



Dear Administrator and Educator –

SEL Chicago is committed to providing information to education professional to help support fidelity and confidence in using mutually respectful classroom leadership strategies. When we create communities of caring, we increase the protective factors for the children in our care, and positively impact school climates and cultures.

To support educators and administrators supporting school wide climate / culture work and teacher coaching / skill building with Positive Discipline lessons , this crosswalk¹ has been created aligning the lessons in Positive Discipline in Schools and Classrooms: Teachers' Guide Activities for Students² with the **CPS Framework for Teaching**³. Comments, learnings and feedback are always encouraged and welcome.

With deep appreciation for your work in the world,

Kristin Hovious, Founder, SEL Chicago.

Lesson	Domains	
Preparing the Ground	Helpful for Administrator to make clear schoolwide SEL expectations and plan for all staff support, coaching and modeling	
Agreements and Guidelines:		
Beginning the Almost Perfect School Year (BAPSY)	1b, 2a, 2b, 2c, 2d, 3c	<i>Co-created structures can frame needs of group and needs of individual. Category of learning can include cultures and background, along with routine and agreement about challenges. Developmentally appropriate artifact based on age level, reading level – can incorporate multiple languages and cultures. These are co-created – supporting “students and teachers establish and implement standards of content.” Distinguished in Domain 2 speaks directly to co-creation.</i>
We Decided: Guidelines for our classroom	1b, 2a, 2b, 2c, 2d, 3c	
Creating Routines:		
Teaching routines (includes modeling and practice, language to use for reflection and suggestions for routine building)	2a, 2b, 2c, 2d, 3a, 3b, 3c, 4c	<i>3c – routines can be established for appropriate challenge level, grouping of students for learning, managing challenges and helping students ensure that all voices are heard. When</i>

¹ Many thanks to the reviewers of drafts for their assistance, support and critiques

² <https://www.positivediscipline.com/products/positive-discipline-classroom-teachers-guide-activities-students>

³ <https://cps.edu/ReachStudents/Documents/FrameworkForTeaching.pdf>

Lesson	Domains	
		<i>communicated with families, home/school connection is established.</i>
Self-regulation:		
Positive Time Out-Brain in the Palm of the Hand	1b, 2a-d, 3c-e	<i>All these activities help build emotional awareness and tools for self-regulations with explicit instruction and modeling. Use of these tools can be explicit during assessment (identifying feelings and strategies for managing during assessment). Understanding and identifying emotions and feelings helpful for establishing norms of what we do when work is hard so that we are able to model/practice rigor.</i>
Positive Time Out & Creating the Space	2a-d,	
More Activities for Self-calming and Self-awareness	2a-d,	
GLAD, MAD, SAD, or SCARED: The Wheel of Feelings	1b, 1d	
Feelings Faces Chart	1b, 1d, 2a-d	
Communications Skills:		
Bugs and Wishes	1b, 2a-d, 3c-e, 4d	<i>Communication skills allow students to communicate with adults, with peers to give and receive feedback, grow and deepen listening skills and self- and peer assess with clarity and mutual respect. Feedback can advance learning when giver and receiver model mutual respect and can label emotions. Use of these skills with teachers colleagues can prepare ground to improve personal practice and advance student learning.</i>
I-Messages	1b, 2a-d, 3c-e, 4d	
Listening 1, 2, 3	1b, 2a-d, 3c-e, 4d	
Mutual Respect:		
Charlie	1b, 2a-d, 3c-e	<i>Creates learning environment where members share responsibility for words and actions and examine impacts of both on learning environment. When led and modeled, classroom and non-instructional environments can become learning lab for social emotional skills, and increase net result of deeply respectful interactions among students, adults and between peers.</i>
Respect for Self and Others	1b, 2a-d, 3c-e	

Lesson	Domains	
<i>Building Cooperation:</i>		
Exploring Power: Building Cooperation	1b, 2a-d, 3c-e	Creates opportunity for collaborative classroom, builds rapport and personal connections. Creates opportunity for subtle and preventative corrections by creating foundation of win/win. Teacher and students work together to build culture of learning.
Cooperative Juggling	1b, 2a-d, 3c-e	
Rope Activity	1b, 2a-d, 3c-e	
Moving the Ball	1b, 2a-d, 3c-e	
Crossing the Line	1b, 2a-d, 3c-e	
Arm Wrestling	1b, 2a-d, 3c-e	
<i>Mistakes and How to Fix Them:</i>		
Mistakes: Making vs. Being for Younger Students	1b, 2a-d, 3c-e 4d, 4e	Foundational tool for environment celebrating growth mindset. Specific lessons support repair and restoration of dignity on worthiness of all learners in classroom. Provides ground to receive and accept individualized feedback respectful of difference. Supports environment of civility and reflection. When modeled by adults, demonstrates professionalism and reflection.
Mistakes: Making vs. Being for Older Students	1b, 2a-d, 3c-e 4d, 4e	
Mistakes Messages	1b, 2a-d, 3c-e 4d, 4e	
The R's of Recovery for Mistakes	1b, 2a-d, 3c-e 4d, 4e	
Apologizing: How to Do It	1b, 2a-d, 3c-e 4d, 4e	
Apology of Action: When "I'm Sorry" Isn't Enough	1b, 2a-d, 3c-e 4d, 4e	
<i>Encouragement:</i>		
Encouragement Activities	1b, 3c, 3e	Proactively teaching and modeling encouragement helps students support one another, and creates environment where students can serve as resources for one another

Lesson	Domains	
		to achieve mastery – demonstrating flexibility for individual needs.
<i>Respecting Differences:</i>		
It's a Jungle Out There	1b, 2a-d, 3c-e	Activities help explain learning and leadership styles to children, can help form foundation for group work pairings based on communication style. Students can explain differences in learning/leadership styles,
Experiencing Differences	1b, 2a-d, 3c-e	
You Decided	1b, 2a-d, 3c-e	
<i>Buy In for Class Meetings:</i>		
Exploring Power: Win/Win	1b, 2a-d, 3c-e	Problem solving with groups exploring power, building collaboration and brainstorming capacity, and engaging students in learning exploring content and solutions collaboratively. Supports practice and perseverance for each student and allows for practice in brainstorming and problem solving. Students grow in responsibility because they co-create solutions. Teacher can use in practice for family/teacher/student meetings for problem solving.
Introducing Class Meetings	1b, 2a-d, 3c-e	
Why Have Class Meetings?	1b, 2a-d, 3c-e	
Middle School/High School Buy In	1b, 2a-d, 3c-e	