

# APPENDIX A

## Teaching Social-Emotional Skills Form

<b>Step 1: Observe</b>	
Behaviors that the child is successful with or serve them in a healthy way	Behaviors that the child is struggling with or that serve them in a maladaptive way
<b>Step 2: Analyze and Dig Deeper</b>	
<b>Step 3: Identify a Skill</b>	
<b>Step 4: Plan for How You'll Teach the Skill</b> <i>One way we might teach this is...</i>	
<b>Step 5: Plan for Guided Practice</b> <i>One way we might practice this is...</i>	
<b>Step 6: Plan for Transfer</b> <i>One way we might support transfer is...</i>	

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## APPENDIX B

### If You Notice... You Might Try... A List of Social-Emotional Learning Lessons from *Lessons in Community*

Lessons that are numbered are already created and available in their entirety in this book. Lessons without numbers are seed ideas for potential lessons that you might try creating in your own classroom.

If You Notice...	You Might Try...
Regulation	
Children seem unsure of how to work through their feelings or often get into a flight, fight, fawn, or freeze state. This can look like hitting, screaming, eloping, hiding, etc.	<ul style="list-style-type: none"><li>Recognizing Emotions in Ourselves and Others (<a href="#">Lesson 5.1</a>)</li><li>Noticing When You're Having a Big Feeling (<a href="#">Lesson 5.2</a>)</li><li>Responding to Our Feelings by Choosing a Helpful Tool (<a href="#">Lesson 5.3</a>)</li><li>Responding to Our Feelings by Choosing a Safe Space (<a href="#">Lesson 5.4</a>)</li></ul>
Children get easily distracted. This can look like wandering around, talking to others, engaging when others are attempting to distract them, etc.	<ul style="list-style-type: none"><li>Ways to Notice When You're Distracted</li><li>Helping Ourselves Stay Focused (<a href="#">Lesson 5.5</a>)</li></ul>
Children seem unaware of their voice or body and how their actions might be affecting others	<ul style="list-style-type: none"><li>Understanding the Difference Between On-Accident and On-Purpose</li><li>Ways to be Mindful of Our Volume</li><li>Ways to be Mindful of Our Bodies</li><li>Ways to Tell Someone What You Need (i.e., space, quiet)</li></ul>

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Children are having a hard time waiting (i.e., waiting for a teacher or peer's attention; waiting for their turn, etc.)	<ul style="list-style-type: none"> <li>● Ways to Wait (<a href="#">Lesson 5.6</a>)</li> <li>● Letting Someone Know You Need or Want Something</li> </ul>
Children get disappointed when things don't go their way (i.e., losing a game, not getting to go first).	<ul style="list-style-type: none"> <li>● Ways to Think Flexibly (<a href="#">Lesson 5.7</a>)</li> <li>● Ways to Cope with Losing</li> <li>● Ways to Celebrate a Win</li> </ul>
<b>Relationships</b>	
Children seem lonely, left-out or unsure of how to make friends	<ul style="list-style-type: none"> <li>● Ways to Make Friends (<a href="#">Lesson 6.1</a>)</li> <li>● Ways to Join in</li> <li>● Ways to Include Others (<a href="#">Lesson 6.2</a>)</li> </ul>
Children are having a hard time maintaining friendships or often seem in conflict with their peers	<ul style="list-style-type: none"> <li>● What Makes a Good Friend</li> <li>● Seeing Another Person's Perspective (<a href="#">Lesson 6.3</a>)</li> <li>● Helpful Ways to Get Your Message Across (<a href="#">Lesson 8.3</a>)</li> <li>● Ways to Share (<a href="#">Lesson 6.4</a>)</li> <li>● What You Can Do When Someone Doesn't Want to Play (<a href="#">Lesson 6.5</a>)</li> </ul>
Children have a hard time communicating clearly with their friends. It might sound like "you're not my friend anymore" or excluding others	<ul style="list-style-type: none"> <li>● Ways to Talk to Friends</li> <li>● What to Do When You Feel Excluded</li> <li>● Ways to Repair (<a href="#">Lesson 6.6</a>)</li> <li>● Ways to Share (<a href="#">Lesson 6.4</a>)</li> <li>● Ways to Stand Up for Others When Something Doesn't Feel Right</li> </ul>
Children are concerned about peer pressure and unsure about how to handle big problems	<ul style="list-style-type: none"> <li>● What Problems Do I Need a Grown-Ups Help With</li> <li>● How to Cope with the Fear of Losing Friends</li> <li>● What to Do When Your Friends Want You to Pick Sides</li> </ul>

<p>Children get upset when their friend does something different than them. Their understanding of friendship is that friends need to like and do all the same things</p>	<ul style="list-style-type: none"> <li>● Ways to Disagree (<a href="#">Lesson 6.7</a>)</li> <li>● What to Do When Someone Is Bossing You Around</li> <li>● Ways to Try Something New</li> </ul>
<b>Problem Solving</b>	
<p>Children appear frozen or unsure what to do when they need help or are reliant on adults to help them</p>	<ul style="list-style-type: none"> <li>● Ways to Help Yourself (<a href="#">Lesson 7.1</a>)</li> <li>● Ways to Ask for Help</li> <li>● What You Can Do When You See Someone Who Needs Help</li> </ul>
<p>Children go to adults when they see other kids doing things that they think they shouldn't (this often looks like "tattling")</p>	<ul style="list-style-type: none"> <li>● Deciding When You Need Extra Help</li> <li>● Figuring Out the Problem</li> <li>● Noticing Problems and Using Strategies to Solve Them (<a href="#">Lesson 7.2</a>)</li> <li>● Ways to Know If Your Problem Feels Solved (<a href="#">Lesson 7.3</a>)</li> </ul>
<p>Children struggle to cope with mistakes</p>	<ul style="list-style-type: none"> <li>● Ways to Work Through a Mistake (<a href="#">Lesson 7.4</a>)</li> <li>● What You Can Do When You See Someone Make a Mistake (<a href="#">Lesson 7.5</a>)</li> </ul>
<p>Children have a hard time persisting through challenges</p>	<ul style="list-style-type: none"> <li>● Ways to Work Through Challenges</li> <li>● Ways Challenges Help Us</li> <li>● Ways to Know When to Take a Break</li> <li>● Ways to Encourage Others</li> </ul>
<p>Children get stuck when something doesn't go the way they imagined or they don't get what they want</p>	<ul style="list-style-type: none"> <li>● Ways to Think Flexibly (<a href="#">Lesson 5.7</a>)</li> <li>● Ways to Share (<a href="#">Lesson 6.4</a>)</li> </ul>

Agency	
Children are quietly or loudly resisting doing something(s) throughout the day. You might see them saying no often or communicating their no by throwing things, eloping, etc.	<ul style="list-style-type: none"> <li>Helpful Ways to Get Your Message Across (<a href="#">Lesson 8.3</a>)</li> <li>Recognizing Emotions in Ourselves and Others (<a href="#">Lesson 5.1</a>)</li> <li>Noticing When You're Having a Big Feeling (<a href="#">Lesson 5.2</a>)</li> </ul>
Children are advocating for more choice with where or how they sit. You might notice they get up from their spot often or are sharing that they don't think it's fair they have to sit at their seat	<ul style="list-style-type: none"> <li>Choosing a Helpful Spot (<a href="#">Lesson 8.1</a>)</li> <li>Ways to be Mindful in the Hallway (<a href="#">Lesson 8.5</a>)</li> <li>Ways to Work Through Disappointment</li> </ul>
Children are advocating for more choice in who they work with. You might notice they gravitate toward others during work time or share their frustration that they never get to work with their friends	<ul style="list-style-type: none"> <li>Choosing People to Work With (<a href="#">Lesson 8.2</a>)</li> <li>Ways to Include Others (<a href="#">Lesson 6.2</a>)</li> <li>What To Do When You Feel Excluded</li> <li>Ways to Work Through Disappointment</li> </ul>
Children are advocating for autonomy in doing things on their own. It might sound like "I want to do it!" or them wanting to try using different tools than what you are offering	<ul style="list-style-type: none"> <li>Ways to Help Yourself (<a href="#">Lesson 7.1</a>)</li> <li>Ways to Work Through Disappointment</li> <li>Ways to Use Special Tools</li> </ul>
Children share their frustration around an issue or seem to be pushing back or banding together about something	<ul style="list-style-type: none"> <li>Ways to Advocate for Change (<a href="#">Lesson 8.4</a>)</li> </ul>