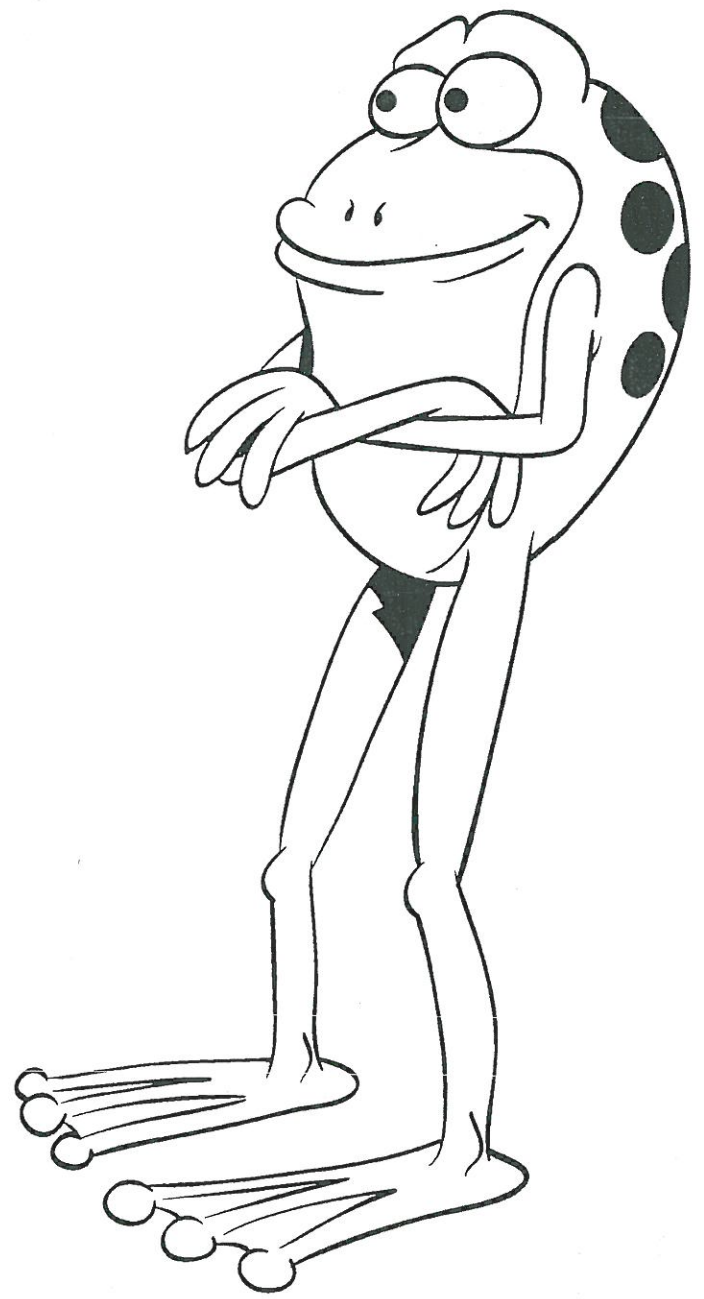
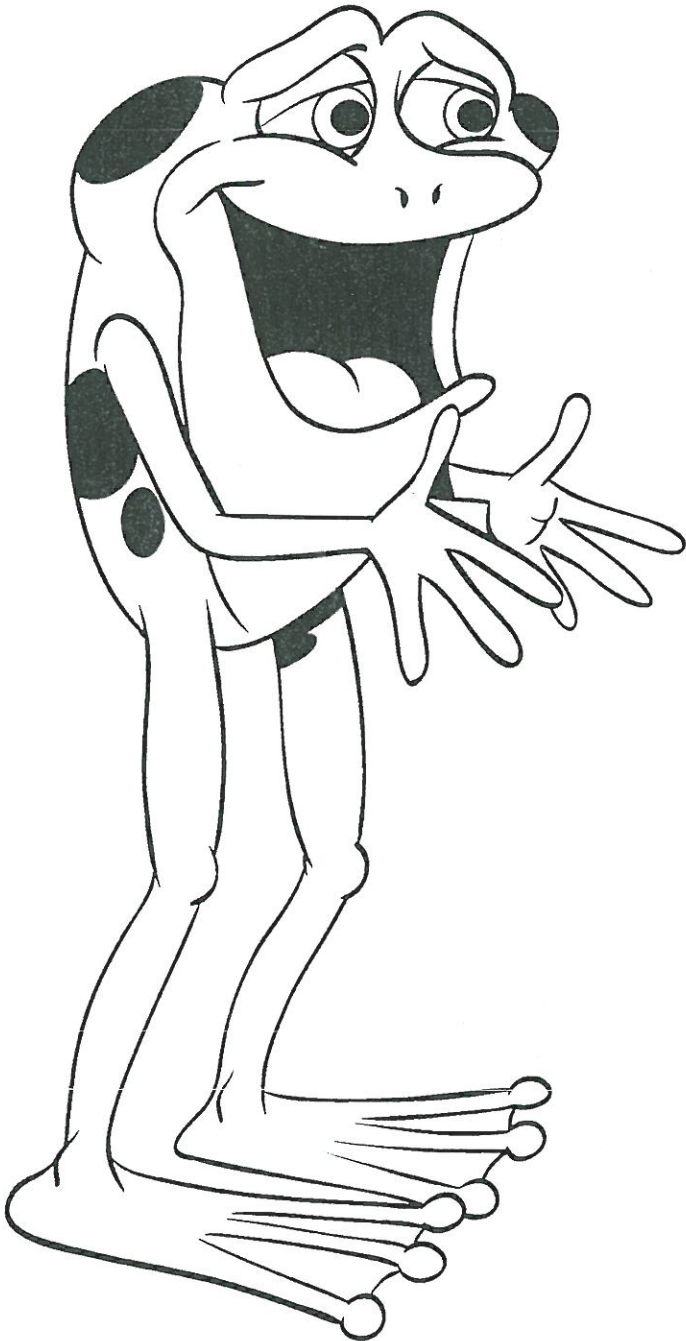


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# KELSO'S CHOICE

# PARENTS NIGHT



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# HISTORY OF KELSO'S CHOICE

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- KELSO'S CHOICE WAS DEVELOPED IN OREGON IN THE 1990'S
  - CREATED OUT OF THE NEED TO BUILD A VITAL LIFE SKILL:  
CONFLICT MANAGEMENT
  - KELSO'S CHOICE WAS IMPLEMENTED IN ALL 50 STATES,  
13 FOREIGN COUNTRIES AND COUNTING
  - REVISED AND UPDATED 4 TIMES, MOST RECENTLY IN 2011

# PARENT LETTER: K-3 GRADERS

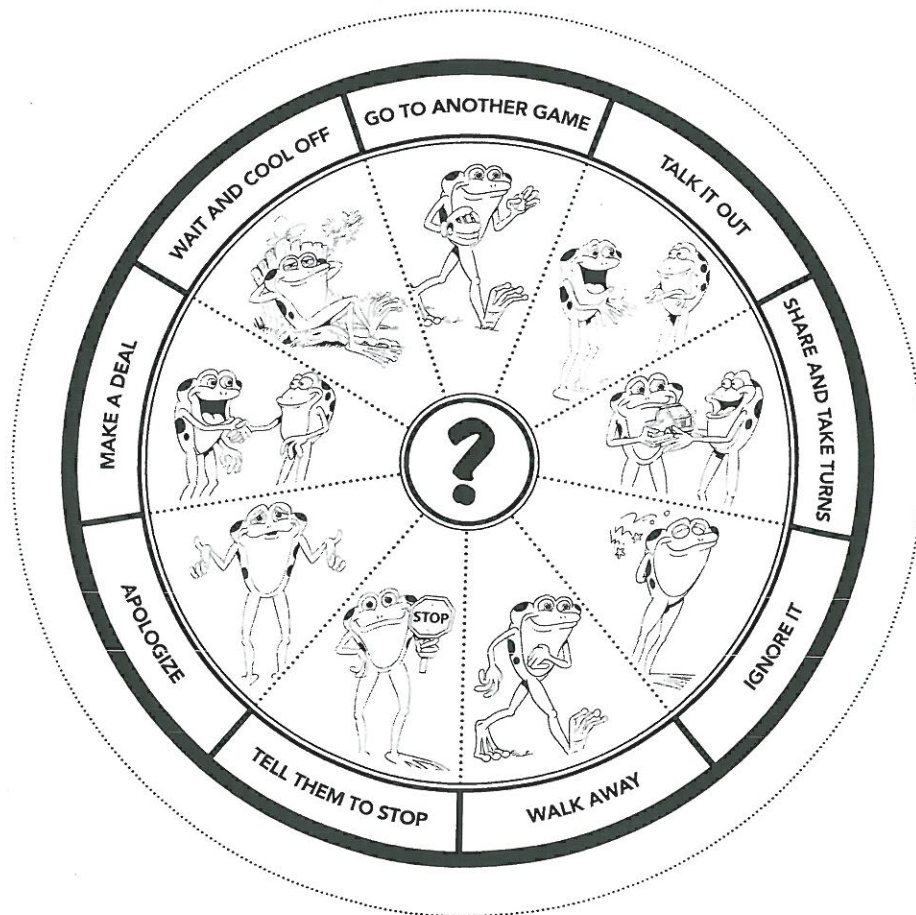
## KELSO'S CHOICE FOR CONFLICT RESOLUTION

Dear Parents:

Students in grades K-3 are taught to use Kelso's Choices to peacefully resolve small conflicts among themselves. Students are taught nine different strategies – “Kelso's Choices” – to solve problems. If students can't resolve the problem after trying two of Kelso's Choices, they are taught to seek help from an adult. Students also learn how to differentiate between a “small” problem (annoying or frustrating) and a “BIG” problem (scary or dangerous), and that “BIG” problems should always be reported to an adult.

Practicing Kelso's Choices helps students develop confidence in their ability to solve problems peacefully and promotes a safer, more positive school environment. When students use Kelso's Choices effectively, teachers can spend more time teaching and less time mediating. By reinforcing lessons from Kelso's Choice at home, you can help improve the school learning environment while also building your child's conflict resolution skills.

Sincerely,



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**WAYS TO REINFORCE KELSO'S CHOICES AT HOME:**

**Ask your child which of Kelso's Choices they used today to solve a problem.** Were they able to solve the problem? What else could they have done? What will they do the next time? How did they feel about the problem?

**Help your child identify "BIG" vs. "small" problems and appropriate responses.** If they've already tried to solve a "small" problem using one of Kelso's Choices and weren't successful, ask if you can help brainstorm some possible solutions. Avoid rushing in with a solution to your child's problem – the goal is to teach them the skill of conflict resolution.

**Build your child's feelings vocabulary.** Practice listening to the feelings behind your child's message, then clarify what you heard by repeating it back. This shows that you were listening and care about what they are telling you. For example, "What I heard you say was you're feeling left out because..." or "It sounds like you're feeling..."

**Offer incentives for using Kelso's Choices to solve a problem.** Use "Kelso's Score Sheet" (page 3 of your packet) for your child to check off each time one of Kelso's Choices is used. At the end of the week, talk about which choices they used most often and why. Which ones were the hardest for them to use? Have them set a goal for how many choices they will use each day or week and offer a reward for meeting that goal.

**Get all family members involved.** Kids love to point out when their parents are using Kelso's Choices – as well as when they aren't!

**Post Kelso's Choice Wheel** on the wall to keep your child and family members thinking about Kelso's Choices and when to use them.

**Use "I" messages to let your child know how their behavior is affecting you.** This is another one of the strategies the children learn, and it works for all ages. Rather than focusing on the negative behavior and assigning blame, an "I" message helps the other person to see the impact of their behavior on others, making them more likely to want to respond positively.

**"I" MESSAGE:**

"I FEEL \_\_\_\_\_

WHEN \_\_\_\_\_

AND I WANT \_\_\_\_\_"

For example, say "I feel frustrated when you forget to take out the trash and I want you to do it without being reminded" rather than "You never take out the trash when you're supposed to – stop being lazy!"

If you need more instruction on the Kelso's Choice philosophy, contact your school's guidance counselor.

**GUIDANCE COUNSELOR NAME:**

\_\_\_\_\_

**PHONE:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_

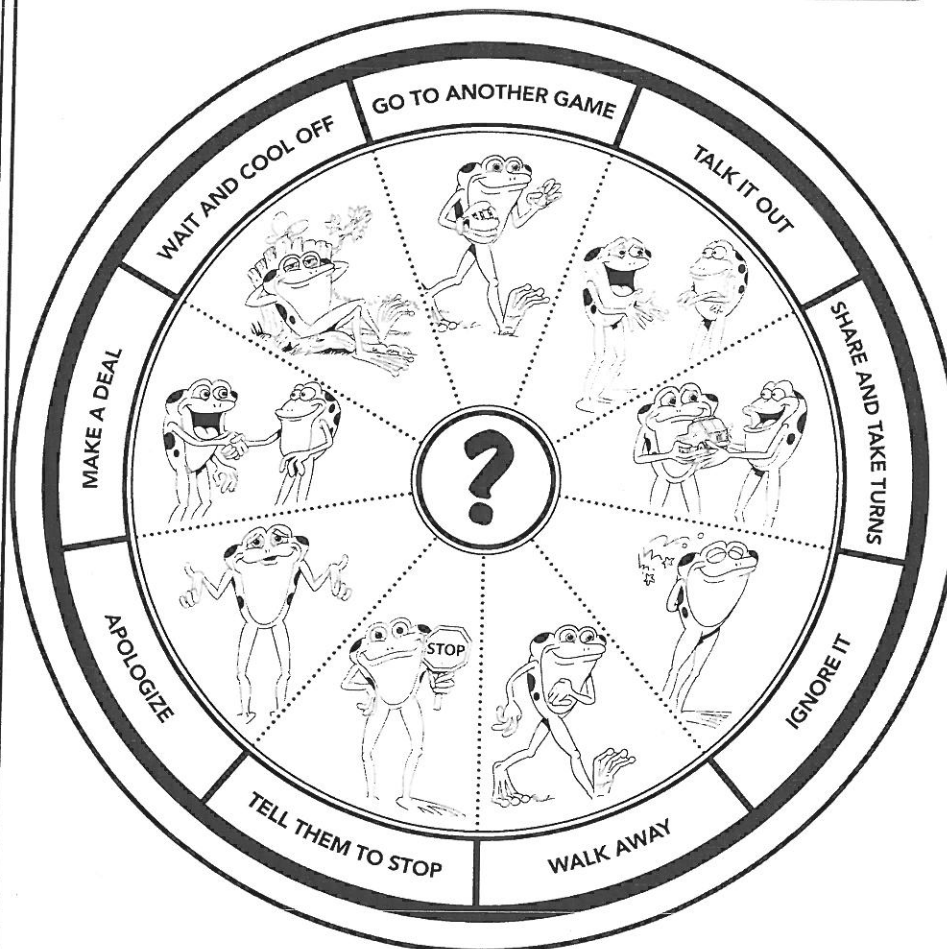


# KELSO'S CHOICE WHEEL

NINE CHOICES FOR "SMALL" PROBLEMS

## 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.**

  
www.kelsochoices.com

ITEM NUMBER: 1001

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# KELSO'S CHOICE: INTRODUCTION – PART ONE

## LESSON 1 • 30 MINUTES • K-3

### KELSO'S CHOICE: INTRODUCTION PART ONE: "SMALL" & "BIG" PROBLEMS

#### READY

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

#### SET

- Large Kelso's Choice classroom poster for viewing
- Whiteboard for brainstorming

#### GO

- Tell students that there are two types of problems: "small" problems: ones that they are **STRONG** enough and **SMART** enough to handle.
- "BIG" problems: 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 two inches apart. Define these "small" problems as ones that are not dangerous or frightening, and state that students can usually solve these minor problems themselves.

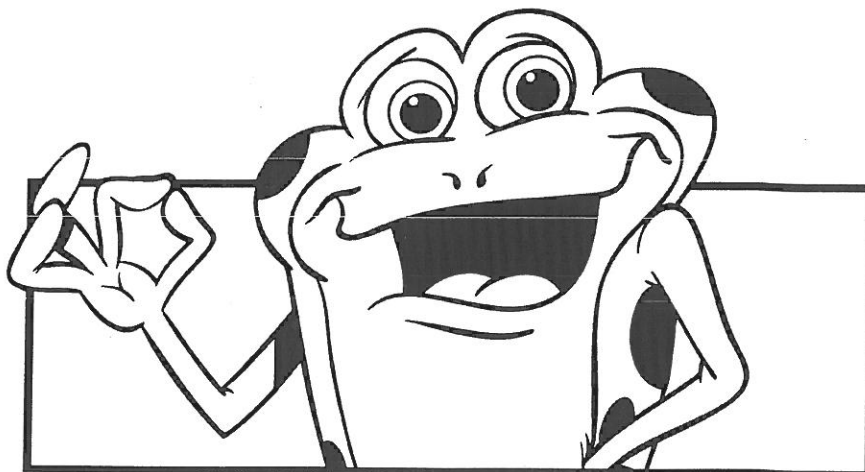
Select age-appropriate examples from the following list to illustrate bothersome "small" problems. List these on the board.

#### EXAMPLES OF "SMALL" PROBLEMS THAT REQUIRE CONFLICT MANAGEMENT SKILLS

##### A STUDENT IS:

- making noises while you are working
- not going out after losing a turn
- pushing in line
- taking too long at the drinking fountain
- saving a swing
- taking cuts in line
- not sharing a toy

- 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 two feet 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.



# KELSO'S CHOICE: INTRODUCTION – PART TWO

LESSON 2 • 30 MINUTES • K-3

## KELSO'S CHOICE: INTRODUCTION PART TWO: KELSO'S CHOICES

### READY

- Students will be able to list the first five of Kelso's nine choices for appropriate behavior.
- Students will be able to apply the first five choices for behavior to appropriate situations.
- Students will be able to evaluate the first five choices, and which ones will work for their own "small" problems.

### SET

- Set of Kelso's nine illustrated choices stapled into a packet for each K - 1st grade student (See Reproducible Masters section page 127)
- Kelso's Choice Wheel for each 2nd - 3rd grade student (See Reproducible Masters section page 119)
- Large Kelso's Choice classroom poster

### GO

- K - 1st graders: Have packet of Kelso's nine illustrated choices handy to be passed out at the end of the lesson. Gather up the packets after students have had a chance to look through them.
- 2nd - 3rd graders: Pass out a Kelso's Choice Wheel to each student.
- Introduce the five 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 five choices, adjusting for skill level and age of students.
- NOTE: Remind students if they have tried two of Kelso's Choices and they are still having trouble to go to an adult for help.



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## 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 things 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.



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## WALK AWAY

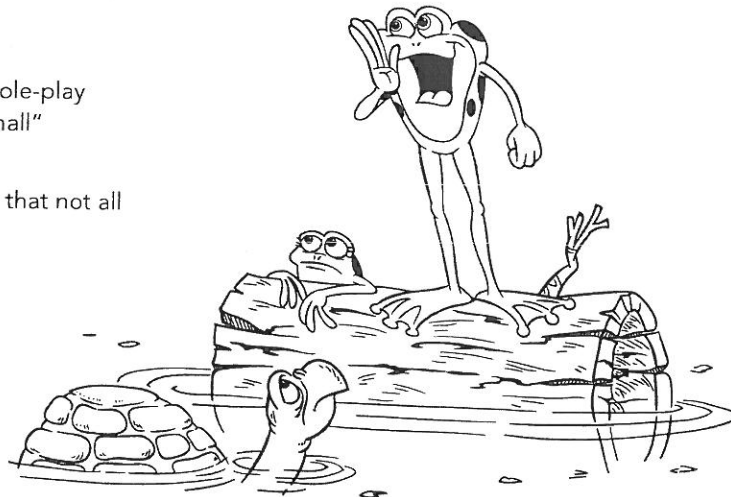
- Tell students: “This choice often goes with ignoring. You need to move away from someone who is teasing you.”
- Explain to students: “This doesn’t mean you’re ‘chicken,’ it just means you’re smart enough to walk off and that you are in control.”
- Model inappropriate stomping away.
- Model appropriately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



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## FINISH LINE

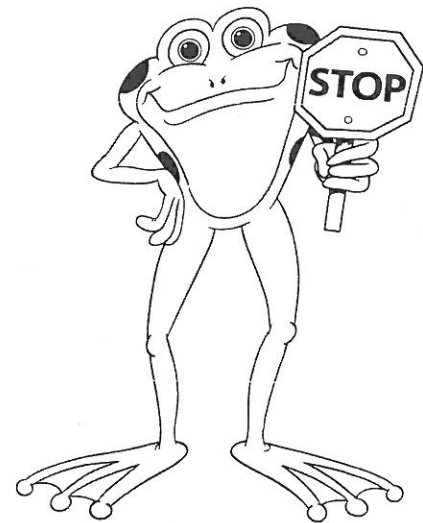
- Did the students recall the five choices?
- Did the students apply the lesson to various role-play situations, matching viable alternatives to “small” problems?
- Did students analyze behavior by recognizing that not all options will work in all situations?





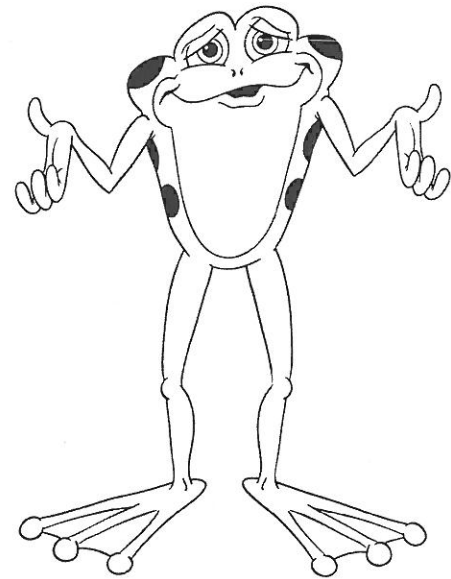
## TELL THEM TO (PLEASE) STOP

- Tell students: “You may have tried to ignore someone and it just isn’t working. Telling them to ‘please stop’ will work if you do it right.”
- Model inappropriate “Tell Them to (Please) 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 but 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.
- Tell students there are two parts to an apology:
  1. SAY something: Tell them what you are sorry for.
  2. DO something: Take action or stop an action to fix the problem.**EXAMPLE:** Repair a broken toy or no longer call someone a baby
- Explain that it’s easy to fix a broken toy, but it’s harder to fix someone’s heart when we have hurt it using our words.
- 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 sit by a third friend on the bus but only two are allowed per seat.
- Games such as Rock-Paper-Scissors, picking a number between one and ten, and flipping a coin for heads or tails can also be taught.

