Grade: 2nd
Unit Title: Kelso's Wheel
Lesson Title: Big and Small Problems

Objectives: Students will be able to determine the difference between big and small problems, ones that they can handle themselves and ones they need adults help with.

Materials: Problem cards, Kelso workbooks

Input:
- Tell students there are two types of problems, “small problems” and “big problems.” We will be learning how to tell the difference between the two, and learning how to handle small problems/conflicts on their own using Kelso’s Wheel.
- Have kids hold their fingers a few inches apart to introduce the idea of small problems. Small problems are ones that are not dangerous or too frightening. Small problems are things they can handle themselves, problems they are smart enough and strong enough to handle on their own.
- Have kids hold their arms really far apart to represent big problems. Big problems are problems you need to ask an adult to help you with, because the situation is dangerous and can result in someone getting hurt.
- On a piece of poster board, draw a column for small problems and one for big problems.
- Ask students for some examples of SMALL problems and write them down in the small problem column. Reinforce the idea that small problems are things they can handle on their own. Small problems can happen when an adult is not available or when adults are busy.
  - Making noise when you’re trying to work
  - Not going “out” in a game when they lose their turn
  - Pushing in line
  - Cutting in line
  - Not sharing materials or toys
- What are some of the feelings that problems like this cause- annoyed, upset, bothered
- On the same chart ask kids for examples of large problems. Remind students that large problems are dangerous and need an adult’s help.
  - Playing with matches
  - Being pushed down
  - Throwing rocks
○ Doing daredevil stunts

• Telling an adult about a big problem is not the same as tattling. Tattling is when a student tries to get someone in trouble and doesn’t really want to solve the problem. Asking an adult to help with a big problem is when a student needs an adult to help solve a problem.

• What are some of the feelings that problems like this cause- annoyed, upset, bothered

• Use the problem cards to help reinforce the difference between big problems and small problems. Read a card and ask students to tell if it is a big problem or a small problem. Ask how they know? (their feelings about the problem, if it’s dangerous)

• Next week we are going to learn ways to solve small problems on our own, without help from an adult using Kelso’s Wheel.
Grade: 2nd  
Unit Title: Kelso's Wheel  
Lesson Title: Problem Solving Choices  

Objectives: Students will be able to list 8 choices for solving problems.

Materials: Kelso wheel, Kelso workbooks

Anticipatory Set:
- Remind students that last week we learned how to tell the difference between big problems and small problems. Ask the students to define how to tell if a problem is a big problem. (If the problem could cause someone to get hurt or the situation is dangerous). Ask the students how to tell if a problem is a small problem, one they can handle on their own.
- Today we are going to learn some strategies for solving small problem. Kelso the Frog, had 8 ways he likes to solve problems and wants to teach them to you. 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!

Input/Model:
- Show video: http://www.youtube.com/watch?v=RQypxz3Q0SM
- Introduce Kelso’s 8 problem solving strategies on the wheel. Remind kids that “big problems” go to an adult and “small problems can almost always be handled by using these choices.
- Discuss how Kelso illustrates the 8 choices.
  - See attached sheets.
- Tell students that not all solutions work in all situations.

Guided Practice:
- Use the problem cards to have students pick solutions for problems. Ask for a volunteer and read a problem card (only small problems). Ask the student to spin the wheel to pick a solution. Does this choice work to solve this problem? If not, have the student select a choice that does help. Repeat with a few students.

Independent Practice:
- Show the students their Kelso workbook. Ask them to color the first page in the wheel. If they finish that, they can pick one choice they want to practice more and color the page that goes with it.

Have students write names on the books and collect books at the end of class.
Grade: 2nd
Unit Title: Kelso’s Wheel
Lesson Title: Willow Pond

Objectives: Students will be review the choices.

Materials: Willow Pond Story, Kelso workbooks, Kelso puppets

Anticipatory Set:
- Remind students that last week we learned how to tell the difference between big problems and small problems. Ask the students to define how to tell if a problem is a big problem. (If the problem could cause someone to get hurt or the situation is dangerous). Ask the students how to tell if a problem is a small problem, one they can handle on their own.
- Ask students to tell the class one of the options on Kelso’s wheel.

Input/Model:
- Show video: [http://www.youtube.com/watch?v=tm5si5WQUqY](http://www.youtube.com/watch?v=tm5si5WQUqY)
- Read the Willow Pond story.
- Use puppets if possible.

Guided Practice:
- Which of Kelso’s Choices do you think Lily could use? Ask students to share what they might do if they were Lily.

Independent Practice:
- Show the students their Kelso workbook. Ask them to think about which solutions they use the most and which ones they are good at. Ask them which ones they need more practice doing?
- Have students color the large choices pages of the ones they need to practice more.

Have students write names on the books and collect books at the end of class.