

Educators: How to Use:
“Why Will No One Play with Me?”
 - in Groups, Classrooms and as
 a SEL Curriculum.

The Book Parents
 Need for Social
 Emotional Learning

HELP IS HERE!

Practical suggestions to
 most social skills
 development concerns
 can be found in *Why Will
 No One Play with Me?*

Caroline Maguire, M.Ed.

Do More of What Works!



CarolineMaguireAuthor.com
 @AuthorCarolineM

**Social Emotional Learning (SEL)
 Training for Everyone**



Winner of 3 Prestigious Awards

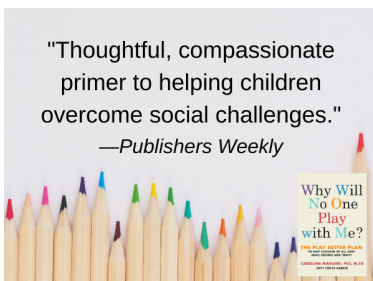
NO Prep! Group or classroom lessons.

**Simply open *Why Will No One Play with Me?* and
 show the visuals to your group.**

Discover free steps, scripts, scenarios and materials:
<https://carolinemaguireauthor.com/educators>

**Q: Can you really use the Play Better Plan with
 Teens, Tweens and Young Adults?**

A: Yes! The lessons in *Why Will No One Play with Me?* can be aged up. The core of the plan - learning to understand how the social world works - is pertinent to all ages, even adults. When working with teenagers and young adults, the open-ended questions - that are the core of coaching - help to create more collaborative conversations. They allow both of you to better understand what is going on with the child and help them talk more openly with you about a tough topic.





The best lessons for small groups:

A self protecting story for the child who is left out often sounds like this:

- I don't care if I have school friends.
- People are just jerks.
- I'm fine by myself.
- All they care about is stupid stuff.
- Smart kids don't have friends.
- They're mean.
- I don't have to be social if I don't feel like it.
- You're the only one who thinks I have a problem!

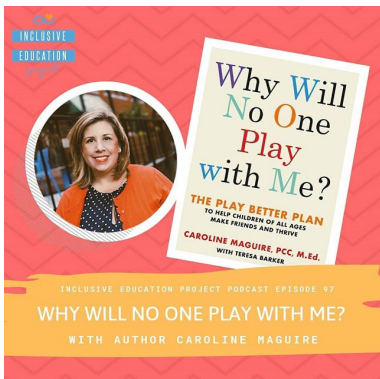
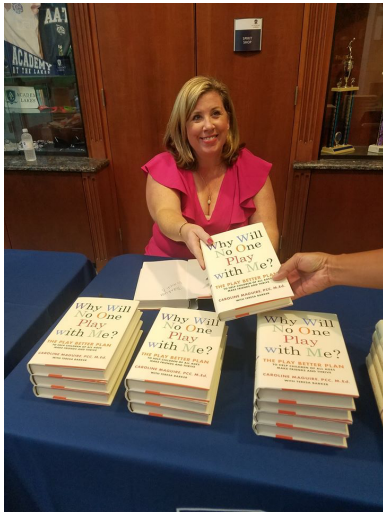


- **The Impression You Create in the World** - p. 125-126 – **Prep**-Simply show the visual image and use the questions.
Add on Activities-Ask students to pick a superhero or public figure relate that impression to the child's impression. What behaviors do these heroes model? **Pair with**-What is Your Brand? p. 232-233, Public Relations Campaigns p. 234-235
- **Making a Good Impression** p. 126-128 - **Prep** -Post the list of behaviors that might alienate people and follow the directions; students can role play behaviors and use improve to look at how people feel and how it looks when other kids demonstrate the behaviors listed in the book.
- **Comfort Zone** p. 105-106 - **Prep**-Have paper and pen in hand for each student and walk through the lesson. **Add on Activities** - Fun on Your Feet- Make active experience. Stand in hula hoops or taped circles. Have the group step in and out of the circle depending on where they are with their comfort zone using the activity in the book.
- **How Worried Should I Really Be?** p. 263-265- **Prep** - For ease of use, simply use the visual found in the bundle. Use small cars, balls, or a small toy to represent how big a child's worry is.
- **Thinking Me, Reactive Me** p. 252-254- **Prep** -Show the list of triggers and follow the instructions. **Add on Activities**- Craft-Have class/group draw themselves in thinking me and reactive me states and use graphics to create a poster. Incorporate these concepts as you read story books. Connect how the character is acting to his emotional state to promote SEL competencies. **Pair with**-Spy on Thinking Me, Reactive Me p. 254, Triggers p. 256-257
- **Sticky Brain** p. 147-147-**Prep** -Print out the visual from the bundle and read the lesson. **Add on Activities**-Crafts-Have your class/group make a sticky brain from paper-mache or use a foam head. Apply Velcro to the head and laminate examples of sticky thoughts from the book. the sticky brain experience is interactive.
- **Social Spy** p. 117—119- **Prep** -Social spy has several lessons you can follow step by step from the book. To build observation skills, role play spying and watching people without directly glaring at them per the instructions. Watch and listen to others in a subtle way, observing and noticing helps promote self-reflection and self-awareness (Core SEL competencies). **Add on Activities**- Crafts- Make spy kits and notebooks, use toilet paper rolls for binoculars, create videos acting out body language, emotions, and other social emotional scenarios. **Fun on your feet**- Make spying a school/ class wide activity. Discuss empathy, character and SEL curriculum so children notice positive behaviors, self-reflect, and consider the rules of the social world. Observe sibling love, empathy and kindness. Where do you feel you

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take back your personal power? What do people show when they react? Spy on a time when our thoughts or mood inspired us to take action. **Incorporate How to SEL**-Watch the How to Spy video. **Pair with** Spy on Places I know p. 163-164

- **Hot & Cold Bear Hunt** p. 171-172 **Prep** -Hide a bear or stuffy. **Fun on your feet**-Have the group make a video and hold a scavenger hunt to look for the bear. The child who hid the bear alludes to its location through body language and facial expressions. The other children must decipher the non-verbal signals in order to locate the bear. **Incorporate How to SEL videos**-Show How to SPY video to demonstrate how to read facial expressions and how those nonverbal signals can help demonstrate intentions.
- **Unspoken Rules** p. 120-121- **Prep** -Read aloud the unspoken rules description. **Fun on your feet**- Read unspoken rules of classroom, school; have the class/group spy on the unspoken rules of their household, use videos of different cultures and environments to uncover the unspoken rules; have the group share the unspoken rules in their house and with each other. **Pair with** Learning to Step into Someone Else's Shoes. Ask the class to guess what other people's house, dinner and play are like based on the information they gather from their partner. **Incorporate How to SEL**-Show the Unspoken Rules video to demonstrate different environments and how to detect unspoken rules. Use the video as a foil for discussion and to help consider the unspoken rules around them. **Fun on Your Feet**- Go on a field trip and spy on your local office park, school, library for unspoken rules.
- **Martian** p. 200 - **Prep** -Read the description and have the kids draw a martian.
- **Listening Looks** p. 192-194 - **Prep** -Download the image from the bundle and share with the group as you read out loud the instructions and the class role plays listening looks. **Fun on Your Feet** - Ask children to demonstrate listening looks throughout the day, post the visual and remind them to show a listening look.
- **Tell a Tight Story** p. 197-198 - **Prep** -Read the story and walk through the exercise. **Fun on your feet**-Post the Tell a Tight Story image in class and suggest everyone work on this. Have everyone in class tell a tight story about an event or specific topic. Allow each participant to tell the story without editing. Then ask them to remember the tight story formula and tell the story again.
- **Reading The Mood** p. 169-171 - **Prep** -Provide a notebook or paper to write down observations; pick two people to spy on; provide a place to spy or ask for children to spy at home and report back. **Add on Lesson**-Scavenger hunts- spy, observe and notice bugs and how plants grow. The more you notice, the better you can react and adapt to your environment. **Add on Activities**-Crafts-Draw emotions and body language for each emotional state to improve children's emotional vocabulary.

How Worried Should I Be?

What does this worry feel like?



How much horsepower do you need to carry these worries and manage them?

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- **Reading the energy** p. 172-173 **Prep** - Use Blocks or tinker toys to build the Tower with No Rules p. 209. Set a timer. Have the group build the tower using the instructions from the book. **Incorporating How to SEL**-Watch the family build the tower and discuss how they're playing; what behaviors are they exhibiting that demonstrate flexibility, being a good winner and self-regulation.
- **Walk in Someone Else's Shoes** p. 139 **Prep** -Simply follow the instructions in the book. **Add on Activities** - Craft-Draw a large circle on craft paper or on the floor with tape. Ask each child to draw shoes and then practice stepping into someone else's shoes. Have them spy and detect information about classmates. **Add on lessons**-Spy on people's reactions and emotions, use the learning to walk concept in class to ask children to work out disputes and to find common ground. Bring the concept into daily life by asking classmates to step into each other's shoes. How does it feel? Help children look at their impact on others. **Pair with** - books you read asking children to walk in the shoes and uncover more about how the character feels.
- **Good Winner, Good Loser** p. 240-242 **Prep** - Simply follow the instructions. Hold a group discussion about how to show and demonstrate being a good winner / loser. **Pair with** - character strength, empathy, and values work. **Pair with** Rule Police p. 144-145 to help children work on flexibility. Explain the concept of Rule Police. Have children play games and pick areas where they filter Rule Police comments. **Pair with** - Body Signals Tell You When Your Alarm is Sounding Off p. 243 and Hyped up With No Breaks p. 238- 239 or Calming Strategies p. 141-142, My Way or the Highway p 150-151
- **Build on That** p. 194-195 - **Prep** -Have Jenga or blocks ready. Use the list of conversations from the book or ask children what people talk about in school. Practice building a conversation following the lesson in the book. **Pair with** Signs of Interest p. 142: Have someone role play showing signs of interest or boredom and have a conversation to provide a live example.
- **Friendship: How Fast Do You Go?** p. 212-214
- **Reading Between the Lines** p. 229-230 **Prep** -What is Your Brand p. 232-233 **Add on Activities** - Craft-Have group/class make a poster of their personal brand. Create a group poster with the brand of the class and incorporate discussions of values, character strengths. Bring the brand and Public Relations Campaign to daily life by hanging these posters. Ask children to observe and offer ideas on how to behave that reflect the brand of the class, i.e. integrity in daily life.
- **Public Relations Campaigns** p.234-235 **Add on Activities** -Craft-Make posters that identify ways they would change. Refer to Learning to Walk in Someone Else's Shoes p. 139



Caroline Maguire, M.Ed. ACCG, PCC



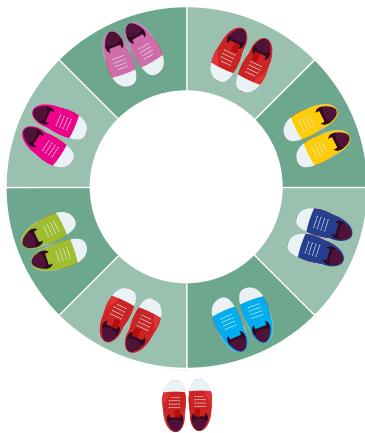
Caroline Maguire, M. Ed., earned her undergraduate degree at Trinity College and her Masters of Education and Early Childhood Development at Lesley University with a specialization in social emotional learning (SEL).

Caroline is the author of the award winning book, [Why Will No One Play With Me?](#), the winner of the [Best Parenting and Family Book 2020](#) as awarded by American Book Fest.

She the founder of a comprehensive SEL training methodology for parents, clinicians and academic professionals on how to cultivate emotional regulation, emotional intelligence, social-awareness and responsible decision-making skills. She is the founder and director of [The Fundamentals of ADHD Coaching for Families](#) training curriculum at ADD Coach Academy (ADDCA) – the only Coach

Training program accredited by the International Coach Federation (ICF).

LEARNING TO WALK IN SOMEONE ELSE'S SHOES



Social Emotional Learning (SEL) Articles:

New York Times: [When Your Tween Acts Up on Lockdown](#)

Salon: [No Time for Passive Parenting: Show Your Kids How to Stand Up to Bullies](#)

HowToADHD: [How to Deal with Rejection Sensitivity](#)

Psychology Today: [Why Teaching Your Child Empathy Builds Their Social Skills](#)

U.S.News: [How to Manage Play Dates and other Social Outings](#)

ADDitude: [Free Webinar: The Secret to Making Friends: A People Skills Guide for Adults with ADHD](#)

