



Dear Educator –

SEL Chicago is committed to providing information to education professionals 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 Positive Discipline lessons across grade levels, this crosswalk<sup>1</sup> has been created aligning the lessons in Positive Discipline in Schools and Classrooms: Teachers’ Guide Activities for Students<sup>2</sup> with the ISBE Social and Emotional Learning Standards<sup>3</sup>. Comments, learnings and feedback are always encouraged and welcome.

With deep appreciation for your work in the world,

Kristin Hovious, Founder, SEL Chicago.

Lesson	Early Elementary	Upper Elementary	Middle/Jr. High
<b>Preparing the Ground</b>			
<b><i>Agreements and Guidelines:</i></b>			
<b>Beginning the Almost Perfect School Year (BAPSY)</b>	1B.1b; 1C.1b; 2C.1b; 3A.1b; 3C.1a	1C.2a; 2C.2b; 3B.2b; 3A.2a	1A.3b; 1B.3b; 2C.3a-b; 3A.3a; 3C.3a
<b>We Decided: Guidelines for our classroom</b>	1C.1b; 2C.1b; 3A.1b	1C.2a; 2C.2b; 3A.2a	1A.3a-b; 1B.3b; 1C.3a; 2C.3a-b; 3A.3a; 3C.3a
<b><i>Creating Routines:</i></b>			
<b>Teaching routines</b>	1C.1a-b; 3B.1a; 3C.1a	1C.2a; 3B.2a; 3C.2a	1A.3b; 2C.3a-b; 3A.3a-b; 3C.3b
<b><i>Self-regulation:</i></b>			

<sup>1</sup> Many thanks for the efforts to Ellen Anderson, Developing Teacher, NEIU Class of 2019, Certified Positive Discipline Classroom Educator since 2018 for her authorship and care.

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

<sup>3</sup> <https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>

<b>Lesson</b>	<b>Early Elementary</b>	<b>Upper Elementary</b>	<b>Middle/Jr. High</b>
<b>Positive Time Out-Brain in the Palm of the Hand</b>	1A.1a-b; 2A.1a-b; 2B.1a; 2D.1b; 3B.1b	1A.2a-b; 2A.2a-b; 2D.2b	1A.3a-b; 2A.3a-b; 2D.3a-b;
<b>Positive Time Out &amp; Creating the Space</b>	1A.1a-b; 2B.1a; 2D.1b; 3B.1b	1A.2a-b; 2A.2a; 2D.2b; 3A.2a	1A.3a-b; 2A.3a-b; 2D.3a-b; 3A.3a
<b>More Activities for Self-calming and Self-awareness</b>	1A.1a-b; 2C.1b	1A.2a; 3A.2b	1A.3a-b; 2A.3a-b
<b>GLAD, MAD, SAD, or SCARED: The Wheel of Feelings</b>	1A.1a; 1B.1a; 2A.1a-b	1A.2a; 2A.2a-b	1A.3a-b; 2A.3a-b; 2D.3a-b; 3A.3a
<b>Feelings Faces Chart</b>	1A.1a; 2A.1a-b; 2C.1b; 2D.1a; 3C.1a-b	1A.2a-b; 2A.2a-b; 3A.2a; 3C.2a-b	1A.3a-b; 2A.3a-b
<b>Communications Skills:</b>			
<b>Bugs and Wishes</b>	1A.1a; 1B.1a; 2A.1a-b; 2B.1b; 2D.1a-b; 3B.1a-b	1A.2a-b; 2D.2a-b; 3A.2a; 3B.2b	N/A
<b>I-Messages</b>	1B.1a; 2A.1a; 2C.1a-b; 3B.1b	1A.2a-b; 2A.2a-b; 2D.2b; 3A.2a	1A.3a-b; 1B.3a; 2A.3a-b; 2C.3a-b; 2D.3a-b; 3A.3a
<b>Listening 1, 2, 3</b>	2C.1b; 3c.1a-b	2A.2b; 3A.2a; 3C.2a-b	2A.3b; 2C.3a; 2D.3a
<b>Mutual Respect:</b>			
<b>Charlie</b>	2A.1a-b; 2B.1a-b; 2C.1b; 3A.1a; 3B.1b	1A.2a; 2A.2a-b; 2C.2a; 3A.2a-b	2a.3a-b; 2C.3a; 2D.3a; 3A.3a; 3B.3b
<b>Respect for Self and Others</b>	1A.1a; 1B.1a; 2A.1a; 2B.1a-b	1A.2a; 2A.2a-b; 2B.2b; 3A.2a	1A.3a; 1B.3a; 2A.3a; 2B.3a; 3A.3a
<b>Building Cooperation:</b>			

<b>Lesson</b>	<b>Early Elementary</b>	<b>Upper Elementary</b>	<b>Middle/Jr. High</b>
<b>Exploring Power: Building Cooperation</b>	1A.1a; 2C.1a-b; 3B.1b	1A.2b; 2C.2b; 2D.2a-b	1A.3b; 1C.3b; 2A.3a-b; 2C.3a-b; 3A.3a
<b>Cooperative Juggling</b>	1A.1b; 2C.1a; 2D.1b; 3B.1b	1C.2a; 2C.2b; 2D.2b; 3B.2a-b	1A.3b; 1C.3b; 2C.3a-b; 3A.3a
<b>Rope Activity</b>	1A.1b; 2C.1a-b; 3C.1a	1C.2a; 2A.2a; 2C.2b; 3B.2a	1C.3a-b; 2C.3a-b; 3C.3a
<b>Moving the Ball</b>	1C.1b; 2C.1b; 3A.1b	1C.2a; 2B.2b; 2C.2b; 3A.2a; 3C.2a	1C.3b; 2C.3a; 2C.3b; 3A.3a
<b>Crossing the Line</b>	1C.1b; 2A.1a-b; 3B.1b; 3C.1a	1C.2a; 2B.2a-b; 2C.2b; 3A.2a; 3C.2a	1C.3b; 2B.3a; 2C.3a; 2C.3b; 3A.3a
<b>Arm Wrestling</b>	1C.1b; 2C.1b; 3A.1b	1C.2a; 2B.2b; 2C.2b; 3A.2a; 3C.2a	1C.3b; 2C.3a; 2C.3b; 3A.3a
<b><i>Mistakes and How to Fix Them:</i></b>			
<b>Mistakes: Making vs. Being for Younger Students</b>	1A.1a; 2A.1a; 2B.1b; 2D.1a-b; 3B.1b	1A.2a-b; 2A.2a; 2B.2b; 3B.2b	N/A
<b>Mistakes: Making vs. Being for Older Students</b>	N/A	N/A	1A.3a-b; 1B.3a; 3A.3a
<b>Mistakes Messages</b>	1A.1a; 2A.1a-b; 2B.1b; 3B.1a	1A.2a; 1B.2a; 2A.2a-b; 3A.2b	1A.3a-b; 1B.3a; 2A.3b
<b>The R's of Recovery for Mistakes</b>	1A.1a; 2A.1a-b; 2B.1b; 3B.1a	1A.2a; 1B.2a; 2A.2a-b; 3A.2b	1A.3a-b; 1B.3a; 2A.3b
<b>Apologizing: How to Do It</b>	1A.1a-b; 2A.1a-b; 2B.1a-b; 2D.1b; 3B.1b; 3C.1a	1A.2a-b; 2A.2a-b; 2C.2a; 2D.2a-b; 3A.2a; 3B.2a	1B.3b; 2A.3a-b; 2C.3a; 2D.3a-b

<b>Lesson</b>	<b>Early Elementary</b>	<b>Upper Elementary</b>	<b>Middle/Jr. High</b>
<b>Apology of Action: When "I'm Sorry" Isn't Enough</b>	1A.1a-b; 2A.1a-b; 2B.1a-b; 2D.1b; 3B.1b; 3C.1a	1A.2a-b; 2A.2a-b; 2C.2a; 2D.2a-b; 3A.2a; 3B.2a	1B.3b; 2A.3a-b; 2C.3a; 2D.3a-b
<b><i>Encouragement:</i></b>			
<b>Encouragement Activities</b>	1B.1a; 2A.1b; 2B.1b; 3C.1a	2A.2a; 2C.2a; 3A.2a; 3C.2a	1B.3a; 2C.3a-b; 3A.3a
<b><i>Respecting Differences:</i></b>			
<b>It's a Jungle Out There</b>	1B.1a-b; 2A.1a-b; 2B.1a-b	1B.2b; 2A.2a-b; 2B.2b; 3A.2a	1B.3a; 2A.3b; 2C.3a; 3A.3a
<b>Experiencing Differences</b>	1B.1a-b; 2A.1a-b; 2B.1a-b; 3B.1b	1B.2b; 2A.2a-b; 2B.2a-b; 3A.2a	1B.3a; 2A.3b; 2C.3a; 3A.3a
<b>You Decided</b>	1B.1a-b; 2A.1a-b; 2B.1a-b	1B.2b; 2A.2a-b; 2B.2b; 3A.2a	1B.3a; 2A.3b; 2C.3a; 3A.3a
<b><i>Buy In for Class Meetings:</i></b>			
<b>Exploring Power: Win/Win</b>	1A.1a; 1B.1a; 2D.1b; 3B.1a	1A.2a; 2B.2b; 2C.2b; 2D.2b; 3A.2a	1A.3a-b; 2A.3b; 2C.3a-b; 2D.3a-b; 3A.3a
<b>Introducing Class Meetings</b>	1B.1b; 1C.1b; 2A.1b; 2C.1b; 3C.1a	1B.2b; 2C.2b; 2D.2b; 3A.2a; 3C.2a	1B.3a-b; 2A.3b; 2C.3a- b; 3A.3b; 3C.3a
<b>Why Have Class Meetings?</b>	1B.1b; 1C.1b; 2A.1b; 2C.1b; 3C.1a	1B.2b; 2C.2b; 2D.2b; 3A.2a; 3C.2a	N/A
<b>Middle School/High School Buy In</b>	N/A	N/A	1B.3b; 2A.3b; 2C.3a-b; 3A.3a-b; 3C.3a
<b><i>Forming A Circle:</i></b>			

Lesson	Early Elementary	Upper Elementary	Middle/Jr. High
<b>Forming A Circle-Quickly, Quietly, Safely</b>	1A.1a-b; 1C.1a-b; 2C.1a-b; 3B.1b; 3C.1a	1A.2b; 1C.2a; 2C.2b; 3B.2a; 3C.2a	1A.3b; 2A.3b; 2C.3b; 2D.3b; 3A.3a-b; 3C.3a
<b>8 Essential Skills for Effective Class Meetings</b>			
<i>Practicing Compliments and Appreciations:</i>			
<b>Compliments and Appreciations: 1, 2, and 3</b>	1A.1a; 1B.1a-b; 2A.1a; 3B.1b; 3C.1a	1A.2b; 2A.2a-b; 2B.2b; 2C.2a-b; 2D.2a; 3A.2a; 3C.2a	1A.3a-b; 2A.3a; 2C.3a; 3A.3a; 3c.3a
<i>Respecting Differences:</i>			
<b>Rhythm Band Warm-Up</b>	1A.1a; 2A.1a; 2B.1b; 3B.1a-b	1A.1b; 2A.2b; 2B.2a-b; 3A.2a; 3C.2a-b	1B.3a-b; 2C.3a-b; 3A.3a; 3C.3a-b
<b>It's Not Fair!</b>	1A.1a; 2A.1a; 2B.1b; 3B.1a-b	1A.1b; 2A.2b; 2B.2a-b; 3A.2a; 3C.2a-b	1B.3a-b; 2C.3a-b; 3A.3a; 3C.3a-b
<b>Step Into My Shoes</b>	N/A	1A.2a-b; 2A.2a-b; 2B.2a-b; 3A.2a-b	1A.3a; 1B.3a-b; 2A.3a-b; 3A.3a
<i>Focusing on Solutions:</i>			
<b>Four Problem-Solving Suggestions</b>	1A.1a-b; 2A.1a-b; 2B.1a-b; 2C.1a-b; 2D.1a-b	1A.2a-b; 2A.2a-b; 2D.2a-b; 3B.2a-b	1A.3b; 1B.3b; 3C.3a-b; 2D.3a-b; 3A.3a
<b>Wheel of Choice</b>	1A.1a-b; 2A.1a-b; 2B.1a-b; 2C.1a-b; 2D.1a-b	1A.2a-b; 2A.2a-b; 2D.2a-b; 3B.2a-b	1A.3b; 1B.3b; 3C.3a-b; 2D.3a-b; 3A.3a
<b>Solution Table</b>	1A.1a-b; 2A.1a-b; 2B.1a-b; 2C.1a-b; 2D.1a-b; 3B.1b	1A.2a-b; 2A.2a-b; 2D.2a-b; 3B.2a-b	1A.3b; 1B.3b; 3C.3a-b; 2D.3a-b; 3A.3a

Lesson	Early Elementary	Upper Elementary	Middle/Jr. High
<b>Solutions vs. Logical Consequences</b>	1A.1a-b; 2A.1a-b; 2C.1a-b; 2D.1a-b; 3B.1a-b	1A.2a-b; 1B.2b; 2A.2a-b; 2C.2a-b; 3A.2a-b; 3B.2b	1A.3a-b; 1B.3a-b; 2C.3a-b; 3A.3a-b
<b>Solutions and Curiosity Questions, not Blame</b>	1A.1a-b; 2A.1a-b; 2C.1a-b; 2D.1a-b; 3B.1a-b	1A.2a-b; 1B.2b; 2A.2a-b; 2C.2a-b; 3A.2a-b; 3B.2b	1A.3a-b; 1B.3a-b; 2C.3a-b; 3A.3a-b
<b>The Helpful, Not Hurtful Monitor</b>	1A.1a; 1C.1b; 2A.1b; 2C.1a-b; 3B.1b; 3C.1a	1A.2a-b; 1B.2a-b; 1C.2a; 2C.2b; 3A.2a; 3C.2a	1A.3a-b; 1B.3a-b; 2B.3b; 2C.3a-b; 2D.3a; 3A.3a; 3C.2a
<b><i>Brainstorming and Role-Playing:</i></b>			
<b>Brainstorming</b>	1A.1a-b; 1B.1a-b; 1C.1a-b; 2A.1b; 2C.1a-b; 2D.1a-b; 3A.1a-b; 3B.1a-b; 3C.1a	1A.2a-b; 2A.2a-b; 2C.2a-b; 2D.2a-b; 3A.2a-b; 3B.2a-b; 3C.2a	1A.3a-b; 1B.3a-b; 2A.3a-b; 2C.3a-b; 2D.3a-b; 3A.3a-b; 3C.3a
<b>Role-Playing</b>	1A.1a-b; 1B.1a-b; 1C.1a-b; 2A.1b; 2C.1a-b; 2D.1a-b; 3A.1a-b; 3B.1a-b; 3C.1a	1A.2a-b; 2A.2a-b; 2C.2a-b; 2D.2a-b; 3A.2a-b; 3B.2a-b; 3C.2a	1A.3a-b; 1B.3a-b; 2A.3a-b; 2C.3a-b; 2D.3a-b; 3A.3a-b; 3C.3a
<b>Role-Playing and Brainstorming: Working with Guest Teachers</b>	1A.1a-b; 1B.1a-b; 1C.1a-b; 2A.1b; 2C.1a-b; 2D.1a-b; 3A.1a-b; 3B.1a-b; 3C.1a	1A.2a-b; 2A.2a-b; 2C.2a-b; 2D.2a-b; 3A.2a-b; 3B.2a-b; 3C.2a	1A.3a-b; 1B.3a-b; 2A.3a-b; 2C.3a-b; 2D.3a-b; 3A.3a-b; 3C.3a
<b><i>Using the Class Meeting Format and Agenda:</i></b>			

<b>Lesson</b>	<b>Early Elementary</b>	<b>Upper Elementary</b>	<b>Middle/Jr. High</b>
<b>Introducing Class Meeting Format</b>	2A.1a-b; 2B.1a-b; 2C.1b; 3A.1a; 3B.1b; 3C.1a	1B.2b; 2C.2b; 2D.2b; 3A.2a; 3C.2a	1B.3a-b; 2A.3b; 2C.3a- b; 3A.3b; 3C.3a
<b>We Decided: Guidelines for Class Meetings</b>	1C.1b; 2C.1b; 3A.1b	1C.2a; 2C.2b; 3A.2a	1A.3a-b; 1B.3b; 1C.3a; 2C.3a-b; 3A.3a; 3C.3a
<b>Our Class Meeting Agenda</b>	2A.1a-b; 2C.1a-b; 2D.1a-b; 3C.1a	1C.2a; 2A.2a; 2C.2b; 2D.a-b; 3B.2a; 3c.2a	1A.3a-b; 2C.3a-b; 2D.3a-b; 3A.3a-b; 3C.3a
<b>Introducing the Class Meeting Format- Group Problems</b>	2A.1a-b; 2B.1a-b; 2C.1b; 3A.1a; 3B.1b; 3C.1a	1B.2b; 2C.2b; 2D.2b; 3A.2a; 3C.2a	1B.3a-b; 2A.3b; 2C.3a- b; 3A.3b; 3C.3a
<b>Class Meeting Agenda Using Individual Problems</b>	2A.1a-b; 2B.1a-b; 2C.1b; 3A.1a; 3B.1b; 3C.1a	1B.2b; 2A.2a-b 2C.2b; 2D.2b; 3A.2a; 3C.2a	1B.3a-b; 2A.3b; 2C.3a- b; 3A.3a-b; 3C.3a
<b><i>Understanding and Using the Four Mistaken Goal Chart:</i></b>			
<b>The Four Reasons People Do What They Do</b>	1A.1a; 1B.1a; 2A.1b; 2B.1a; 3A.1a	1A.2a-b; 2A.2a-b; 3A.2a	1B.3a; 2A.3a-b; 3A.3a
<b>The Mistaken Goal Chart</b>	1A.1a; 1B.1a; 2A.1a-b; 2B.1a; 2D.1a; 3A.1a	1A.2a-b; 2A.2a-b; 3A.2a- b; 3B.2b	1A.3a-b; 1B.3a; 2A.3a- b; 3A.3a
<b>Mistaken Goals and Us</b>	1A.1a; 1B.1a; 2A.1a-b; 2B.1a; 2D.1a; 3A.1a	1A.2a-b; 2A.2a-b; 3A.2a- b; 3B.2b	1A.3a-b; 1B.3a; 2A.3a- b; 3A.3a

Lesson	Early Elementary	Upper Elementary	Middle/Jr. High
<b>Encouragement Using Mistaken Goals</b>	1A.1a; 1B.1a; 2A.1a-b; 2B.1a; 2D.1a; 3A.1a; 3c.1a	1A.2a-b; 2A.2a-b; 3A.2a- b; 3B.2b; 3C.2a	1A.3a-b; 1B.3a; 2A.3a- b; 3A.3a; 3C.3a