

Okte Elementary School  
School Guidance Curriculum  
Classroom Instruction

**Title of Lesson:** Introducing Kelso's Choices

**Grade Level:** 2

**Topic:** Conflict Management

**Time Required:** 30 minutes

**Materials/Resources Needed:** large conflict management poster for classroom, nine choice options packet for each student, whiteboard, marker

**Lesson Plan/Procedure:**

1. Review big and small problems
  - a. Big=ones that kids need an adult to help with
  - b. Small=ones that kids are big enough to solve
2. Review poster from last week, the nine choices Kelso provides
3. Teach each of the nine options to students
  - a. Go to Another Game
    - i. Ask: What games/activities are popular at school?
    - ii. List these activities on the board.
    - iii. Tell students a story about a game not being fun because someone was cheating.
    - iv. Discuss changing activities.
      1. Ask: Does it mean you are a quitter?
        - a. No. You are smart and want to have fun.
  - b. Share and Take Turns
    - i. Ask one student to go get something in the room that has to be shared.
      1. Discuss what other objects in school need to be shared.
    - ii. Model how to politely ask to use the object.

- iii. Tell students to watch for a classmate who is silently waiting for a turn (swings, markers, etc.)
  - 1. Model how to offer to take turns when a classmate is waiting.
- iv. Discuss the importance of sharing.
  - 1. Ask: What happens when you don't share?
- c. Talk it Out
  - i. When doing this, only one person should be talking at a time. It is important to listen to each other.
  - ii. Ask students to use "I" messages when explaining how they feel:
    - 1. "When you \_\_\_\_\_, I feel \_\_\_\_\_."
    - 2. Give examples.
    - 3. Have students practice "I" messages.
    - 4. Add that eye contact and using the person's name adds to what you say.
- d. Walk Away
  - i. Tell students: "Sometimes you need to walk away from someone who is teasing you."
    - 1. Ask: "Does this mean you are a chicken?"
      - a. No. Explain. This means that you are smart and that you are in control.
    - 2. Model inappropriate stomping away.
    - 3. Model appropriate walking away.
    - 4. Ask for volunteers to model walking away.
- e. Ignore it
  - i. Ignoring is not looking and not listening. (Have students look at example on chart.)
  - ii. Ask students to list times to ignore (teasing and name calling).
  - iii. Tell students: "Ignoring is very hard to do. You have to do it for several days before the person stops bothering you. This choice is not a quick way to solve a problem, but it will eventually work."

- iv. Ask: "Can teasing get worse when it is ignored?"
  - 1. Discuss.
  - 2. Sometimes it does get worse before it gets better!
- v. Model inappropriate ignoring (huffing sound, angry look, arms crossed)
- vi. Model appropriate ignoring (calm face, relaxed body)
- vii. Have students practice calmly ignoring a sound or conversation with another child.

f. Tell Them to Stop

- i. "Sometime when you have tried to ignore something it does not work. Telling them to stop will work if you do it right."
- ii. Model inappropriate "STOP IT" (using a whiny or aggressive voice)
- iii. Tell students that the way to get someone to stop is to use a polite, assertive voice. Model an example.
- iv. Ask for volunteers to practice.

g. Apologize

- i. Tell students that apologies are good, but only if people really mean it.
  - 1. Sometimes this means waiting a day or two to cool off before talking.
- ii. Model inappropriate "sorry".
- iii. Model appropriate "I am sorry".
- iv. Ask students for other phrases they use when they apologize

h. Make a Deal

- i. Explain to students that when you make a deal, they may lose a little, but they will gain a lot. It is like making a bargain or compromise.
  - 1. Example: Two girls want to play different games at recess. They will lose a little when

making a deal because they can't play their game the entire recess, but they will gain a lot of fun and friendship.

ii. Ask: "When would you need to make a deal?"

iii. Introduce ideas of games like "Rock, paper, scissors" or picking a number between one and ten or flipping a coin

1. Ask: "Can these be used to make a deal?"

i. Wait and Cool Off

i. Tell students, sometimes when the other things don't work and you are really upset, you need to wait and cool off. Go to a quiet spot to think about what happened and how you are going to solve this problem.

ii. Discuss areas at school and home where students can go to calm down.

1. Library, a fort, bedroom, etc.

4. Emphasize that not all choices will work in every situation.

5. Ask: "Which of these are you already good at?:"

6. Ask: "Which of these do you want to get better at?"

7. If time, give students example situations and have them choose which they would do.

**Evaluation:** Students will understand how to use each of the nine choices for appropriate behavior.

### **ASCANational Standard(s):**

#### Career Development Domain

*Standard C:* Students will understand the relationship between personal qualities, education, training and the world of work.

C:C2.2 learn how to use conflict-management skills with peers and adults

Personal/Social Domain

*Standard A:* Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1.6 distinguish between appropriate and inappropriate behavior

PS:A2.7 know that communication involves speaking, listening and nonverbal behavior

*Standard B:* Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1.6 know how to apply conflict-resolution skills

**New York State Learning Standard(s):**

English Language Arts

Standard 1

Standard 4

The Arts

Standard 1

**Source:**

Kelso's Choice: Conflict Management for Children, 1994