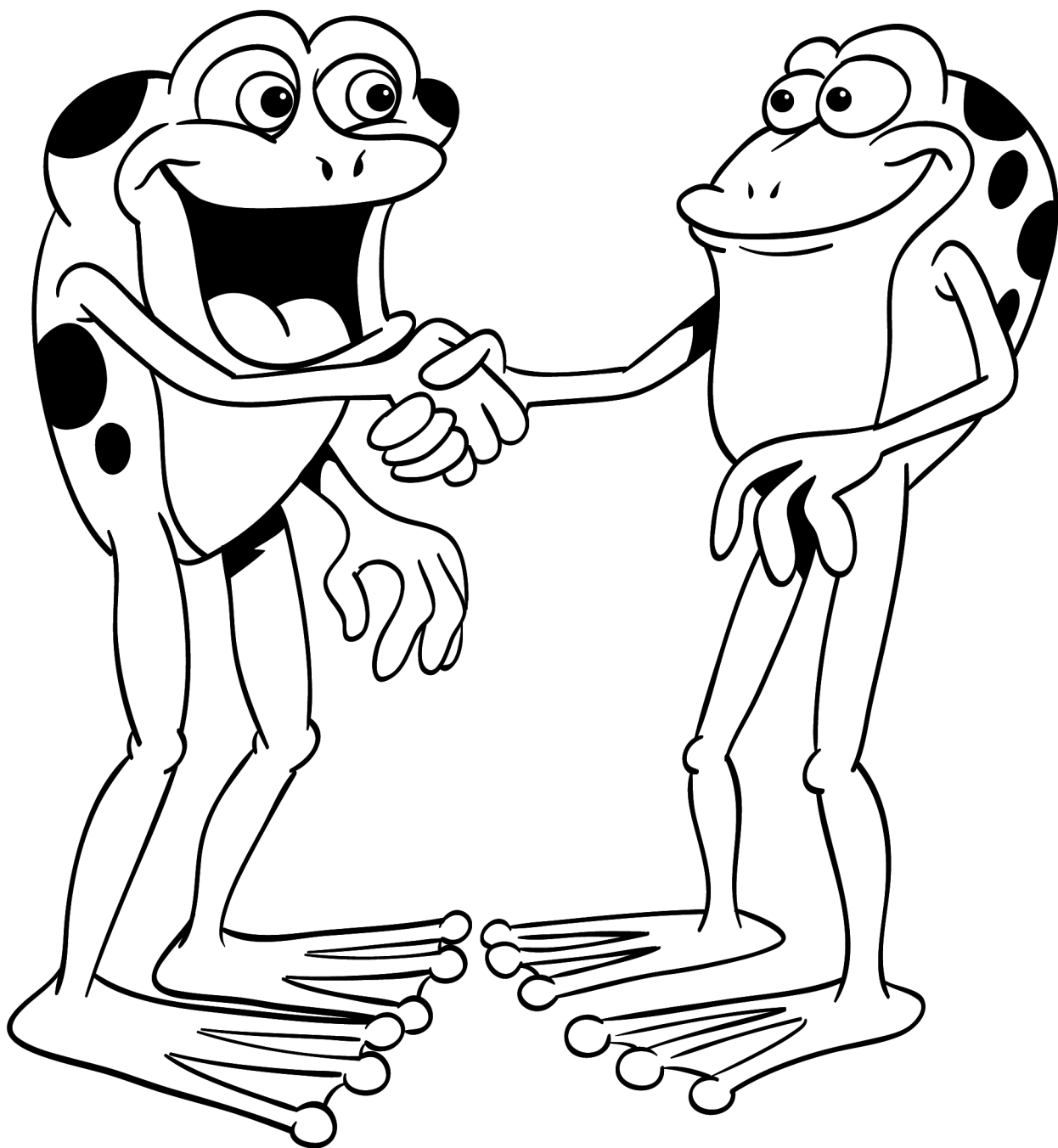






**Apologize**





# Make a Deal





# Wait and Cool Off

© 2007 Barbara Clark and Diane Hipp



## *Kelso's Choice*

# Clipboard Memo for Duty Personnel



If you are having a small problem,  
remember your choices:

1. Go to another game
  2. Share and take turns
  3. Talk it out
  4. Walk away
  5. Ignore it
  6. Tell them to stop
  7. Apologize
  8. Make a deal
  9. Wait and cool off
- 

## *Kelso's Choice*

# Clipboard Memo for Duty Personnel

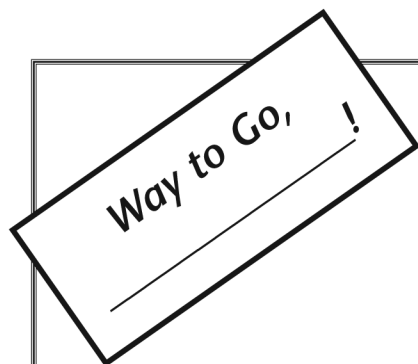


If you are having a small problem,  
remember your choices:

1. Go to another game
  2. Share and take turns
  3. Talk it out
  4. Walk away
  5. Ignore it
  6. Tell them to stop
  7. Apologize
  8. Make a deal
  9. Wait and cool off
-

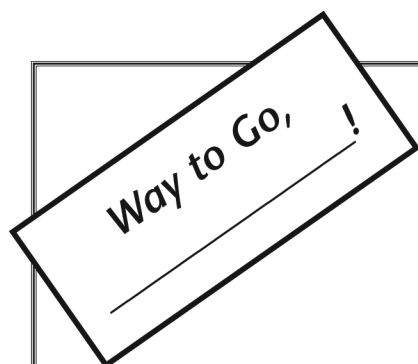
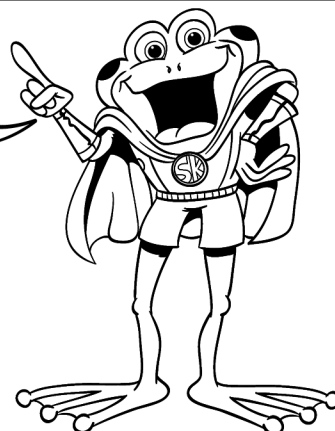






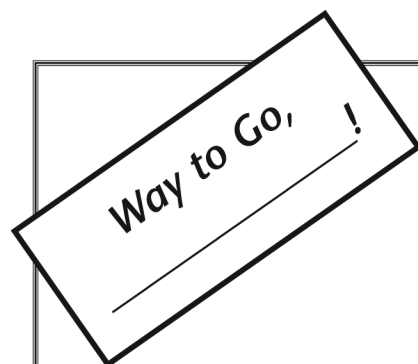
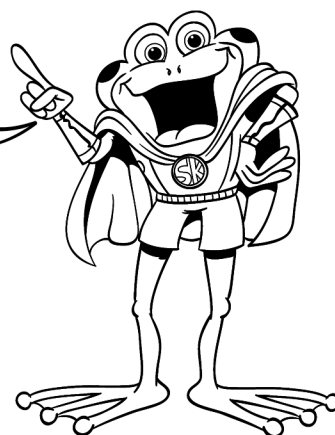
Super Kelso says:  
***"You made a good choice!"***

I CAN  
HANDLE SMALL  
PROBLEMS!



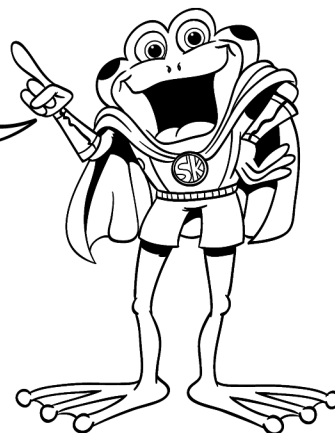
Super Kelso says:  
***"You made a good choice!"***

I CAN  
HANDLE SMALL  
PROBLEMS!



Super Kelso says:  
***"You made a good choice!"***

I CAN  
HANDLE SMALL  
PROBLEMS!



## Notes