

LESSON 10 · 30 MIN. · K-1

KELSO BAG PUPPETS

Ready

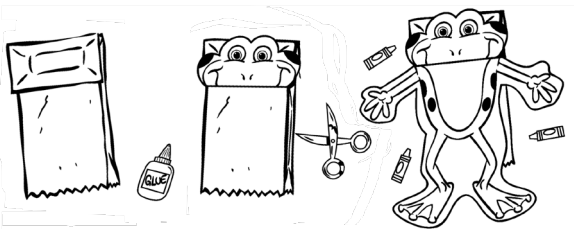
- Students will be able to use puppets to review the nine options of the Kelso's Choice program.

Set

- One small paper bag for each student
- One copy of the Kelso puppet illustration per student
(See page 34)
- Crayons, glue, and scissors
- Large Kelso's Choice classroom poster

Go

- Review Lessons 1 - 3 by discussing the difference between "BIG" and "small" problems, and by discussing the nine choices on the Kelso's Choice poster.
- Tell students that in this activity, they will practice their conflict management skills by using Kelso puppets they have made. Remind students that they are all **STRONG** enough and **SMART** enough to make Kelso's Choices. Reinforce positive choices that the students have made recently (at the playground, lunchroom, and classroom).
- Show students a finished Kelso puppet
(See how-to diagram below).



DISCUSS THE STEPS:

1. Color the frog.
2. Cut out the two parts on the dotted lines.
3. Glue Kelso's head to the bottom of the unopened bag, lining the mouth up along the lower folded edge.
4. Glue the body portion onto the bag, lining up the lower rim of the mouth so it fits next to the head section.
5. Remind students to keep the bag partially folded over when using the puppet, so that Kelso faces forward.

HOW TO:

While discussing the choices available during a conflict, have students use their puppets to model how they would handle the following problems:

- The person in front of you is fooling around at the pencil sharpener and won't let you have a turn.
- A person in your class is following you at recess, copying what you do to bug you.
- A friend is not taking turns with the class computer.
- You mistakenly put your friend's scissors in your desk and your friend is mad at you.
- Several students from another classroom won't let you join in their game of tag.
- Some students at the bus stop are pushing and shoving you as they line up.

Generate other examples of "small" problems or have students volunteer examples of difficulties they have recently experienced.

In each instance, have students use their puppets to demonstrate how it would look and sound if they actually talked it out, told them to please stop, etc. Clear, specific assertive language can be encouraged and practiced in each situation.

FINISH LINE

- Was everyone able to make a paper bag puppet?
- Did all students participate in the discussion; providing viable solutions to the "small" problems?

LESSON 10

CUT-OUT

