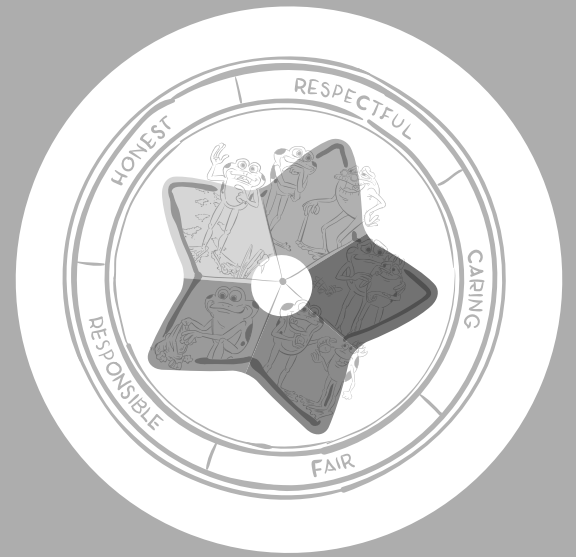


Building Character *with* **KELSO**



LEADER'S GUIDE

DEVELOPED AND WRITTEN BY
BARBARA CLARK, PH.D. & DIANE HIPPI, CPS

Illustrated by Steve Harpster



Building Character  **KELSO**

LEADER'S GUIDE

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Product Number: GH4537

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TABLE OF CONTENTS

Lesson	Grade	Page	Lesson	Grade	Page
• Program Summary and Benefits		10			
• Key Components for Implementation		11			
• Program Goals and Outcomes		12			
K-3 CORE LESSONS			4-5 EXTENSION LESSONS		
Photo Card Book Introduction	K-3	16	7.....Respectful: Matching Game	4	126
1.....Respectful	K-3	19	8.....Caring: Caring Charades	4	132
2.....Caring	K-3	22	9.....Fair: Fairness Matters Worksheet	4	134
3.....Fair	K-3	25	10.....Responsible: Looking into Careers	4	136
4.....Responsible	K-3	28	11.....Honest: Sidewalk Honesty Slogans	4	138
5.....Honest	K-3	31	12.....Respectful: Upstander Interviews	5	140
6.....Our Kelso Star Book	K-3	34	13.....Caring: Compliment Cards	5	142
K-3 EXTENSION LESSONS			14.....Fair: Play Fair Rule Reminders	5	144
7.....Respectful: Stuffed Animal Day	K	54	15.....Responsible: Adopt-a-Spot	5	146
8.....Caring: Helping Hands Worksheet	K	56	16.....Honest: It's What's Inside that Counts	5	149
9.....Fair: Kelso Star Masks	K	58	REINFORCEMENT ACTIVITIES		
10.....Responsible: Kelso's Song	K	62	Storybook Coloring Sheets	K-3	152
11.....Honest: Honesty Train Engine	K	64	Mini Character Trait Posters	K-3	158
12.....Respectful: Kelso Says Game	1	66	Sign Language Stars	K-3	165
13.....Caring: Compliment Tickets	1	68	Kelso Star Buttons	K-3	166
14.....Fair: Kelso's Four Square	1	70	Kelso Certificate	K-3	167
15.....Responsible: Our Responsibility Book	1	72	Trait Recall	K-1	168
16.....Honest: Honest Faces Game	1	76	Kelso Dot-to-Dot	K-1	169
17.....Respectful: Manners Blast Game	2	80	Kelso Star Match-Up	2-3	170
18.....Caring: Kelso's Galaxy	2	82	Word Jumble	2-3	172
19.....Fair: Thumbs Up, Thumbs Down Game	2	84	K.C. Interviews	4-5	177
20.....Responsible: Responsibility Billboard	2	86	Parent Report	4-5	178
21.....Honest: Honesty Reminders	2	88	K.C. Star Crossword	4-5	180
22.....Respectful: Good Manners Worksheet	3	90	K.C. Star Word Search	4-5	182
23.....Caring: Kelso Star Role-Plays	3	92	Superstar Word Search Challenge	4-5	184
24.....Fair: Learning to Share Activity	3	94	K.C. Star Notebook Art	4-5	186
25.....Responsible: Good Choices Quiz Show	3	100	Hero Award Worksheet	4-5	187
26.....Honest: Honesty Counts Game	3	102	K.C. Star Door Sign	4-5	188
4-5 CORE LESSONS			K.C. Star Certificate	4-5	189
Photo Card Book Introduction	4-5	106	REPRODUCIBLE MASTERS		
1.....Respectful	4-5	108	Introductory Parent Letter	K-5	193
2.....Caring	4-5	111	Introductory Staff Letter	K-5	195
3.....Fair	4-5	113	Kelso Star	K-3	197
4.....Responsible	4-5	116	Mini Kelso Stars	K-3	199
5.....Honest	4-5	119	Kelso Star (Illustrations only)	K-3	200
6.....Character Traits in Action!	4-5	122	Kelso Star (Blank)	K-3	201
			Kelso Character Trait Illustrations	K-3	203
			K.C. Star	4-5	213
			Mini K.C. Stars	4-5	215
			K.C. Star (Photos only)	4-5	216
			K.C. Star (Blank)	4-5	217
			K.C. Character Trait Photos	4-5	219

PROGRAM SUMMARY AND BENEFITS

Building Character with Kelso

is a powerful and timely tool created to help develop positive character traits in young people. The program philosophy is simple:

Each child is capable of being an ethical, moral, and successful citizen. Building Character with Kelso promotes positive behavior rather than modifying and rewarding specific personality traits.

THIS PROGRAM REFLECTS A PROVEN WAY TO:

- **EMPOWER YOUNG PEOPLE** to understand and organize their behavior into core ethical and pro-social behaviors, to develop positive character traits, to develop lifelong skills, and to encourage an internal locus of control.
 - **SYSTEMATIZE EXPECTATIONS** of school behavior and provide consistency on a school-wide basis: all students are encouraged to be **RESPECTFUL, CARING, FAIR, RESPONSIBLE,** and **HONEST** in all aspects of their lives.
 - **CREATE A POSITIVE ENVIRONMENT** of caring and respect. Building Character with Kelso is a comprehensive, multifaceted approach that focuses on the entire school culture and builds a positive school climate, which has been proven to help combat bullying.
 - **PROVIDE A COGNITIVE STRUCTURE** for determining behavior by modeling and teaching good character and universal values.
 - **INCREASE FEELINGS OF PERSONAL COMPETENCE AND SELF-MOTIVATION** as young people effectively learn the importance of building good character, both within the structured lessons and in their own lives.
 - **DEVELOP A SENSE OF SCHOOL AND COMMUNITY** that reflects these positive values and internal assets.
 - **DEVELOP AN IMPORTANT LINK BETWEEN SCHOOL AND HOME** by helping parents with unique and creative ways to develop positive character traits in their children at home.
- **GIVE STUDENTS A DECISION-MAKING TOOL AND GUIDE** to use in everyday situations at home and at school.
 - **PROVIDE OPPORTUNITIES FOR STUDENTS TO DEMONSTRATE MORAL ACTION** using the interactive teaching techniques.
 - **DEVELOP PRO-SOCIAL SKILLS** that will positively impact students' lives, prepare them for productive futures, and truly help them become lifelong learners.
 - **DEVELOP A PROACTIVE, INTENTIONAL & COMPREHENSIVE** approach to character education. The lessons are creative, varied, and unique, and are grounded in sound educational design and theory. Additionally, the curriculum addresses the needs of auditory, visual, and kinesthetic learners.

School counselors, teachers, social workers, and administrators can present the lessons and activities to students. The curriculum is easily adapted to a variety of settings: the classroom, small groups, individual counseling, and school-wide. Each lesson is catered to fit into a 30-40 minute class period.

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

NOTE: Although the entire book is included on the enclosed CD, the only pages you are granted permission to reproduce are the Reproducible Masters and those found on the following pages: 37-51, 57, 59-60, 65, 74, 83, 89, 91, 96-98, 127-131, 129, 133, 135, 147, 152-189

KEY COMPONENTS FOR IMPLEMENTATION

IN ORDER TO ENSURE FIDELITY, ATTENTION SHOULD BE PAID TO THE FOLLOWING KEY COMPONENTS:

IMPLEMENT BUILDING CHARACTER WITH KELSO ON A SCHOOL-WIDE BASIS

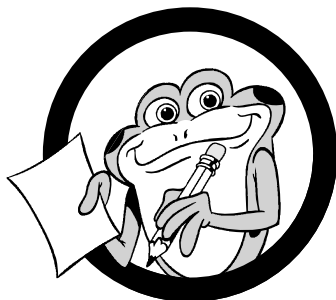
- When your school or agency implements this curriculum, it is critical that the entire staff supports character education.
- The accompanying staff letter can be used to introduce the program and ensure consistency (page 195).
- Staff training can be beneficial to getting everyone committed prior to implementation. For training information and scheduling, contact Diane Hipp at 406-777-3958, dhipp@kelsoschoice.com, or customerservice@kelsoschoice.com.

INFORM PARENTS OR GUARDIANS BEFOREHAND

- The accompanying parent letter should be sent home before the program is implemented (page 193).
- Parents can support this character education program by using the activities provided to them, thus making a home-school connection.

TEACH CORE LESSONS 1 – 6 IN SEQUENCE (PAGES 19-51 AND 108-122)

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



REVIEW BUILDING CHARACTER WITH KELSO THROUGHOUT THE SCHOOL YEAR

- When implementing Building Character with Kelso at the beginning of the year, the most optimal review times would be after the winter and spring vacations.
- Extension Lessons and Reinforcement Activities can be scheduled throughout the year.
- (OPTIONAL) All five character traits can be taught in a five-month cycle, each trait being taught over a month's time. The cycle can be restarted as a review for the remaining months of the school year.

CLIPBOARD-SIZED MINI KELSO STAR (GRADES K-3) AND K.C. STAR (GRADES 4-5) POSTERS ARE BENEFICIAL FOR USE OUTSIDE THE CLASSROOM

- Duty personnel can refer to the program while working outside with students.
- Mini Kelso and K.C. Star posters can be laminated for durability (pages 199 and 217).

DISPLAY KELSO AND K.C. STAR POSTERS PROMINENTLY AROUND THE SCHOOL

- Display posters in all offices, hallways, the library, the cafeteria, and the playground.
- Insert Kelso and K.C. Stars into student handbooks (pages 197 and 215).

PROGRAM GOALS

- To help young people develop and sustain core moral values/virtues that promote human dignity and serve the common good.
- By working together, parents, instructors, school counselors, and school personnel will have the opportunity to foster ethical, responsible, and caring young people through an emphasis on universal values that we all share.

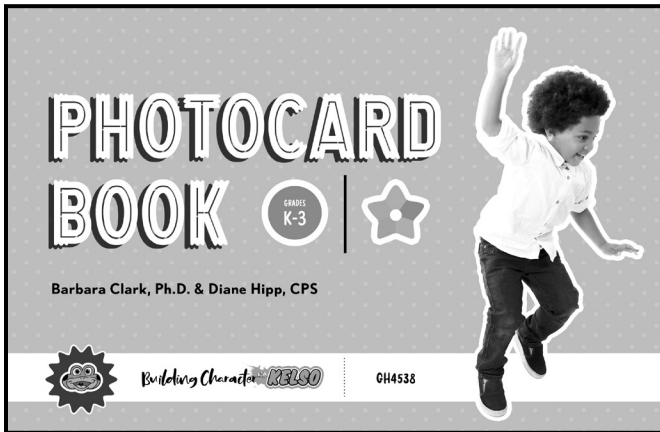
OUTCOMES

Students will:

- Become aware of, and sensitive to, information about the various character traits (Receiving)
- Be able to take action and demonstrate behaviors associated with each of the five character traits in structured lessons (Responding)
- Understand, appreciate, and support the value of each of the five character traits (Valuing)
- Be able to examine and apply the five character education skills in a variety of situations at home and at school (Organizing)
- Internalize the five character traits and act consistently with these values, and encourage others to behave in a similar manner (Characterization)
- Have the opportunity to create a positive school climate that enhances learning for all students

INTRODUCTION – THE PHOTO CARD BOOKS

● K-3 BOOK



The Photo Card Books included with the Building Character with Kelso curriculum kit are to be used with the Core Lessons and as a reinforcement tool.

There are two Photo Card Books included with the curriculum: one for grades K-3 and one for grades 4-5. Each is developmentally appropriate, providing scenarios that match the maturity levels of the respective grade ranges.

OVERVIEW

There are six photos for every character trait. The photos work in pairs – a Scene 1 photo displays a particular scene with student(s) NOT demonstrating the character trait; a Scene 2 photo displays the same scene, this time with student(s) demonstrating the character trait.

Each pair of photos displays the same character trait in a different setting (in class, at recess, or at home).

NOTE: Instructor Notes corresponding to each photo card are included in each Core Lesson. Scene numbers, page numbers, and setting are indicated on the top of every Photo Card.

DIRECTIONS

Begin with the Scene 1 card:

1. Hold up the Photo Card, displaying Scene 1 to students.
2. Read the description aloud to set the scene.

Note: This statement contains just enough information for students to guess what is occurring and provides a basis for guided discussion.

3. Refer to Instructor Notes in the following Core Lessons for a complete description of the scene.
4. Ask students the discussion questions at the bottom of the card.

To facilitate discussion and indicate each type of question, icons are displayed beside the discussion questions:



Visual




Auditory



Emotive



Predictive – Only included on Scene 1 cards

Note: For the prediction question , prompt students to predict how the people in the scene will look, sound, and feel – in detail.

Additionally, create a sense of anticipation prior to revealing Scene 2 to make the lesson more effective.

Follow with the Scene 2 card:

5. Hold up the Photo Card, displaying Scene 2 to students. Allow students time to carefully inspect the scene.
6. Refer to Instructor Notes in the following Core Lessons for a complete description of the scene.
7. Ask students the discussion questions at the bottom of the card.

Finish with a side-by-side comparison:

8. Do a side-by-side comparison of the Scene 1 Photo Card and the Scene 2 Photo Card for students to better understand what a situation would look like if NOT using the character trait and what it would look like if using the character trait.

THE PHOTO CARD BOOKS – SAMPLE

● SCENE 1: NEGATIVE EXAMPLE



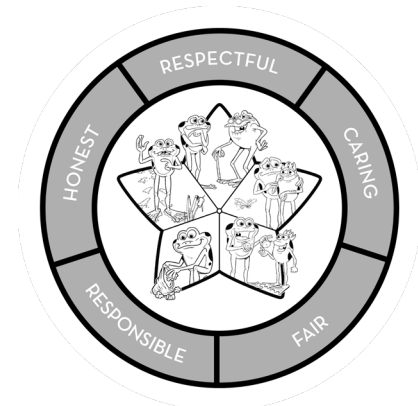
A visiting high school music teacher has brought several fancy instruments for everyone to look at. These students have just walked into the music room from recess.

- 👁️ When you look at this photo, what do you think is happening?
- 💡 If you were present, what sounds and noises would you hear?
- ♥️ How do you think the people in this photo are feeling?
- ★ Describe what you think this would look like if these students were being respectful.

● SCENE 2: POSITIVE EXAMPLE



- 👁️ Look carefully: did you correctly guess what the students would look like if they were being respectful?
- 💡 If you were present, what sounds and noises would you hear now?
- ♥️ How do you think the people in this photo are feeling now?



RESPECTFUL

LESSON 1: RESPECTFUL • K-3

Preparation difficulty



Easy

Hard

Lesson duration:

30 - 40 minutes



READY

Students will be able to:

- Define respect
- Name someone that they respect
- Describe how they show respect
- Understand, appreciate, and support the value of respect
- Examine and apply respect skills in various of situations at home, in class, and at recess

Key phrases: Respectful, Politeness, Good Manners, The Golden Rule

SET

- Large Kelso Star classroom poster for viewing
- Kelso and Lily puppets
- 4 Respectful Photo Cards
Pages 2-7 from K-3 Photo Card Book

GO

- Refer to the Kelso Star poster. Point to the Respectful section and explain how the image relates to character trait:
Kelso is showing that one way of being respectful is to look at the person talking to you and to listen to what he or she is saying, even if the one speaking is an old frog!
- Explain that, just like Kelso, students need to pay attention when someone is speaking. The right way to do this is to: have your eyes on the person (point to your wide open eyes), your ears listening (cup ear), your mouth silent (zip mouth), and your body still (stand straight with hands by your side). Repeat and have students mimic your actions.

PUPPETRY: 10 MINUTES

- Explain that Kelso and Lily will be helping the class learn what respect is.
- Demonstrate disrespect: As Kelso talks, Lily does not listen. She hops around, looks at the students, explores the instructor's hair, and acts silly.

Kelso: Lily, I need to talk to you about what we're going to do today. Do you want to hang out with the turtles? They're lots of fun! Or maybe go over and see some of the other frogs?

Lily: *flops on her back, rolls around, and looks at her toes while Kelso speaks.*

Kelso slightly frustrated: Lily, I would really like to talk to you about what we're going to do today. We can hang out with--

Lily interrupting: What's for lunch today?

- Halt the puppet play and discuss respect with Lily:

Instructor: Lily, are you being a good listener?

Lily: *nods her head, yes*

Instructor to class: Do you think Lily is being polite and a good listener?

Class: No.

- Lead the discussion around specific behaviors Lily exhibits and how Kelso feels.

Instructor: Lily, you were not being respectful to Kelso.

Respect means that you:

1. Are polite to others
2. Have good manners
3. Use The Golden Rule: treat others as you'd like to be treated

Instructor to class: Can you tell Lily what it would look like if she was polite to Kelso and if she had good manners?

Examples: *Sitting still, eyes on Kelso, ears listening, mouth not moving while Kelso speaks, answering Kelso's question, not messing with the instructor's hair*

- Invite Lily to look at the photo cards for a better example of what respect looks like.

RESPECTFUL

PHOTO CARDS: 15 - 25 MINUTES

Follow instructions on page 16 or Photo Card (page 32).

IN CLASS — PAGES 2-3

Scene 1: Page 2

- **Setting** (read to students): It's Music Exploration Day at Northwest Elementary School, and a visiting high school music teacher has brought several fancy instruments for everyone to look at. These students have just walked into the music room from recess.
- **Instructor Notes:** The students in the Music Room are not paying attention to the teacher, they are not obeying the class rules, and they are not ready to learn.
- **Ask students the Scene 1 Questions.**

Scene 2: Page 3

- **Instructor Notes:** The students realize they aren't supposed to play the instruments and they should be listening to the teacher. Everyone is seated correctly – they are looking at the teacher, their hands are still, no one is talking or playing with an instrument. Each student is being respectful and ready to learn.
- **Ask students the Scene 2 Questions.**

AT RECESS — PAGES 4-5

Scene 1: Page 4

- **Setting** (read to students): It's morning recess and this student has brought a snack from home.
- **Instructor Notes:** The student has brought a snack from home, and is enjoying it at recess. She's ready to dispose of her trash, but she's not paying particular attention to what she's doing with the wrapper, and is about to drop it on the ground.
- **Ask students the Scene 1 Questions.**

Scene 2: Page 5

- **Instructor Notes:** The student remembers that wrappers are trash and that this needs to be placed in the garbage can, not just dropped on the grass and forgotten. She's being respectful by not littering and by not making a mess that others will have to clean up.
- **Ask students the Scene 2 Questions.**

AT HOME — PAGES 6-7

Scene 1: Page 6

- **Setting** (read to students): Here are two sisters: the older sister is in her room, reading a story for her English homework, and her younger sister wants to play. The sign on the door says "Do not disturb."
- **Instructor Notes:** The younger sister has a new toy and she really wants her sister to play ball with her. But there's a "Do not disturb" sign on the door because her big sister needs to finish reading a book for school – it's homework time.
- **Ask students the Scene 1 Questions.**

Scene 2: Page 7

- **Instructor Notes:** The younger sister realizes that it would not be good manners to interrupt when her older sister is studying and working on her homework. The younger girl needs to be respectful so she isn't disturbing her sister and instead quietly walks away. That's the polite thing to do, and she knows that they can always play after her sister's work is done.
- **Ask students the Scene 2 Questions.**

SCENE 1 QUESTIONS:



When you look at this photo, what do you think is happening?



If you were here, what noises and sounds would you hear?



How do you think the people in this photo are feeling?



Describe what you think this would look like if the student(s) were being respectful.

SCENE 2 QUESTIONS:



Did you correctly guess what the student(s) would look like if they were being respectful?



If you were here, what noises and sounds would you hear now?



How do you think the people in this photo are feeling now?

RESPECTFUL

DISCUSSION: 5 MINUTES

Share with students the name of someone you respect and how you show respect towards him or her by being polite and by having good manners.

Example: I respect the principal of our school. I show her this by looking at her and listening when she talks to me, not interrupting when she's speaking, sometimes shaking her hand, and using words like "please" and "thank you."

Ask students the following questions:

1. Can you name someone you respect?
2. What does it **look** like when you respect that person; how do you behave?
3. What does it **sound** like when you respect that person; what words do you use?
4. How does it **feel** when you respect that person?
5. Do you now understand how Kelso is showing respect on the Kelso Star poster? Explain.
6. Optional: Continue with the puppet play by demonstrating what respect looks like. This time, when Kelso speaks, have a student hold Lily and use the puppet to model polite listening behavior and good manners. As time allows, have the class demonstrate good listening and respect as the teacher speaks.

FINISH LINE

Were students able to:

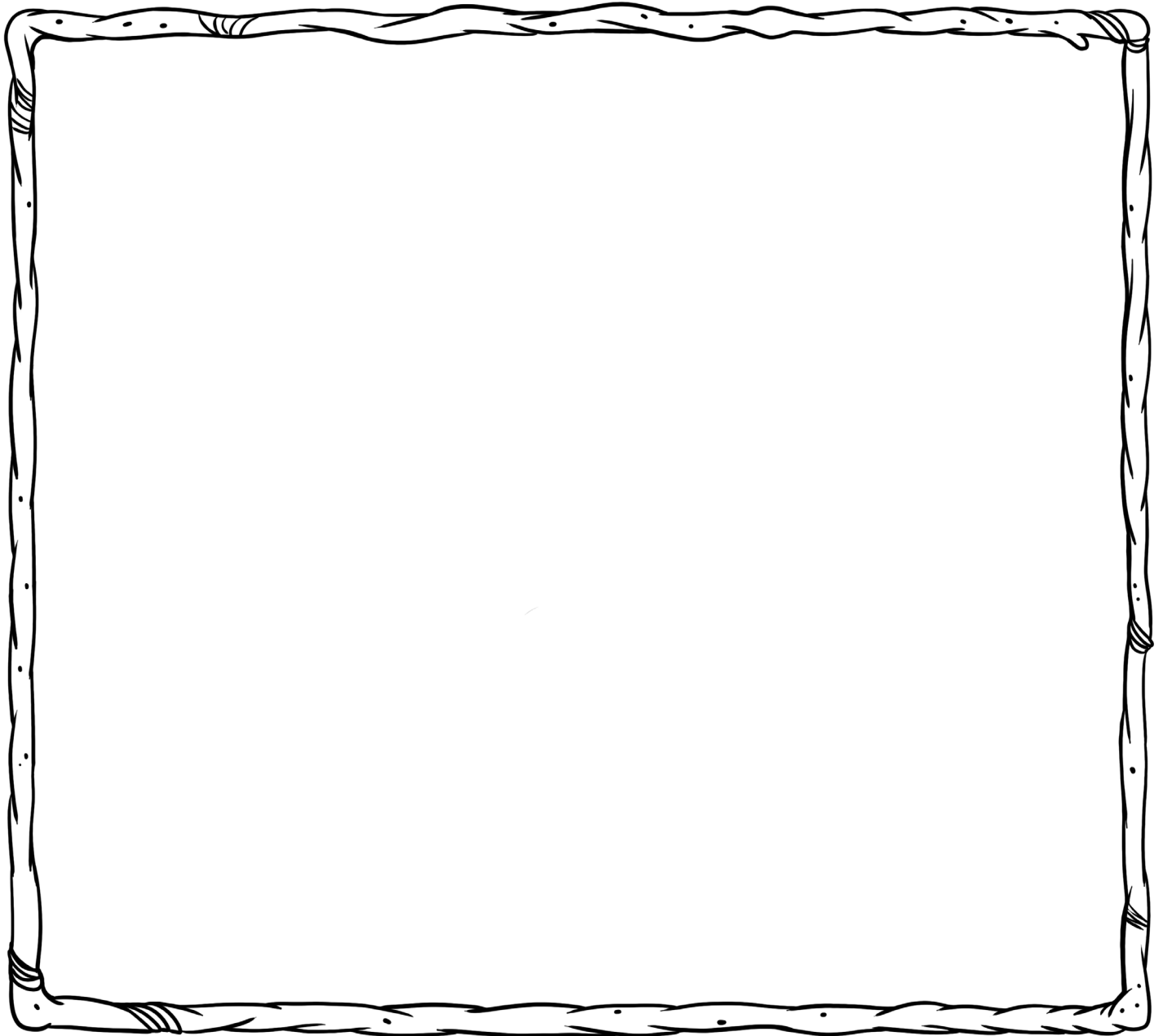
- Define respect as having good manners and polite behavior?
- Name someone they respect?
- Share specific examples of what they can do to show respect?
- Share how Kelso is showing respect on the Kelso Star poster?
- Examine and apply respectful behavior from the scenarios on the photo cards in a variety of situations at home and at school?

NOTE: Next week, read "Chapter 1: Splash Landings" from the Back to Willow Pond storybook.

MY RESPECTFUL DRAWING

Name:

Here's what I look like being **RESPECTFUL**



RESPECTFUL: STUFFED ANIMAL DAY

LESSON 7: RESPECTFUL • GRADE K

Preparation difficulty



Easy

Hard

Lesson duration:

30 minutes



DISCUSSION: 10 MINUTES

READY

Students will be able to:

- Understand, appreciate, and support the value of all five character traits by applying these concepts to specific behaviors

Key Phrases: respectful, caring, fair, responsible, honest

SET

- Large Kelso Star classroom poster for viewing
- K-3 Photo Card Book
- Drawing Pages – 1 per student (pages 41 - 49)
NOTE: Each student will be getting only 1 of the 5 different Drawing Pages. Try to divide the character traits evenly between students.
- Title Page (page 37)
- Parent Letter (page 39)
- Parent Comments Page – multiple sheets (page 51)
- 1/2 inch three-ring binder
- Crayons or markers
- Optional: Willow Pond-inspired snacks or a Reinforcement Activity (pages 152 – 173)
NOTE: See Part 2 on page 35 for directions

GO

- Briefly review the Kelso Star poster by discussing how Kelso is demonstrating each of the five character traits.
- Review Lessons 1 – 5 by selecting a single photo card pair for each character trait. Select photo cards from varying settings and follow the prompts to refresh students on each character trait.

- Have students sit in a circle, bringing their stuffed animals with them.
- Remind students: Respect is about using good manners, treating others as you want to be treated (The Golden Rule), and using Manners Words.
- Explain Manners Words – polite words you use to be respectful and to show you have good manners. Use when asking for things or when someone is giving you something.
- Ask students to name some Manners Words while you list them on the board.
Examples: Please, Thank you, You're welcome, May I, Excuse me, Pardon me
- Briefly give examples of good manners versus bad manners.
Good manners – looking people in the eye while they speak, using words that are polite, being nice to the person you're talking to
Bad manners – taking something without asking, not using good Manners Words, not giving full attention to the person you're talking to

RESPECTFUL: STUFFED ANIMAL DAY

ACTIVITY: 20 MINUTES

- Write the following five Manners Word phrases on the board if they have not already been written:

Please, Thank you, You're welcome, May I, Excuse me

- Introduce the Kelso puppet. Ask Kelso to choose his favorite Manners Word from the list on the board and announce it to the class.

Example: Kelso: Hi, I'm Kelso the Frog and my favorite Manners Words are "Thank you."

- As a warm-up activity, have students take turns sharing the animals they brought to the circle and what their animals' favorite Manners Words are. Continue around the circle until all the students have had an opportunity to share.

Example: Student: This is my kitty, Mimi, and her favorite Manners Word is "Please."

- State that students will now be using their stuffed animals to "talk" to Kelso and to practice using all of the Manners Words that are on the board. Introduce each Manners Word phrase, and randomly select SEVERAL students to respond to EACH of Kelso's four questions or statements.

NOTE: Keep the pace of the activity lively, prompt responses and improvise to provide additional practice as necessary.

Stuffed animal response: "Yes, please."

1. Would you like to swim with me?
2. Lily is over there. Do you want to meet her?
3. Do you want to see where the duck's nest is?
4. Would you like me to show you my favorite floating log?

Stuffed animal response: "Thank you."

1. I like your fur!
2. You're a good listener!
3. Hey, you can have half of this tasty snack I just caught!
4. I'll give you some of the cool shells that I found over by the beavers' den!

Stuffed animal response: "May I..."

1. I have a couple of neat feathers, but I have no need for them. I wonder if anyone would like them.
2. This is my favorite spot to sit in the grass. I wonder if anyone wants to sit here and enjoy it with me.
3. I caught a bunch of tasty flies for dinner – so many that I can't eat them all! I wonder if anyone wants a few.
4. A whole bunch of my friends are going to play Leap Frog. I wonder if anyone else wants to join.

NOTE: Application of Manners Words "May I..." is somewhat complicated and involved. Cues may need to be provided or practice of this phrase may be reserved at a later grade.

Stuffed animal response: "You're welcome."

1. Thanks for helping me catch bugs!
2. Thanks for being such a good friend.
3. Thanks for helping me find where the turtles are hiding.
4. Thanks for finding such a cool spot to swim!

Stuffed animal response: "Excuse me."

1. Ouch! You're standing on my toes!
2. If you eat too many mosquitoes for dinner and you burp, what do you say?
3. You're sitting on my lily pad.
4. If you sniffed a lily flower and it made you sneeze, what would you say?

- Conclude the lesson by telling students: Thank you for sharing your animals with all of us. Remember to practice using your Manners Words!

FINISH LINE

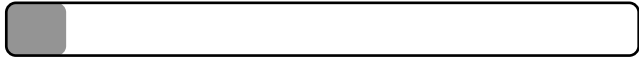
Were students able to:

- Participate in Stuffed Animal Day?
- Apply the skills of being respectful?
- Practice and understand respectful ways to ask for things and respectful ways to respond when given what they ask for?

RESPECTFUL: KELSO SAYS GAME

LESSON 12: RESPECTFUL • GRADE 1

Preparation difficulty



Easy

Hard

Lesson duration:

30 minutes



READY

Students will be able to:

- Review the key components of respectful behavior by playing the Kelso Says game that illustrates specific examples of good manners

Key Phrases: respectful, Manners Words, good manners, polite

SET

- Large Kelso Star classroom poster for viewing
- Kelso puppet

GO

- Refer to the poster. Ask students to explain how Kelso is showing that he is respectful.
- Explain that a big part of showing respect to others is to have good manners and use Manners Words – polite words. State that while some of the easiest Manners Words to use are “please” and “thank you,” we sometimes forget to use these words with our friends and our families.
- Ask students to raise their hands if they ever use these Manners Words to show that they are respectful.
- State that today, students will get to practice what they have learned about respect by playing a game with Kelso.

ACTIVITY: 30 MINUTES

- Have students form a line shoulder to shoulder at the back of the room. In the front of the room, hold the Kelso puppet.
- Optional: In good weather, bring the class to the playground to play this game.
- Explain that this game is called Kelso Says. Ask students if it sounds similar to any other game they know of (answer: Simon Says). Explain that Kelso Says is similar to Simon Says, but will teach them about what they can say to be respectful.
- Review the rules for the Kelso Says game:

1. Kelso will state a polite instruction along with an accompanying action.

NOTE: Remind students that they need to be good listeners in order to hear what Kelso says.

2. Tell students that they are to do the action if Kelso begins the statement with the words: “Kelso says...”
3. If the students do not hear the words “Kelso says...” at the start of the sentence, they are to remain motionless.
4. Begin by practicing two statements:
 - a. Kelso says: Please jump twice and say “Thank you!”
Follow Directions: Yes – Students should jump two times while saying “Thank you!”
 - b. Clap your hands and say, “Please!”
Follow Directions: No – Students should remain motionless because Kelso didn’t say to do this.
5. Begin the game by reading the following statements (page 67). Keep the game fast-paced and lively, and provide plenty of encouragement if students make a mistake.

RESPECTFUL: KELSO SAYS GAME

"KELSO SAYS" GAME

1. Kelso says: Please turn in a circle and say "Excuse Me!"
Follow Directions: Yes
2. Kelso says: Please put your hands on your head and say "You're welcome!"
Follow Directions: Yes
3. Flap your arms and say "May I" three times.
Follow Directions: No
4. Kelso says: Please flap your arms and say "May I" three times.
Follow Directions: Yes
5. Kelso says: Please hop on one foot and say "Thank you" two times.
Follow Directions: Yes
6. Jump as high as you can and say "Please!"
Follow Directions: No
7. Kelso says: Please jump as high as you can and say "Please!" just like me!
Follow Directions: Yes
8. Kelso says: Please pretend to shake hands with someone you've just met.
Follow Directions: Yes
9. Touch your toes and say "Pardon me" two times.
Follow Directions: No
10. Kelso says: Please touch your toes and say "Pardon me" two times.
Follow Directions: Yes
11. Pat your tummy and say "Dinner was great! Thank you very much!"
Follow Directions: No
12. Kelso says: Please pat your tummy and say "Dinner was great! Thank you very much!"
Follow Directions: Yes
13. Kelso says: Please take a little bow and say "How do you do!"
Follow Directions: Yes
14. Raise your hand high in the air to ask your teacher a question.
Follow Directions: No
15. Kelso says: Please raise your hand high in the air to ask your teacher a question.
Follow Directions: Yes
16. Kelso says: Please pretend to open a heavy door for an older person.
Follow Directions: Yes
17. Say "Sorry about the mess" and pretend to pick up your toys.
Follow Directions: No
18. Kelso says: Please say "Sorry about the mess" and pretend to pick up your toys.
Follow Directions: Yes
19. Pat yourself on the back and say "I'm a Kelso Star when I remember to use my Manners Words!"
Follow Directions: No
20. Kelso says: Please pat yourself on the back and say "I'm a Kelso Star when I remember to use my Manners Words!"
Follow Directions: Yes

Conclude the lesson with puppetry and by thanking both Kelso and the students:

Instructor to Kelso: Thank you, Kelso, for being a good leader for the Kelso Says game!

Kelso: You are welcome.

Instructor to students: Thank you for being good listeners and playing Kelso Says.

Have Kelso remind students to say "You are welcome" if they forget.

FINISH LINE

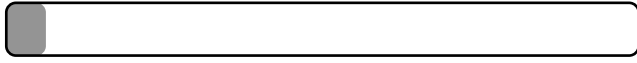
Were students able to:

- Review the key components of respectful behavior by playing the Kelso Says game that illustrates specific examples of good manners?

RESPECTFUL: MANNERS BLAST GAME

LESSON 17: RESPECTFUL • GRADE 2

Preparation difficulty



Easy

Hard

Lesson duration:

30 minutes



ACTIVITY: 10 MINUTES

READY

Students will be able to:

- Examine and apply the skills of being respectful by participating in the Manners Blast game
- Practice using polite words
- Practice sharing and taking turns

Key Phrases: respectful, Manners Words, Polite, good manners

SET

- Large Kelso Star classroom poster for viewing
- 4 – 6 small classroom objects that students often share

Examples: globe, pencil, playground ball, marker, scissors, dictionary, paint brush, toys, books, glue stick, jump rope, crayons

Note: Keep these objects where they belong in the classroom.

- Whiteboard or blackboard

GO

- Refer to the poster. Ask students, "Can you please explain how Kelso is showing that he is respectful?"
- Explain that a big part of showing respect to others is by having good manners and using Manners Words – polite words. State that Manners Words should be used every day, especially when asking for or receiving something.
- Ask students to raise their hands if they have heard someone using a Manners Word today.

Note: If any students do not raise their hands, remind them that you said a Manners Word at the beginning of class.

- State that today, students will review what they have learned about respect by practicing the use of Manners Words.
- Prior to the activity, take a look around the classroom and identify four to six objects students might share. Do not move these objects – keep them where they belong.

- Tell students they are going to practice respectful behavior by playing a game called Manners Blast.
- Explain that in this game, students will show that they have good manners and will use Manners Words when it comes to sharing classroom materials and supplies.
- State that you will say an incomplete sentence, then point at an object in the class. Choose a student close to that object to complete the sentence. The selected student will repeat your sentence, filling in the blank with the object name.
- Optional: Run through Round 1 with the classroom teacher or assistant once to demonstrate the activity.
- Keep students seated at their desks. Follow the prompts on page 81.

RESPECTFUL: MANNERS BLAST GAME

MANNERS BLAST GAME:

Round 1:

1. Write "Please, may I have the _____?" on the board.
2. Point to an object commonly shared while roaming around the room.

Example: Point to the globe.

3. Have a student seated nearby ask to have that object by saying, "Please, may I have the _____?"

Student: Please, may I have the globe?

Note: Gradually speed up the game to keep it fast-paced. Repeat until students reach mastery.

Round 2:

1. Write "Thank you" and "You're welcome" on the board.
2. Tell the students that you are going to add two additional phrases to the game.
3. This time, when you point to an object in the room and the student requests the object with "Please, may I have the _____?" hand the object to the student. The student must respond with "Thank you." Reply with "You're welcome."

Example: Point to a soccer ball.

Student: Please, may I have the soccer ball?

Hand the ball to the student.

Student: Thank you.

Instructor: You're welcome.

Note: Gradually speed up the game to keep it fast-paced. Repeat until students reach mastery.

Round 3:

1. Turn the game over to the students.
2. Ask for two student volunteers to come to the front of the room.
3. Repeat the interaction in Round 3, replacing your role with another student:

Student A points to a classroom object.

Student B: Please, may I have the _____?

Student A hands over the object.

Student B: Thank you.

Student A: You're welcome.

NOTE: Cue students as necessary. Keep the game fast-paced. Repeat until students reach mastery.

Round 4, Optional:

Arrange for the principal, another teacher, a parent volunteer, or another member of the staff to visit the classroom and have the students demonstrate what they've learned.

- Instruct students that when they go to lunch, the library, the music room, and anywhere else, they are to use respectful words with the people they interact with.

FINISH LINE

Were students able to:

- Utilize respectful words and behaviors in contextual situations?
- See how good manners and polite words demonstrate respect?

RESPECTFUL: MY GOOD MANNERS WORKSHEET

LESSON 22: RESPECTFUL • GRADE 3

Preparation difficulty



Easy

Hard

Lesson duration:

30 minutes



READY

Students will be able to:

- Review the key components of respectful behavior by completing My Good Manners worksheets that illustrate specific examples of good manners in a variety of settings

Key Phrases: respectful, good manners, polite behavior, Manners Words, Golden Rule

SET

- Large Kelso Star classroom poster for viewing
- Whiteboard or blackboard
- My Good Manners worksheet – 1 per student (page 91)
- Crayons or markers

GO

- Refer to the poster. Point to the Respectful section of the Kelso Star and state that students will be reviewing what it means to be respectful.

- Ask students to explain what being respectful means to them. Have student volunteers raise their hands to answer.

Examples: Having good manners, being polite, using Manners Words, using the Golden Rule

- State that today, students will practice what they have learned about respect by drawing what being respectful looks like.

DISCUSSION: 10 MINUTES

- Draw two vertical lines on the whiteboard or blackboard, creating three wide columns. At the top of each column, write "Cafeteria," "Playground," and "Classroom."
- Ask students for examples of what polite behavior and good manners would look like in each of the three school areas, and make a list of several respectful behaviors under each title.

Examples:

- *Cafeteria: eating with your mouth closed, using your napkin, not playing with the food, not throwing anything*
- *Playground - sharing equipment, taking turns, lining up without taking "cuts," not yelling in someone's ear*
- *Classroom - saying "please" and "thank you," asking to borrow things rather than taking them, cleaning up if you've made a mess, raising your hand*

ACTIVITY: 20 MINUTES

- Hand out one My Good Manners worksheet to each student and explain that they are going to make a display sign for the area of their choosing.

Example: Playground

- Invite students to choose which behavior they want to draw from the selection of options written on the board.

Example: Taking turns

- Have each student write his or her chosen behavior in a complete sentence on the worksheet.

Example: Good manners means taking turns on the playground.

- Have students illustrate both the negative exemplar (NO WAY!) and the positive exemplar (YEAH!).

Examples:

- *"NO WAY" side: kids swinging and others standing waiting for a turn with sad faces.*
- *"YEAH" side: everyone is smiling, kids swinging, some getting off and others getting on the swings.*

- Have students share their work with the class and display completed worksheets in the appropriate setting.

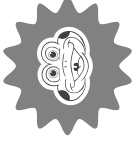
NOTE: Posters for the playground setting can be displayed in hallways or open walls around the playground.

FINISH LINE

Were students able to:

- Review the key components of respectful behavior by completing My Good Manners worksheets that illustrate specific examples of good manners?

NAME: _____



MY GOOD MANNERS

Good manners _____

means _____

NO WAY!

YEAH!



RESPECTFUL MATCHING GAME BOARD

DIRECTIONS: Match each of the respectful game pieces to the correct setting where it would occur.

SCHOOL HALLWAY	MOVIE THEATER	PARK	CAFETERIA

RESPECTFUL MATCHING GAME PIECES

DIRECTIONS: Cut each game piece out by cutting along the dotted lines.

If someone is being left out of a game, invite him/her to play.

Remember to say "Please" and "Thank you" to the kitchen staff.

Help to hold the doors open so they don't slam into someone.

If you must talk, whisper.

Clean up spills from your juice, sandwich, and yogurt.

Play soccer or football games away from picnickers.

Put your popcorn and drink containers in the trash.

Keep moving – don't stop and block a crowded area.

Stay on the right side when you're walking.

Keep your feet off the seat in front of you.

Don't give or take cuts when you're waiting in line to be served.

Don't use the younger children's play equipment.

Clear the table when you're finished by placing trays and silverware in the proper places.

Don't push or shove when you pass through classroom doorways.

Keep your games away from crowded bike paths.

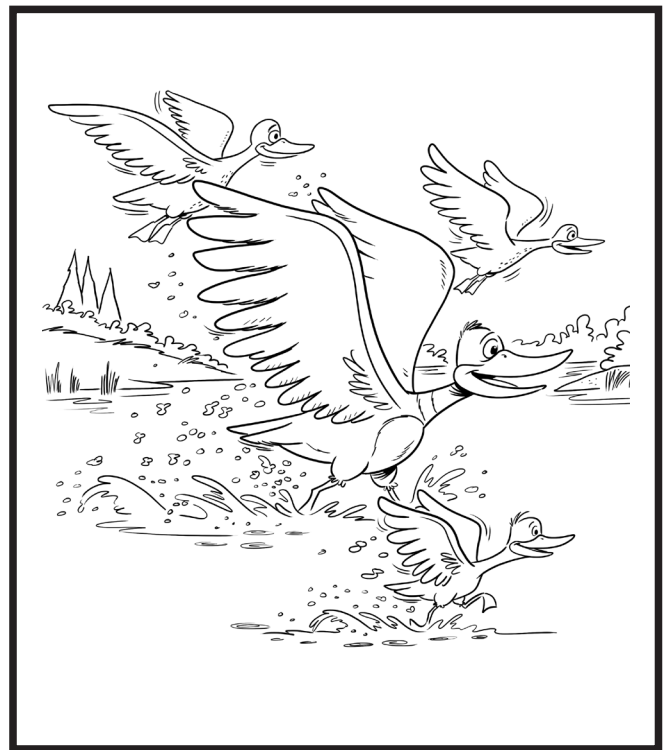
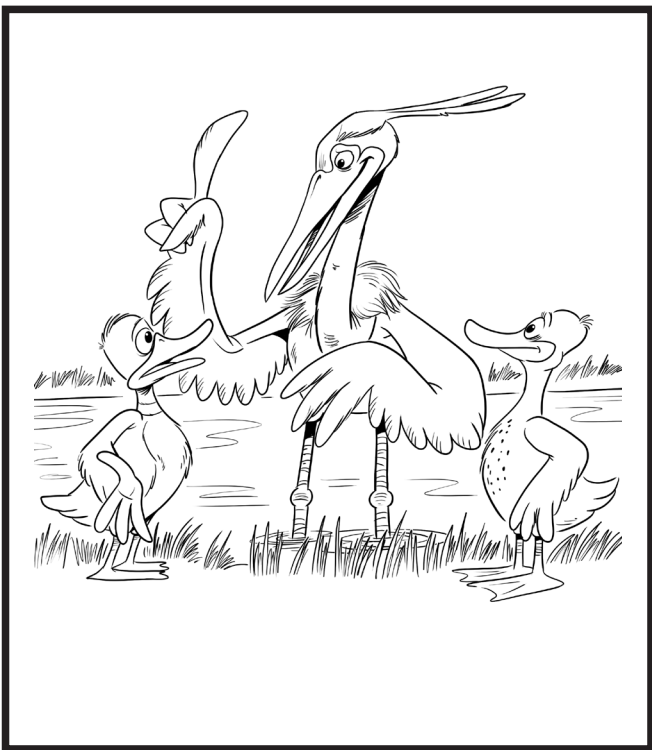
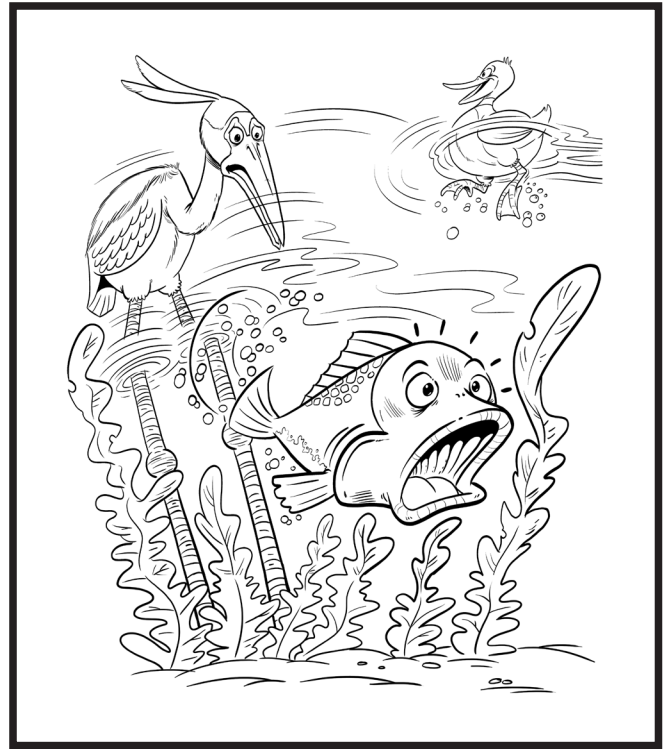
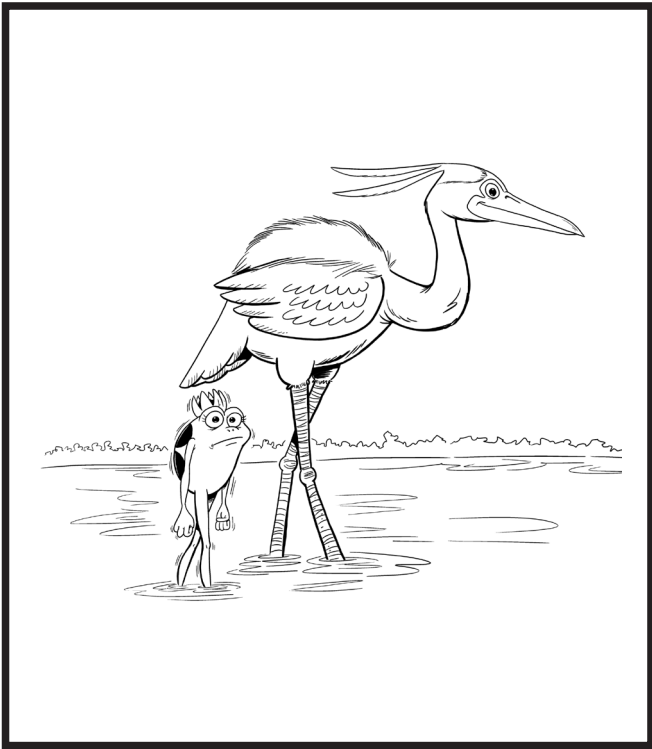
Stay seated. If you have to get up, say "Excuse me" to the people you walk in front of.

RESPECTFUL MATCHING GAME

ANSWER KEY

SCHOOL HALLWAY	MOVIE THEATER	PARK	CAFETERIA
Don't push or shove when you pass through classroom doorways.	If you must talk, whisper.	Keep your games away from crowded bike paths.	Remember to say "Please" and "Thank you" to the kitchen staff.
Stay on the right side when you're walking.	Stay seated. If you have to get up, say "Excuse me" to the people you walk in front of.	Don't use the younger children's play equipment.	Clear the table when you're finished by placing trays and silverware in the proper places.
Help to hold the doors open so they don't slam into someone.	Put your popcorn and drink containers in the trash.	Play soccer or football games away from picnickers.	Clean up spills from your juice, sandwich, and yogurt.
Keep moving - don't stop and block a crowded area.	Keep your feet off the seat in front of you.	If someone is being left out of a game, invite him/her to play.	Don't give or take cuts when you're waiting in line to be served.

STORYBOOK COLORING SHEETS – SPLASH LANDINGS: RESPECTFUL



KELSO DOT-TO-DOT



DIRECTIONS: Beginning at number 1, connect the dots to bring Kelso to life! He's a star, just like you!



RESPECTFUL

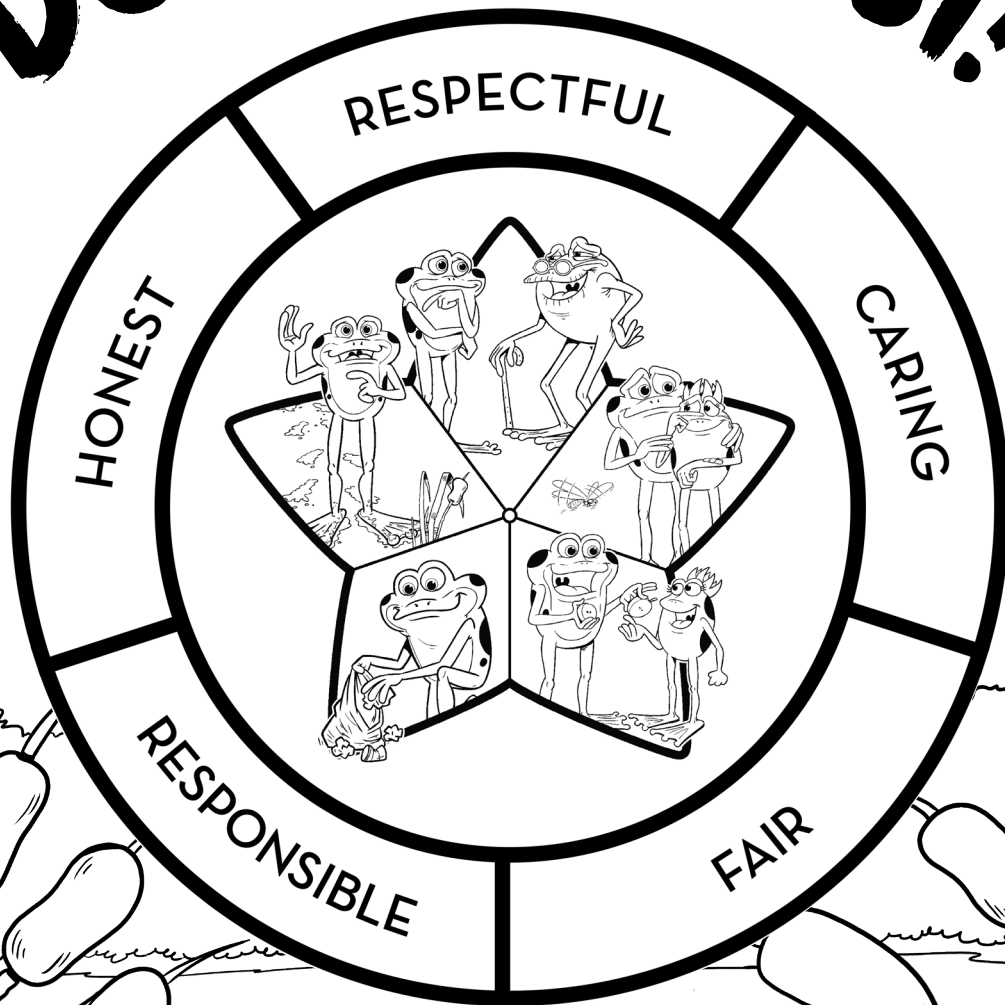
CARING

FAIR

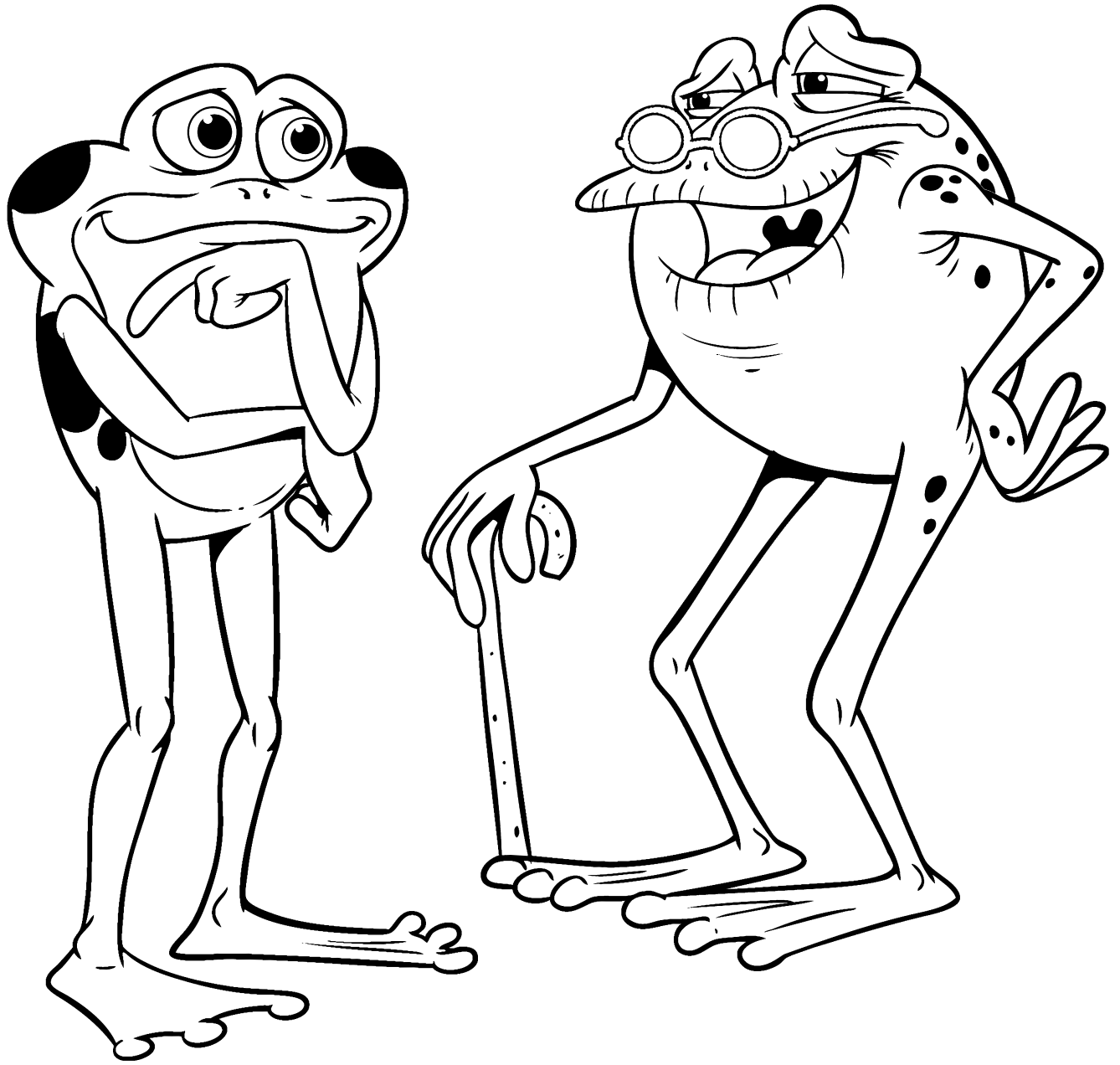
RESPONSIBLE

HONEST

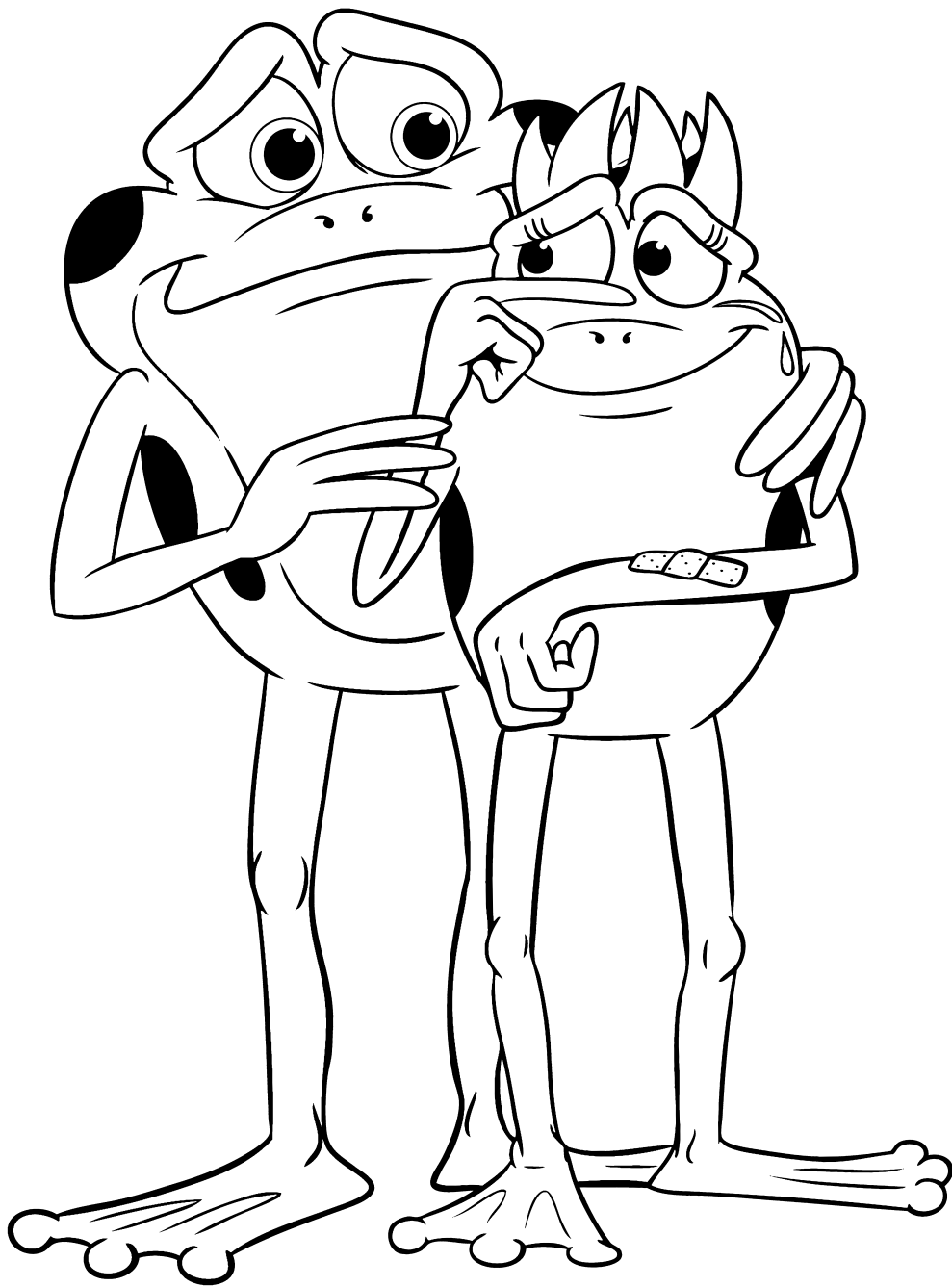
DO YOUR BEST!



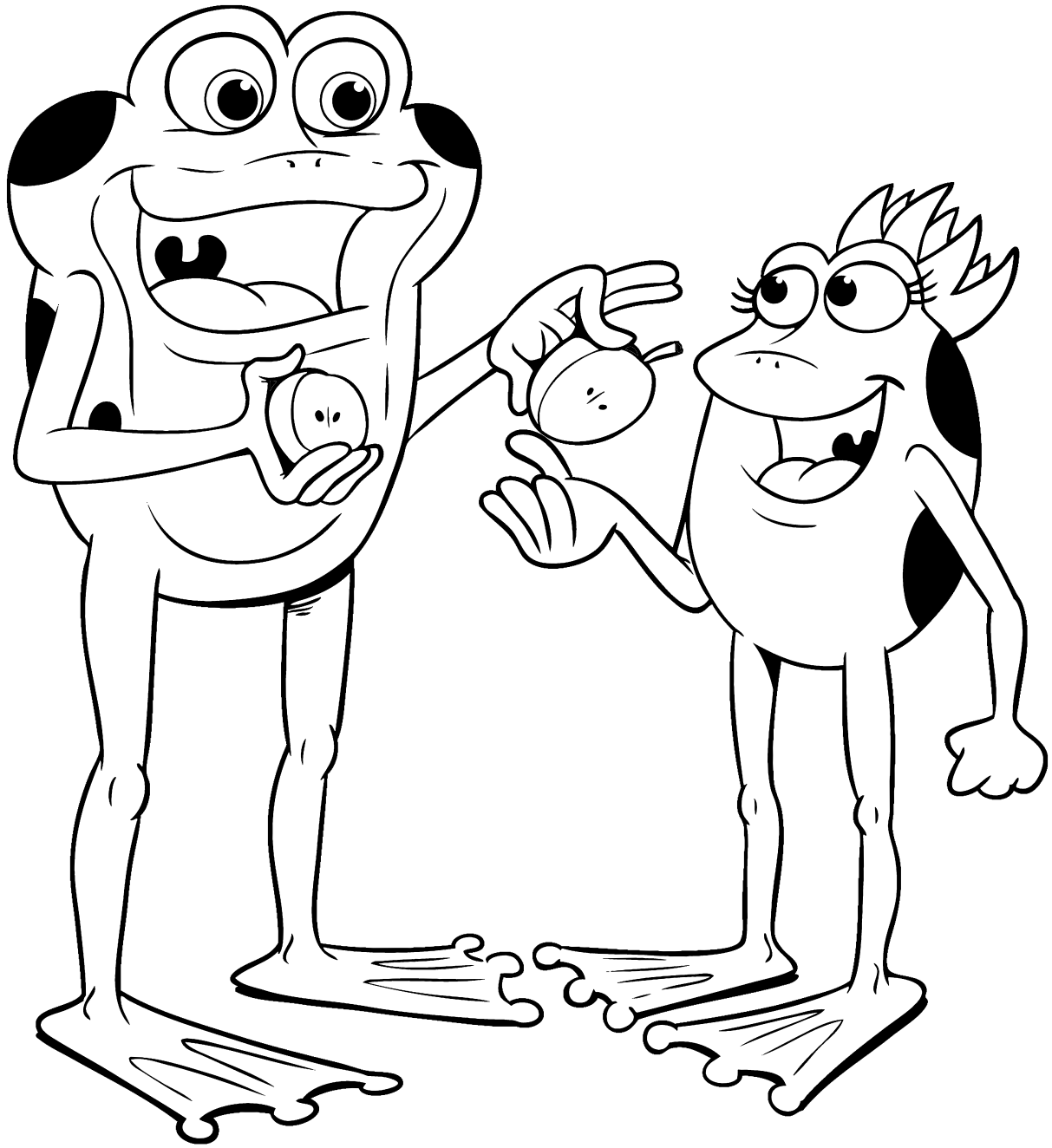
BE A KELSO STAR



RESPECTFUL



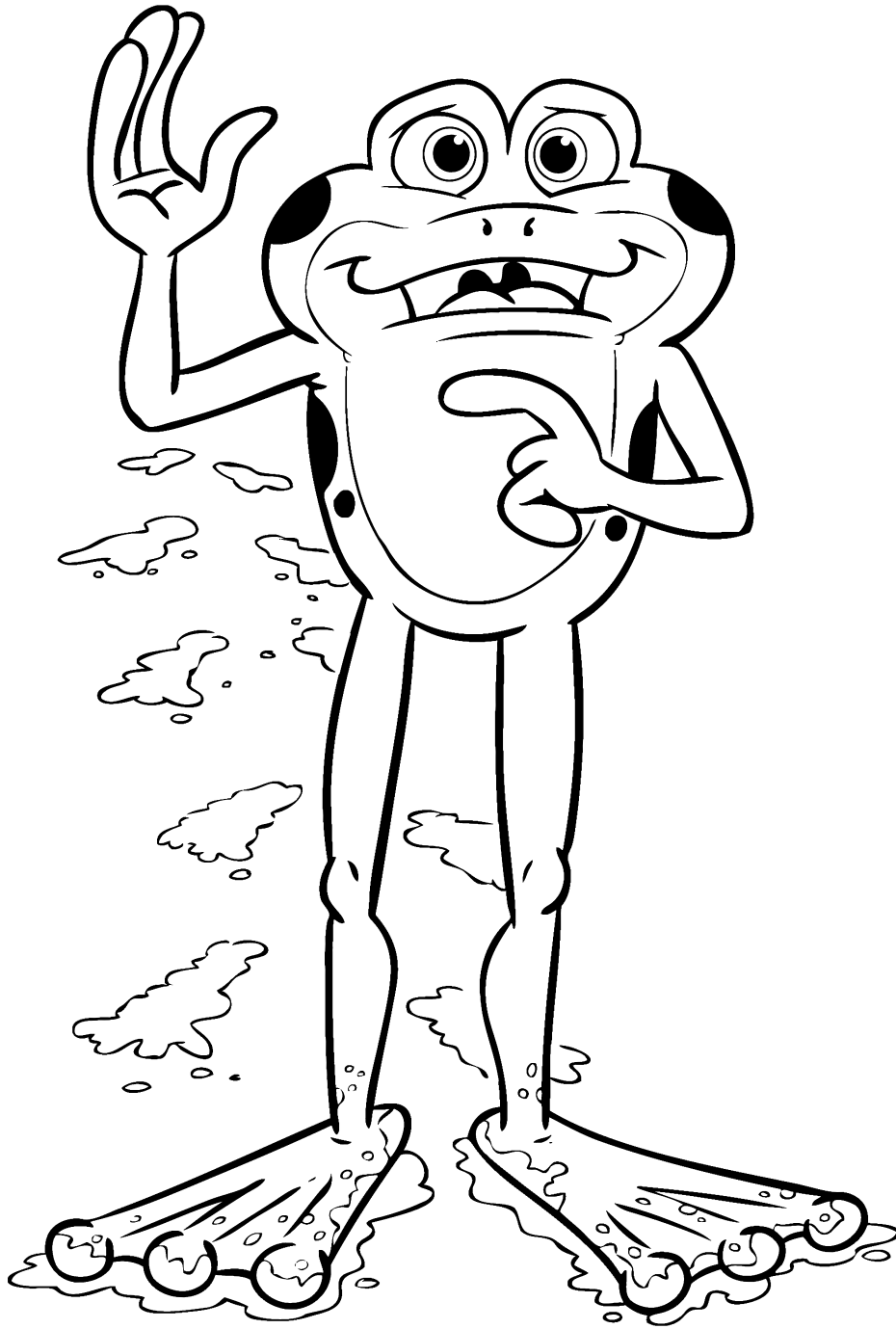
CARING



FAIR



RESPONSIBLE



HONEST

LEADER'S GUIDE

This Leader's Guide is a powerful tool within the Building Character with Kelso curriculum to develop positive character traits in elementary-aged students. The program features Kelso the Frog, a fun yet sensible mascot. Kelso keeps students interested while helping them understand and develop positive character traits to succeed socially and academically.

The curriculum contains differentiated instruction for lower and upper elementary students while keeping language consistent throughout all grade levels. Students are introduced to each character trait by identifying what it looks, sounds, and feels like. As the lessons progress, students develop a more complex understanding of what it means to have good character.

The Leader's Guide provides complete lesson plans and reinforcement activities, specific to each grade, to be conducted in 30-minute class sessions. Diverse lesson styles cater to visual, auditory, and kinesthetic learners while being engaging and fun!

The scope and sequence of the lessons are flexible and can be adapted to your needs. School counselors, teachers, and administrators can present the lessons and activities to students. The curriculum is easily adapted to a variety of settings: the classroom, small groups, individual counseling sessions, and as a school-wide program. A suggested time allotment and grade level are noted on each lesson.

WHAT'S INSIDE?

- **An introduction to the program's goals, benefits, and outcomes**
- **42 complete lesson plans:**
 - 6 core lessons for grades K-3
 - 6 core lessons for grades 4-5
 - 5 extension lessons per grade
- **18 reinforcement activities**
- **Parent and staff letters**
- **A CD to make it even easier to print handouts**

