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Making connections: Conflict resolution and peace education a case study

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Making connections: Conflict resolution and peace education a case study

Abstract
As in life, conflict is a normal occurrence in all schools. As we move into an information age, the institutional problems of the industrial age linger and create conflict among adults and especially children. Conflict resolution has recently been legitimized as a valid topic of discussion and study. Now thousands of school-based programs are being used in the nation. Students are learning new ways to listen, discuss, share, respect and compromise. Student populations are becoming more diverse by the day. Differences in academic abilities, learning styles, cultural backgrounds and socio-economic status make it very difficult for teachers to require “quality” work. As drop-out rates, teen pregnancies, teen suicides, and violence rise, society begins to question the roles that the schools play. Are our schools encouraging, caring, planning and instructing towards the future? As a "teacher in training," I believe that teachers have this’ on their minds’many hours a day.

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Making Connections:
Conflict Resolution
and Peace Education
A Case Study

Presented by Tonya R. Harms

In partial fulfillment for the Master of Arts in Teaching

at Pacific University

July 23, 1995

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Abstract

As in life, conflict is a normal occurrence in all schools. As we move into an information age, the institutional problems of the industrial age linger and create conflict among adults and especially children. Conflict resolution has recently been legitimized as a valid topic of discussion and study. Now thousands of school-based programs are being used in the nation. Students are learning new ways to listen, discuss, share, respect and compromise.

Student populations are becoming more diverse by the day. Differences in academic abilities, learning styles, cultural backgrounds and socio-economic status make it very difficult for teachers to require "quality" work. As drop-out rates, teen pregnancies, teen suicides, and violence rise, society begins to question the roles that the schools play. Are our schools encouraging, caring, planning and instructing towards the future? As a "teacher in training," I believe that teachers have this on their minds many hours a day.
SECTION I

CONTEXT OF PROJECT

Introduction

In 1983, the National Commission on Excellence in Education (NCEE) stated that the failure to educate our students should be viewed as a threat to the well-being of our country. Not to ignore the body of knowledge, skills and concepts that are necessary to progress as a student and in life, educators have become more and more aware of the need for "peace studies."

Peace studies is a fancy title for what most of us know as conflict resolution. Peace education, ideally, should be the process in which a child is helped to develop skills needed for the nonviolent resolution of conflict. These skills becoming necessary for members of a society in which the issues that incorporate the possibilities of nuclear warfare, global warming, deforestation and depletion of the ozone layer include all people of the planet.

In my research, I found the terms "Peace Studies," "Peace Education," "Conflict Management," "Conflict Resolution," and "Global Education" to be synonymous with the following definition (The Education Coalition 1991 Report):
A constructive approach to interpersonal and intergroup conflicts that helps people with opposing positions work together to arrive at mutually acceptable compromise solutions. The terms now also refer to the body of knowledge and practice developed to realize the approach (1991).

Many types of conflict resolution programs and titles are being utilized in the school system today. For the purpose of this paper, the program that is being studied (Kelso) will be referred to as a conflict resolution program. The term will refer to the above definition and serve as the relevant definition from this point on.

The Education Coalition 1991 Report declares that conflict resolution programs can encompass any or all of a variety of components. Roughly, they fall into two categories: (1) programs in which the disputants work among themselves to settle their differences, and (2) programs in which a mediator (an uninvolved, impartial "third party") helps the disputants reach agreement. The "Kelso" program I studied falls under the first definition.

The major themes of conflict resolution programs are: active listening, where participants summarize what each has said to ensure accurate comprehension; cooperation between disputants; acceptance of each other's differences; and creative problem-solving, which takes into account each disputant's position. The programs emphasize learning from experience, with teachers serving as facilitators and coaches. Through role-playing and a variety of
team projects, students learn how to deal with anger and how to work with others to arrive at win-win solutions (The Education Coalition 1991 Report).

Educators, like Teachers College's Morton Deutsch, laid the theoretical groundwork for conflict resolution programs. Deutsch argued that schools should not try to eliminate or prevent conflict but should encourage and promote lively, effective controversy. Conflict prevents stagnation, stimulates interest and curiosity, allows problems to be aired, and is at the root of personal and social change.

Kelso's Choice: Conflict Management for Children is a program currently instituted in five Miller, Oregon, schools and, in my view, is a timely one for young students entering the 21st Century. Written by Barbara O'Neill, Ph.D. and Diane Glass, and illustrated by Brenda Evans, this program fits perfectly into my research on conflict resolution. I observed a second grade classroom at Robert E. Lee Elementary that was integrating this school-wide program in their classroom, on the playground, and in all the other areas in which the children work and play during a school day.

The Kelso program is a progressive and adaptive strategy that this elementary school elected to promote only one year ago. The program was being instituted for the first time and I thought it would be a great case study to evaluate its effectiveness, benefits and practical processes in conflict resolution.
I chose this area to study because I have become increasingly aware of the skills which are needed and important in an interdependent world. With increased technology in the classroom and in the home, it is vitally necessary to address issues and concepts of the global society. As the multicultural character of the United States includes a nation of immigrants and indigenous people with different languages and cultures, conflict resolution becomes a priority.

Skills must be taught that develop more tolerant attitudes toward other cultures and other people in order for society to work as a whole. Today's challenges in the classroom are more diverse than ever before. What I have found with the Kelso program is that it is taking a proactive approach to the challenges that our students are and will be facing.

Literature Review

The value of the Kelso program is that it addresses many complex issues such as diversity, prejudice, and discrimination. What better way then to teach "ownership" at a very young age. Through ownership, young people develop empowerment. Empowering young people with the ability to determine their own behavior encourages an internal focus 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 (Barbara O'Neill
and Diane Glass). Developing ownership involves more than letting students solve problems any way they want. In *Pedagogy of the Oppressed*, educational philosopher Paulo Friere describes his own theory of personal "problem posing" this way:

Students, as they are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly challenged and obliged to respond to that challenge. Because they apprehend the challenge as inter-related to other problems within a total context, not as a theoretical question, the resulting comprehension tends to be increasingly critical and thus constantly less alienated (1993:68-69).

In order to allow students to mature, gain tolerance, respect, and cooperate, problem solving skills must be implemented at every grade level. Teachers must find a structure that allows for people to practice in such a way that allows for the above characteristics to develop through a motivational structure. As Janney and Meyer state:

In order to provide programming that lives up to our emerging values, it will be necessary to ensure that systems are in place to provide ongoing consulting, training, and support for teachers faced with challenges (1990).

In my opinion, the Kelso program fits this need.

In researching my topic, I followed the direction of conflict management and the successful interaction with others I observed in the Kelso program. It occurred to me when reading articles, that many teachers can successfully reinforce correct
academic responses, but instead use punishments and penalties for misconduct. Providing the knowledge of proactive approaches (Kelso program), especially with the students that fall into the three to five percent that aren't the norm, can be extremely interesting and useful.

It appears that conflict plays such an important role in the development of a child, and more often than not, the teacher or the child isn't taught the important tools of dealing with conflict in a helpful way (VanAcker, R., 1993). Instrumental strategy and precorrection can be applied to changing chronic behavior problems. By implementing programs such as Kelso, schools can manage predictable social behavior problems by teaching students the skills needed to solve problems on their own.

In William Glasser's, The Quality School, he talks of a process-oriented, student-centered program in which a switch from the boss-managed (industrial era) to the lead-managed (information age) must happen in order to effectively get quality work done by students. Glasser states that:

Boss-management is wrong because it limits both the quality of the work and the productivity of the worker. And further, its use actually produces most of the discipline problems we are trying to prevent (1992).

Needless to say, cooperative learning and conflict resolution go hand in hand. The cooperative learning environment is a place where thoughts and feelings can be expressed, individuals and groups feel important, and trust and respect are stressed.
Students in such an environment are able to develop positive self-concepts (Sadker & Sadker, 1991).

When students are taught the skills to problem solve (through the Kelso program), they feel more empowered among the group because they have the power to make decisions, and the know-how to do it!

Methodology

Research Questions

In my thesis, I observe if theory and practice coincide and what the effectiveness of a newly implemented conflict management program could mean for future implementation of this type of program. This study addresses the following questions:

1.) What makes Kelso an effective program, not just school-wide but among the students of the second grade classroom observed?
2.) What are the benefits of a school-wide conflict resolution program compared to individualized peacemaking strategies?
3.) Through observation, what practical processes must the students experience?
4.) Does the program actually teach students the skills to solve their own problems?
5.) How might the Kelso skills benefit the student in society?
Conceptual Framework

In this paper, I synthesize Glasser’s theory and suggest that we replace the "bossing" that turns students and staff into adversaries with a system of management that brings them together. The Kelso program I studied, concentrates on conflict resolution strategies that will make our classroom community function productively, but implants the critical thinking skills that students will use later on when tolerance and understanding of various cultural, ethnic, and racial groups are needed to problem solve.

The Oregon Social Studies goals acknowledge the changes in our interdependent world and include the implementation of conflict, diversity and justice within the traditional categories of geography, economics and history. The goals focus on the development of concepts and organizing principles in social studies, but do not ignore the need for a common body of skills that demonstrate the understanding in which people and environments are interrelated and interdependent.

With the changes in our world, we have become peoples of an interdependent world that cannot afford the more traditional curriculum and coercion based approaches. The skills that the Kelso program develops, the readings appropriate for this topic and my own observations, were utilized in the creation of the conceptual framework. It is vital to include a global perspective to
students in order to truly provide the academic freedom (the opportunity for students to learn, teach, study, research, and question), that will carry our world into the coming century.

Despite the spread of conflict resolution programs, there are considerable differences in what is offered to schools. Kelso has received a lot of support and has been adopted school wide. How effective was the program this year? What's ahead for next year? And overall, what were the gains and student progress towards problem solving and defining problems that they need help solving, or can solve themselves? This thesis looks into the above questions and more.

Data Collection Strategies

In this study, I have used a qualitative approach to gathering data. My research was done for this project over a period of six months (February through July, 1995). During this time period, I was able to observe in the classroom for at least one day a week, and at some points, for two week stretches.

Data was collected through ongoing discussions with the class teacher, students, other faculty members and some parents. Specifically, I observed the students interact at times when the teacher was implementing a specific Kelso lesson. My data, therefore, consists mainly of anecdotal records, ongoing observations/discussions (students and teachers) and is supplemented by a detailed
review of current literature, review of the Kelso program in its entirety, and I also offer analysis based on the data collected through this research project.

One method of data collection was my observation of the students and the teacher, with anecdotal notes centered on the conflict resolution group activities. I paid particular attention to the flexibility of the group, students attitudes, students confidence, and students ability to apply Kelso techniques.

I informally discussed with the teacher her goals for the program and later compared my notes with the programs goals. I was able to compare my observations with the intended goals written into the program and analyze my findings to be able to suggest some conclusive evidence and questions for further study.

While reviewing my data, I had to remember and reacquaint myself with my own biases. I am very much in favor of what this program is progressively instilling in this school. I have been increasingly interested in this topic, and again have made myself openly aware of my own biases. I do feel that this paper has increased my ability to observe fairly and come to important conclusions about the program.
Establishing Credibility

I believe that this study is an accurate description of the effectiveness of a conflict management program. It is the first year of implementation for the observed school, and immediate effects can be noticed. The prolonged process approach to the skills developed from this program provided an environment that was consistent and persistent.

Using the before mentioned data, reoccurring observations became apparent. A comparison was used to increase the validity and reliability of the study. The value of conflict resolution in the schools is apparent more than ever before as schools introduce many different models of conflict management programs and skills such as this one.

This case study focuses on one program and one classroom over a brief period of time. Further implications may be drawn, but generalizations for direct applications in other schools is not purposeful to this study/evaluation.

Methodological Limitations

Time constraint is one of the biggest limitations of my study. I won't be able to see the long-range plan (that includes Kelso) that will be implemented throughout the coming years to improve the learning climate and the problem
solving skills of the students. One of the long-term benefits of this new approach (Kelso) is that students, teachers and parents can see a change in attitude toward conflict: they progress from seeing it as either a problem to be swept under the rug or an opening for confrontation (both of which are harmful) to seeing it as a process that defines values and leads to growth (The Education Coalition 1991 Report).

Since I was the only person to observe this program in a formal manner, there is no comparison of observational findings but my own. I had limited exposure to other classrooms and students for comparison, so the validity that the program is effective school wide could be questioned. No formal questionnaire was given to the students or faculty, which might be done when considering future study. Since the unit is only one year old, determining the climate before implementation is impossible for me to do. Therefore, observational data is based purely on what is seen at the time of instruction.
Kelso's Choice: Conflict Management for Children is a powerful and timely tool for students in the 1990's. The program's philosophy is simple: each child is seen as smart enough and strong enough to resolve conflict. Unlike some programs which tout peer mediators who are trained to intervene as conflict managers, Kelso's Choice assumes that all children are capable of becoming peacemakers. Developed and refined for six years, the program reflects a proven way to:

Empower young people with the ability to determine their own behavior, encouraging an internal focus 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 students can resolve and "big" problems that require adult intervention.

Increase feelings of self-esteem and personal competence as students successfully resolve conflicts, both within the structured lessons and in their own lives.

Develop an important linkage between home and school as the Kelso's Choice program is shared with parents in the home.

Give students 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 a bus stop or playing a game in the far corner of a school field.

Program Overview

In using this program the teacher/counselor will:

1.) Teach students to decide when adult intervention is needed.
2.) Teach students when to attempt the resolution of the conflict themselves.
3.) Teach a repertoire of nine concrete and viable conflict management skills, using lessons designed for each level of Bloom's Cognitive Taxonomy.
4.) Allow for individual and cultural differences, as well as divergent learning styles within the peacemaking process.
5.) Provide a safe and non-threatening avenue for students to practice and internalize their newly developed problem-solving skills.

(Taken directly from Program Summary and Benefits, by Barbara O'Neill, Ph.D. and Diane Glass)

Observed Data and Narrative

The Teacher:

Jane Jones is a seasoned teacher, having 15 years of teaching behind her. Her students respect her as she does them, and they work very well independently. Jane is a vivacious woman and has as much enthusiasm about teaching as she did during her first year. Jane's class was comprised of nine learning and/or physically disabled students during this year and didn't stop growing until the last month of school in which her numbers topped thirty-two students.

Jane holds a Masters Degree in Special Education from the University of Oregon which has come in handy with the amount of students in her class needing extra support. When Jane begins the year with her second graders, she always starts with a unit on Relationships. This unit includes many of the Kelso lesson plans (see Appendix A) that incorporate problem solving.
The Students:

There were thirty-two students in the class by the end of the year. The students worked at their own desks which were arranged in groups of four. Three of the students were extreme behavior problems and proved to be disruptive at times. The students often worked in small groups, partner groups, individually and as a whole group, depending on the activity and lesson. Five "self-managers" were designated among the students. This program helped when the attention was needed among all of the students. Self-managers focused on the classwork and helped the other students stay involved in the lesson.

The Classroom:

A student entering the stated classroom would immediately notice that the classroom was full of student art work, books, and crafts. Something was always going on as second graders can lose concentration quite easily. Jane's voice was loud and definite and transitions went as smoothly as could be.

Although there was always activity going on, the students were very quick to respond to the teacher's requests. By the end of the year, students in this class could follow verbal requests without hesitation. This made the "big" problem, "little" problem gesture work without doubt.
The School:

This elementary school seems rather dark and gym-like when one first enters the building. Two main halls, with bathrooms at each end, housed the classrooms. The gym at Robert E. Lee Elementary is where the "multi-purpose" room is located. This is also where the cafeteria is located and occasionally the music room. The library is centrally located between both hallways. Its overcrowded shelves and low ceilings make it a dark room in which to read. Two windows are in the library. Unfortunately, they do not bring in much light, but they do allow fresh air to enter. In addition, there is an outside door that can be left ajar for additional light and ventilation.

Robert E. Lee is located in a lower-class section of Springfield and very close to a large shopping mall. The school is surrounded by many apartments and townhouses, and students' life styles vary tremendously. A small but growing minority population resides in the neighborhood.

Three additional classrooms being built for the upcoming school year. With enrollment up in almost every grade, this will be an added help.

I attended many staff meetings and found the teachers to be very comfortable and accepting of the Kelso plan being integrated. The entire staff was trained in the program during the Fall of 1994 and have seemingly had great success with it. The principal of the school was due to retire in June of this first
year of implementation. He found the program thus far to be of "top quality." The new principal joined the staff at meetings in the Spring. He also embraced the Kelso program and is viewed by the staff as being progressive in his thinking.
SECTION III

INTERPRETATION OF RESULTS/ANALYSIS

What was Learned and its Relation to the Conceptual Framework

In analyzing the results of my research I have been able to satisfactorily respond to each research question raised. The research questions developed were thoroughly examined through observational methods and anecdotal records.

The Kelso program that was examined is a good example of a peace education program. It appears to be a collaborative effort among the educators, staff, parents and students of Robert E. Lee Elementary School. The program began in the Fall of 1994 and will continue as this school’s main conflict resolution program for the years to come.

Additions and growth process will continue with any program, and teachers must constantly strive for integration at all levels. The school plans to paint a Kelso "wheel of choices" (see Appendix. p. 36) on the playground’s blacktop, so that students are constantly reminded of the choices they can make when problem solving.

The entire purpose of this paper has been, and remains to be, the acknowledgement and evaluation of a progressive and comprehensive program that increases student’s ability and opportunity to make productive choices.
In the following section, I will attempt to answer each of the questions addressed in this study. The first question asked what makes Kelso an effective program, not just school-wide but among the students of the second grade classroom observed. Through observation, I noted that Kelso's choices were presented to students in all grade levels and in all situations (small group, large group and assemblies.) The lessons taught in the observed second grade classroom were reinforced not just in the classroom but school wide as well. Parents were sent a letter explaining the program (see Appendix. p. 33) and were asked to try to implement some of it at home when problem solving and decision making processes were needed.

All students were introduced to Kelso during their regular classroom instruction. Students of diverse groups were all incorporated in the process. Educators consistently reviewed options that could help to resolve students conflicts.

Question Two asked: What are the benefits of a school-wide conflict resolution program compared to individualized peacemaking strategies? By continuing to employ school wide commitment and enthusiasm for Kelso, all staff members participated in a training session. This training provided the needed threads to bring the group to consensus and understanding of the programs benefits. School administrators were given a proven plan of action for handling office referrals and misconduct. Teachers were given valuable lessons and a wheel
of choices to direct children to and with, when trying to understand the ways in which to solve conflict.

This program strives to teach everyone that teachers and staff are not abdicating their responsibility or authority by asking students to try to resolve their own small problems. They are instead teaching children how to handle their problems and are reinforcing the behaviors and values parents seek to instill at home (Kelso, p. 4). Real life issues will become the catalyst for exploring possible solutions and applying a variety of problem solving methods by using Kelso's wheel of choices.

The third question asked: Through observation, what practical processes must the students experience? All students go through emotions when conflict arises. What I noticed by the end of the year was that students were no longer going to the teacher with small problems that they could solve. Students appeared more direct in confrontations and easily stated if they were angry or upset. I saw many episodes with students and conflict resolution when they were simply lining up by the door! Amazingly enough, by the end of the year they were able to speak up or walk away, when in February they would cry or tell the teacher.

A lot of "coaching" went on in the beginning of the year in which the teacher did a lot of modeling and suggesting of solutions. Lessons were implemented when refreshers were needed and students always had charts around school that offered Kelso the frog's help. By the end of the year, children proudly displayed
their Kelso certificates, and were able to positively identify conflict resolution strategies without having to look at the chart.

Question four asked: Does the program actually teach students the skills to solve their own problems? As stated above, many students could recite the conflict resolution strategies without having to look at the chart. The choices were as follows: Make a deal; wait and cool off; go to another game; share and take turns; talk it out; walk way; ignore it; tell them to stop; and apologize. The students are instructed to seek adult help if, after two choices, the problem is not solved.

What I observed was students actually initiating these choices without getting overly emotional. I also observed students advising other students what choices they could make in situations of conflict! I wouldn't hesitate to say that the program was very successful in this area -- teaching students skills to solve their own problems.

A pre-test and post-test was given to the students of this second grade class (see Appendix, p.35) which markedly showed improvement regarding their abilities to make choices and decide between "big" and "little" problems.

The fifth question asked: How might the Kelso skills benefit the student in society? As mentioned before, in an interdependent world, skills must be taught that develop more tolerant attitudes toward other cultures and other people. Today's challenges in the classroom are more diverse than ever before. What I observed and found with the Kelso program is that it is taking a proactive approach
to the challenges that students face and offers them some logical and moral approaches to solve or help solve situations.

Along with cooperative learning experiences, conflict management is one of the most important topics on the educational and global agenda for curriculum enhancement. It not only deals with self-enhancement and behavioral skills, it allows educational programs to be enhanced through productive and "quality" learning (Glasser, 1992).

Limitations and Implications of Study

What this project means for educators is that the relationship between conflict resolution strategies and student development go hand in hand. When the teacher or the child isn't taught the important tools of dealing with conflict (VanAcker, R., 1993), chronic behavior problems socially and individually develop.

As we move into the 21st century and into a more global market, we have to ensure that our students are equipped with the knowledge and the processes of what it takes to be a member of a cohesive environment. Since the programs around the nation are relatively new, there are no quantitative studies of their impact available yet. The International Center for Cooperation and Conflict Resolution has completed a longitudinal study, published in 1992.
Students at Robert E. Lee reported to me that they feel better about solving problems at school and feel better about safety issues. Teachers reported better behavioral abilities from students. The teachers also liked the fact that they could spend less time on disciplinary matters.

To build a better tomorrow, we have to start today. As with any cognitive program, Kelso reviews the skills necessary periodically and consistently. For the non-English speaking students or those who do not yet read, a conflict management chart has been developed that contains illustrations for Kelso's nine choices without words (see Appendix, p.37). This enables all students to participate in the skill building.

Whether the Kelso program goes any further than the Miller School District, only time will tell. The impact on the students at Robert E. Lee has been noticeable and appreciated. The Kelso program provides students, educators and parents with the needed skills to work towards a common good.

This program, in my opinion, has been effective and appreciated by those who use it. The school community uses this program to understand and relate experientially to problems on a small scale -- ultimately building the skills for the larger problems that life can hold.

My recommendation would be that constant training, role modeling and support be a part of this newly initiated program. I'd like to suggest at this time that the staff be a part of a goal statement or vision statement that can act as a
constant reminder of the purpose and theoretical background that this program entails.

The Educational Coalition sums up the key components: Conflict resolution programs are best used as part of a long range comprehensive plan to improve the learning climate at a school and to teach students alternatives to violence. Thus, conflict resolution should be included as a regular part of the school programs and curricula.

Possible Areas for Future Research

My research focused on a case study of a conflict management program’s effectiveness at one elementary school. If time permitted, more diverse populations and areas would be a great way to compare generalizations and to see if they repeat themselves in other programs.

Of course, over the period of a few years, it would be important to note the growth and development of the program and the school. As children progress in grades, teachers could learn how the program continues to be effective when students are being taught the same skills year after year.

Teacher reactions and rationales could also be examined in future studies as to their training, interest, support and exposure to conflict resolution situations. Is the time and effort required to accomplish the goals of the program appropriate?
How would the teachers view the goals of the program after implementing it for a few years? I would suggest a questionnaire be administered every two years to both teachers and older elementary students.

Summary

Every classroom and every school environment is different. What is effective with some is not so in a different environment. The fact is, theories and strategies are always in transition. The Kelso program was adopted in this situation because it fit into the appropriate environment. I have been fortunate to witness a commitment and a dedication to this project from this school community.

Giving the school an opportunity to work together in harmony is essential to forming values that will last a lifetime (Denise Allen, 1995). Being exposed to the Kelso program signifies this school's adaptability to the needs of the students.

In conclusion, acknowledgement that the problem can't be remedied by one school, or one program, is essential. But **Together Everyone Achieves More** (TEAM). Instead of going through the motions, this school selected a program to help solve problems and build life skills that is enjoyable to teach and enjoyable to take part in. I thoroughly believe that an individual's success comes from within.

Being able to utilize our natural resources and learned skills, we can shape our mind and encourage our future to work in harmony. Whatever the origin of the
methods, the consistency of the program comes from the dedication and care of the educators who put a proven plan into action. From my observations of this program, I feel students will have every right to learn and grow and participate with others as an integral part of the greater community.
SECTION IV

References


APPENDIX
Dear Parents and Guardians,

I would like to welcome your child to a new school year. We are looking forward to a challenging and interesting year. Because you as parents are an essential part of our educational process, it will be important for us to maintain open communication. If you have questions or concerns at any time, please feel free to call or make an appointment.

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 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’s ideas to solve it (please refer to Conflict Management/Kelso’s idea wheel enclosed).

When a student chooses to request the help of an adult, two ideas from Kelso’s plan should have already been tried. If the student still feels that assistance is needed then he or she should ask an adult. Of course, any serious problems or conflicts that cause a child to feel threatened or frightened will be immediately handled.

By using this plan on a school wide basis, 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 each student reduce the stress and the number of conflicts they have at school and in their neighborhood.

It is also important that students understand why there are rules for home, school, and the community. Learning to take control of their actions and utilizing problem solving skills will create a safe and productive environment that can meet everyone's needs. Since the Kelso program is a school wide program, students at all grade levels will become familiar with and will practice the various ways in which to solve a problem.

Marilyn and I encourage you to become familiar with this program and utilize it at home. By working together, we can develop a healthy life skill for young people to use at home and at school. I am very pleased with the opportunity of working with your child, and am looking forward to an enjoyable a productive quarter.

Sincerely,
PROBLEMS....
HELP KELSO THE FROG SOLVE THE FOLLOWING SITUATIONS BY DRAWING A LINE FROM THE SENTENCE TO THE MOST APPROPRIATE FROG SYMBOL.........

1.) Someone in the class is making noises when you are trying to work.

2.) The person behind you in line is pushing you.

3.) A friend in class won't share something with you (crayons, games...).

4.) A person is not going "out" when they've lost their turn at a game.

5.) A person is "saving" a swing or a seat at the lunch table.

B= BIG PROBLEM     S= SMALL PROBLEM
1.) A student is playing with matches. 

2.) A student is doing dangerous activities that could cause someone to get hurt.
IT'S YOUR CHOICE!

DO YOU HAVE A SMALL PROBLEM?
TRY 2 OF KELSO'S CHOICES:

- Go to another game
- Share and take turns
- Wait and cool off
- Make a deal
- Apologize
- Tell them to stop
- Ignore it
- Walk away
- Talk it out

IF YOU HAVE A BIG PROBLEM,
TELL AN ADULT YOU TRUST.
CONFLICT MANAGEMENT
Try 2 of Kelso’s Ideas
When You Have a Small Problem:

IF YOU ARE THREATENED
OR FEEL FRIGHTENED,
TELL AN ADULT
IMMEDIATELY.
LESSON 1  K – 6

Kelso’s Choice:
An Introduction – Part One

READY
• The student will be able to determine the difference between problems he/she can handle and problems that require an adult’s help.

SET
• one large conflict management poster for classroom viewing or reproduced onto an overhead transparency (see Reproducible Masters section)

GO
• Tell students that there are two types of problems: “small” ones 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 an overhead projector or the board.

SAMPLES OF “SMALL” PROBLEMS THAT REQUIRE CONFLICT MANAGEMENT SKILLS

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<td>- passing notes about you.</td>
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<td>- whispering during a movie.</td>
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<td>- “saving” a swing.</td>
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<tr>
<td>- not sharing a toy.</td>
<td>- using the library reference books without sharing.</td>
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WAY TO GO!

KELSO SAYS:
"You made a good choice!"
Try A Better Way

Tom Goodemote

You gotta stop, think, and try a better way, before you get in trouble and spoil your day.

You can solve your problems and still have time for play, if you try an alternate way.

Try an alternate, Try an alternate way!
"Small" Problems

A student is . . .

• making noises when you're trying to work

• pushing in line

• not sharing something (game, art supplies, ...)

• whispering during a movie

• not going "out" when they've lost their turn at a game

• taking "cuts" in line

• taking too long at the drinking fountain

• "saving" a swing or a seat at the lunch table
"BIG" Problems

A student is ...

- playing with matches
- being pushed down by a bully
- throwing rocks at another child
- stealing from the teacher's desk
- doing dangerous activities that could cause injury
- exploring in a dangerous place
- running out into traffic
- fighting (hitting, kicking, tripping, ...)
- writing on desks, walls, ... (vandalism)
- carrying a knife
KELSO'S CHOICE

CONFLICT MANAGEMENT FOR CHILDREN

a leader’s guide
revised 1992

By

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Diane Glass

Illustrated By

Brenda Evans

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KELSO'S CHOICE:
CONFLICT MANAGEMENT FOR CHILDREN
Implementation Guide

Before the program begins, attention to a few important considerations will insure a smooth start-up.

• This program is very successful when implemented on a school-wide basis. If your school or agency decides to use this approach, the entire school staff must be trained in the conflict management program, including aides, custodians, cooks. As all adults are asking students to try two things to resolve small conflicts, consistency and clear, firm expectations will result. If a teacher or staff member chooses not to use the program, while the rest of the school adopts it, he or she may be inundated with students who seek negative attention-getting, who tattle or complain, or who try to "get someone in trouble."

• In addition to school-wide programs, Kelso's Choice can be presented to small groups of students or be used during individual counseling, either to reinforce the lessons taught in the classroom or to provide problem-solving techniques and decision-making strategies. The program has been successfully adapted to diverse student groups, including the handicapped, the learning disabled, and the emotionally disturbed. It is effective when teaching anger management skills and impulsivity control.

• While Kelso's Choice does not provide a "quick-fix" for all the
discipline problems in a school, it has proven itself to be a powerful contributor in creating a positive school climate. School administrators have a tool to use when handling office referrals, as they create a "teachable moment" by reviewing non-violent options that might have resolved the conflict. Principals should treat severe rule infractions (those that cause a child to feel threatened or frightened) accordingly and have an appropriate consequence for those behaviors (e.g., time out, an apology to the one hurt, restitution, parent conference, etc.).

- In order for this conflict management program to have a lasting impact upon your school, commitment and enthusiasm are necessary in both introducing and maintaining the program. School staffs need to review periodically the goals of the program and to assess its effectiveness.

- It is critical that parents understand that teachers and staff are not abdicating their responsibility or authority by asking students to try to resolve their own small problems. They are instead teaching children how to handle their problems and are reinforcing the behaviors and values parents seek to instill at home. Parents need to understand that school supervision and discipline improve through conflict management as the teacher is freed from minor distractions and can instead prevent covert activities from escalating. In order to initiate this contact, the accompanying parent letter should be sent home when the program is implemented (see Reproducible Masters section).

- Be sensitive to the child who is becoming overly distraught or out of control. Because of a child's temporary emotional state, he or she may not be able calmly to identify and try two conflict management
techniques, and may need a teacher’s or aide’s assistance. In cases such as this, reflective listening will help the student to identify his or her feelings and to select the most appropriate problem-solving technique. The adult may need to coach the child through the situation, suggesting possible avenues of resolution. Example: "Kevin, I can tell that Sam has really made you angry about this. And it is frustrating! Why don’t you wait and cool off for a while? Do you have any ideas that may work to get you calmed down?"

- Conflict management charts should be prominently displayed in all classrooms, in hallways, in the principal’s office, and on the playground. Charts are more durable if mounted on tag board and laminated. It is helpful to have the charts reproduced in student notebooks and parent handbooks. A colorful bulletin board display near the main office can serve to remind parents of the program. Smaller conflict management charts can be placed in a pocket or envelope on the display for home reference (see Reproducible Masters section).

- For non-English speaking students, or those who do not yet read, a conflict management chart has been developed that contains illustrations of Kelso’s nine choices without words (see Reproducible Masters section).

- As with any cognitive program, review of the skills is necessary periodically, particularly after longer school vacations at Christmas or spring break. To keep the program alive, the extended lessons and activities can be scheduled throughout the year, at teacher or counselor discretion. Students new to your school must be apprised of the program, either during their orientation by the classroom teacher or
during a "newcomer's" welcoming club.

- During the first year that Kelso's Choice is implemented, teachers may choose to allow additional time for presenting Lessons 1 and 2. As the concepts will be new for all students, additional discussion, modeling, practice, and review can be helpful. In subsequent years, teachers will find that, for returning students, these lessons will be a review of material and the presentation time will be faster.

- Clipboard-sized conflict management charts are beneficial so that duty personnel can refer to the program while outside. These can be laminated for durability (see Reproducible Masters section).

- Certificates on page 65 may be used by duty personnel or teachers. These may be awarded when a child has made a choice to avoid conflict by utilizing one of Kelso's nine strategies. The certificates can be given spontaneously to help children realize that they are unconsciously making good choices.

- The "talking" rubber stamp can be used to illustrate and reinforce the extended activities, safety books, and charts. The frog can be printed on the back of a hand when a child has solved a small problem by using one of Kelso's ideas.
KELSO'S CHOICE

CONFLICT MANAGEMENT FOR CHILDREN

LESSONS
When you have a small problem:

- Go to another game
- Make a deal
- Make an exit
- Tell them to stop
- Ignore it

If you are threatened or feel frightened, tell an adult immediately.

Conflict Management

Try 2 of Kelso's Ideas

IF YOU ARE THREATENED OR FEEL FRIGHTENED, TELL AN ADULT IMMEDIATELY.
LESSON 1:

KELSO’S CHOICE:

AN INTRODUCTION

Part I

READY

• The student will be able to determine the difference between problems he/she can handle and problems that require an adult’s help.

SET

• One large conflict management poster for classroom viewing or reproduced onto an overhead transparency (see Reproducible Masters section).

GO

• Tell students that there are two types of problems: "small" ones 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 chart to illustrate bothersome, "small" problems. List these on an overhead projector or the board.

SAMPLE SITUATIONS OF "SMALL" PROBLEMS THAT REQUIRE CONFLICT MANAGEMENT SKILLS

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- whispering during a movie.
- taking too long at the drinking fountain.
- "saving" a swing.
- taking "cuts" in line.
- not sharing a toy.
- teasing about your appearance (too short, too tall, etc.)
- borrowing school supplies without asking.
- messing up your desk.
- using the library reference books without sharing.

- On an overhead projector or 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.

  Example: 'Annoyed, "bugged", bothered, a little embarrassed, hurt or left out, upset, bored, lonely, hassled

- Remind students that "small" problems can happen when an adult is not always 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 that 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 overhead projector or blackboard.

**SAMPLE SITUATIONS OF "BIG" PROBLEMS THAT REQUIRE ADULT HELP**

**Grade K - 3**

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

**Grade 4 - 6**

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:** For older students, state that whenever there is illegal activity (students who are breaking the law by committing vandalism, arson, theft, etc.), an adult must immediately be told as this is a "big" problem.

- Refer to this list of "big" problems as you brainstorm with students a list of strong feelings that often occur when there is a "big" problem.

  Example: '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. Classify these problems as either "small" problems that students can usually solve or "big" ones that require adult help by having students gauge the severity of each incident with their hands.

• Monitor by watching how students space fingers/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 it was a "small" or "big" problem.

  Note: For intermediate age students, the teacher may want to forego the kinesthetic movements and rely on discussion.

• Generate on the overhead or board a list of adults to whom a child can take a "big" problem: parents, bus driver, relatives, principal, aides, the 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 concern as they take the problem away. The adult will reassure the 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 (role play).
• 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 to 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" problem?

• Could students cite examples of "small" and "big" problems they have seen?
LESSON 2:

KELSO'S CHOICE:

AN INTRODUCTION

Part II

The student will be able to list the nine choices for appropriate behavior.

The student will be able to apply the nine choices for behavior to the appropriate situations.

The student will be able to evaluate the nine choices, adding or deleting options.

Conflict management posters for each 3 - 6 grade student (see Reproducible Masters section).

A packet of the nine choice options for each K - 2 grade students (see Reproducible Masters section).

Large conflict management poster or nine overhead transparencies (one of each of the choice options depicted by Kelso - see Reproducible Masters section).

Pass out individual conflict management charts to 3 - 6 grade students. For K - 2 grade students, pass out packets at the end of the lesson.

Introduce nine choice options by explaining the large chart or overhead transparency. 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 option in each section of the chart.

Teach each of the nine choice options, 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 everyday?"

• 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 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 that "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 (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 chart. Each person needs to explain their side while the other listens. They need to switch. This choice will only work if the two friends are willing to listen to each other.

Example: A student gets feelings hurt when a friend jokingly calls them a name.
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 everyday?"

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TALK IT OUT

- Tell students to look at the chart. Each person needs to explain their side while the other listens. They need to switch. This choice will only work if the two friends are willing to listen to each other.

Example: A student gets feelings hurt when a friend jokingly calls them a name.
• Ask students to use "I" messages when explaining how they feel: "When you ____________________ I felt ____________________." Model several examples.

• Have students practice "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 appropriate "walk away" by slowly fading away.

• Ask for volunteers to model "walk away."

IGNORE

• Tell students to look at the chart. 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 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. "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 "STOP IT" (whining or aggressive voice).

• Discuss with students: "If you really want someone 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.)

• Model inappropriate "sorry" (sounds caustic, flippant).

• Model appropriate "I am sorry."

• Ask students for additional phrases they use when they apologize: "Hey man, I didn't mean it," "Excuse me," "I apologize."

MAKE A DEAL

• Tell students: "Make 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 per seat, etc.

• Games such as "Rock, Scissors, Paper", picking a number between one and ten, and flipping a coin for heads or tails can be taught also.
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 get calmed 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 and school. Have volunteer students come up to chart 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 choice options.

• Variation: 1st and 2nd grade - Nine choice option 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 chest. When the teacher says, "Show me," all the students hold their choice 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 be done with a smaller team of 5 - 6 students also).

• Variation: 5th and 6th grade - Ask students what other options could be on the chart (i.e., Using humor, flipping a coin, etc.).

• Announce to the class that they are now ready to try to use 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 choice options?

• 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:
BIG AND SMALL SAFETY BOOKS

30  K - 2

READY

• The students will be able to differentiate between "big" and "small" problems.

• The 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 "Big Book" picture labels and "Small Book" pages for each child (see pages 20 and 21)

• Large, white construction paper (one sheet per student)

• Markers or crayons

• Introductory parent letter (see page 19)

• Book binding material (yarn or metal brads, paper reinforcers, hold 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 chart 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.

Example:  A child playing with matches, someone who has fallen on the playground, a child fiddling with his dad's gun, kids throwing rocks from an overpass.
• As you draw the pictures, discuss the adults who could help to solve these "big" problems.

• On "small" book pages, quickly sketch a few minor problems. Discuss plausible behaviors that would help solve these problems.

  Example: A friend who won't share crayons, someone taking too long at the water fountain, a classmate crowding in line.

• 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:
  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 books home as a set so parents can reinforce "big" versus "small" problems.

FINISH LINE

• Did students correctly differentiate between "big" and "small" problems by illustrating their pages?

• Were books checked out for home use and were "Parent Comments" positive?
"Small Book" Page
(Copy onto white construction paper.)

It's a small problem if someone

I can handle that by

Name

60
"Big Book" Picture Label

(Glue onto large sheets of construction paper.)

It's a big problem if someone is______________

______________________________

I'd tell_________________________ about it!

Name______________________________
LESSON 4:

PEACEABLE KINGDOMS

LESSON 4:

PEACEABLE KINGDOMS

, 3 - 6

READY

- The 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 24)
- Modeling clay (assorted colors)
- Shoe boxes (or heavy paper to fold into a 3-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 choice options that resolve "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 realistic landscape. If possible, show an
example of a finished diorama to students.
- With clay, quickly create a simple pair of animals (snakes, turtles,
spiders, fish). Discuss "small" conflicts that can be illustrated with
these animals.

Example: 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 a road, a spider is
going to "go to another web" as it's too crowded on the old
one, one fish is "swimming away" from a shark who is teasing.
• Generate ideas from students that would help illustrate each scene.

Example: Blue paint or paper can become a pond, pebbles and moss become bushes and boulders, twigs become trees.

• Pass out diorama picture labels and have students complete the text. As they do this, review each label to insure 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 (unicorns, 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 chart for reference.

Note: 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.

Note: 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 a tangible product that reinforces their skills.
Diorama Picture Label

Name _________________________

It's a small problem when _______________________

_______________________________. This can be solved by _________________________.

_______________________________.
LESSON 5:

CONFLICT MANAGEMENT PUPPETRY

The student will be able to select and apply appropriate solutions to each puppet play using the conflict management chart.

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 one or two of Kelso's choices from the chart 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 the swing at the same time. Both children want to swing and an argument begins.

Play #3: One child has let another child borrow a toy. The second child loses the toy, the first child is angry.

Play #4: A child is late for a favorite T.V. 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 T.V. 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 6:  
A NON-VERBAL GAME  

SET  
- Large conflict management chart for reference during the lesson.

GO  
- Review and practice recall of the choices on the chart.
- Tell class: "Today we are 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 choice options 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"—Arms extended 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, look away from person, do not move or look angry.
  "Tell Them To Stop"—Move hand like a puppet talking three times (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.
LESSON 7:
WHAT WOULD YOU DO?

READY

• Students will be able to differentiate between small problems they can handle and 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

• 5" x 8" blank index card
• Set of Kelso's nine choice options for wall display (one poster for each section of the conflict management chart) - See Reproducible Masters Section.
• Tape

GO

• Quickly review Kelso's Choice program, referring to the conflict management chart that is displayed in the classroom or on the overhead. Make sure to review the concept of "small" and "big" problems.
• On an index card, have each child write his or her name and draw a "small" problem they have recently experienced. Children who cannot remember a "small" problem can draw 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 players move next to the poster that matches what he or she would do if this had happened to them. (If the problem is hard to decipher from the child's drawing, refer to their name and ask them to tell the class, in their own words, what their small problem was.)
• Briefly ask each player how they would implement their choice.

  Example: "Andrea, you're standing by 'Talk It Out'. O.K! 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 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 teacher or parent intervention.

  Example: "You see three older boys starting fires in the grass behind the school."

  "A stranger walks up to you and asks you to get in 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 whole 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 go with the choice that the majority selects.

• Students will see how their classmates make divergent choices that are appropriate and reasoned. Give reinforcement for 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 choice?
LESSON 8:

DESIGNER CHART

$(\exists), 4 - 6$

READY

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

SET

- Blank chart reproduced on transparency for overhead projector or draw on board (see Reproducible Masters section).
- One blank chart for each student (see Reproducible Masters section).
- 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 that they are usually produced in limited quantities.
- Tell students that today they will create their own original, "designer" conflict management chart, tailored to fit only themselves. Their chart will not be turned in to the teacher as they will use it for personal goal-setting and reference.
- Ask students to fill in each section of the chart by drawing, illustrating, or labeling specific choices they will be making. On the overhead or board start at the top and move clockwise, demonstrating with examples each section of the chart.

1. In the section, "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. In the next section, "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. In the third section, have students write the initials of two or three friends that they'll 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. In the next space, 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. 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 the third section, have pupils draw a picture of the situation they choose to ignore in the future.

6. 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 assertively ask to be stopped."

7. 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 goofed," etc. Ask them: "Which phrase sounds sincere and most like you?"

8. 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. Ask students where they can go if they are starting to "lose it." Can they go 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 name(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 chart. The teacher may want to quickly describe what goes in each section of the chart, 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 chart can be used to successfully manage small problems in the future. Charts should be kept in a safe place such as a binder and can be reviewed in future discussions.
FINISH LINE

- Did each student complete his or her "designer" chart, using personalized responses?

- Were students able to discuss the relationship between their drawings and future goals?
LESSON 9:

CONFLICT MANAGEMENT WITH ROLE MODELS

K - 6

READY

• The younger students (K - 3rd grade) will be able to identify "small" problem situations and dramatized "choices."

• The volunteer role models (5th - 6th grade) will be able to act out various solutions to problem situations.

SET

• Two to four 5th or 6th grade students familiar with Kelso’s Choice (Students will need to be excused from regular classes).

• Tell classroom teachers prior to the lesson to expect the role-play volunteers.

• Small conflict management charts for role players to refer to (see Reproducible Masters section).

• Four hypothetical conflict scenarios.

GO

• Prior to teaching the lesson, meet with 5th and 6th grade volunteers to briefly rehearse various conflict scenarios.

• Introduce the 5th and 6th grade 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.

• Volunteer role-players act out the problem using a solution from the chart.

• Ask class: "What solution did the role-players use?" What other choices on the chart 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 out on the playground or at the bus stop using this new skill, here are some students who could help."

• Have class thank the volunteer role-players.

FINISH LINE

• Did younger students give examples of problem situations?

• Did volunteer role-models act out various solutions to conflict situations?

• Could younger students identify the choices that were acted out?
FINISH LINE

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

Note: This is an excellent review during mid-year classes.
• 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", subdividing each third into three equal portions.

• Assign one team of "Playground Artists" 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 option.

• When all nine portions 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 chart rather than attempting a larger class mural. These smaller charts 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 option?

• Did students use conflict management skills to resolve small problems that occurred during this activity?
KELSO'S CHOICE

CONFLICT MANAGEMENT FOR CHILDREN

EXTENDED ACTIVITIES
KELSO'S CHOICE Word Search

See if you can find the following words hidden in the puzzle below. Draw around each 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 Off
8. Apologize
9. Walk Away
10. Another Game

B E M A P 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 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 V N G O F F
L A U G H P I O O T A N G E L 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 T G G A P I H A Y G I N S B V
KELSO’S CHOICE CROSSWORD PUZZLE

DOWN
1. A problem
2. Calm, quiet
3. Use with others
4. Refuse to notice
5. A compromise or bargain

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

Answers:
5. Make a deal
4. Ignore
3. Share
2. Peace
1. Conflict
KELSO'S CHOICE DOT TO DOT

Beginning at "1", connect the dots to check out the fun Kelso is having after he has solved his own "small" problems!

NAME ____________________________

29

17 • 28

16 •

18 • 27

15 •

14 •

19 • 26

3 • 2 • 1 • 13 • 12

• 11

• 10

6 •

7 •

8 •

21 • 24

22 • 23
KELSO’S CHOICE Cut-n-Paste

On a blank piece of paper, draw a small problem that you have had, or one that you see other children having. It could be someone taking cuts in line, someone changing the channel that you’re watching on T.V., 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!
I CAN HANDLE SMALL PROBLEMS

WITH SUPER KELSO!

NAME ______________________________
TRY A BETTER WAY

You gotta stop, think, and try a better way, Before you get in trouble and spoil your day.

You can solve your problems and still have time for play, If you try an alternate way.

Try an alternate, Try an alternate way!

HINESTONE PRESS
KELSO'S RAP

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 TROUBLES' FOLLOWING YOU.

YOU HAVE A LOT 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 CAUSIN' 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 FLARIN' 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", IS ANOTHER GOOD WAY I HOPE YOU LEARN.

WHEN YOU'RE THE CAUSE OF PROBLEMS, IT REALLY IS WISE TO OPEN THAT MOUTH AND "APOLOGIZE".

Chorus:

IF 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!!!

By: Tom Goodemote '92 Glide Elementary School
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 duty supervisor at school will get involved and help solve the problem using our playground discipline plan.

Of course, the duty 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,
CONFLICT MANAGEMENT
Try 2 of Kelso's Ideas
When You Have a Small Problem:

IF YOU ARE THREATENED
OR FEEL FRIGHTENED,
TELL AN ADULT
IMMEDIATELY.
GO TO ANOTHER GAME
SHARE AND TAKE TURNS
TALK IT OUT
WALK AWAY
IGNORE
TELL THEM TO STOP
APOLOGIZE
MAKE A DEAL
WAIT AND COOL OFF
If you're having a small problem, remember to:

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

"WAY TO GO
YOU MADE A GOOD CHOICE!"

I can handle
Small Problems.

SUPER KELSO SAYS:

"WAY TO GO
YOU MADE A GOOD CHOICE!"

SUPER KELSO SAYS:

"WAY TO GO
YOU MADE A GOOD CHOICE!"

SUPER KELSO SAYS:

"WAY TO GO
YOU MADE A GOOD CHOICE!"

I can handle
Small Problems.
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Abstract

As in life, conflict is a normal occurrence in all schools. As we move into an information age, the institutional problems of the industrial age linger and create conflict among adults and especially children. Conflict resolution has recently been legitimized as a valid topic of discussion and study. Now thousands of school-based programs are being used in the nation. Students are learning new ways to listen, discuss, share, respect and compromise.

Student populations are becoming more diverse by the day. Differences in academic abilities, learning styles, cultural backgrounds and socio-economic status make it very difficult for teachers to require "quality" work. As drop-out rates, teen pregnancies, teen suicides, and violence rise, society begins to question the roles that the schools play. Are our schools encouraging, caring, planning and instructing towards the future? As a "teacher in training," I believe that teachers have this on their minds many hours a day.
"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 it matches on the chart.
- Go around the classroom with different students demonstrating the cue 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 if they get stuck in a conflict."

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

FINISH LINE

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