



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 crosswalk¹ has been created aligning the lessons in Positive Discipline in Schools and Classrooms: Teachers’ Guide Activities for Students² with the ISBE Social and Emotional Learning Standards³. 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
Preparing the Ground			
<i>Agreements and Guidelines:</i>			
Beginning the Almost Perfect School Year (BAPSY)	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
We Decided: Guidelines for our classroom	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
<i>Creating Routines:</i>			
Teaching routines	1C.1a-b; 3B.1a; 3C.1a	1C.2a; 3B.2a; 3C.2a	1A.3b; 2C.3a-b; 3A.3a-b; 3C.3b
<i>Self-regulation:</i>			

¹ 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.

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

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

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

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

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

Lesson	Early Elementary	Upper Elementary	Middle/Jr. High
Forming A Circle-Quickly, Quietly, Safely	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
8 Essential Skills for Effective Class Meetings			
<i>Practicing Compliments and Appreciations:</i>			
Compliments and Appreciations: 1, 2, and 3	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>			
Rhythm Band Warm-Up	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
It's Not Fair!	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
Step Into My Shoes	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>			
Four Problem-Solving Suggestions	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
Wheel of Choice	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
Solution Table	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
Solutions vs. Logical Consequences	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
Solutions and Curiosity Questions, not Blame	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
The Helpful, Not Hurtful Monitor	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
<i>Brainstorming and Role-Playing:</i>			
Brainstorming	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
Role-Playing	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
Role-Playing and Brainstorming: Working with Guest Teachers	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
<i>Using the Class Meeting Format and Agenda:</i>			

Lesson	Early Elementary	Upper Elementary	Middle/Jr. High
Introducing Class Meeting Format	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
We Decided: Guidelines for Class Meetings	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
Our Class Meeting Agenda	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
Introducing the Class Meeting Format- Group Problems	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
Class Meeting Agenda Using Individual Problems	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
<i>Understanding and Using the Four Mistaken Goal Chart:</i>			
The Four Reasons People Do What They Do	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
The Mistaken Goal Chart	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
Mistaken Goals and Us	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
Encouragement Using Mistaken Goals	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