



TEACH ACTIVE LISTENING WITH AN INCLUSIVE SEL TOOLKIT

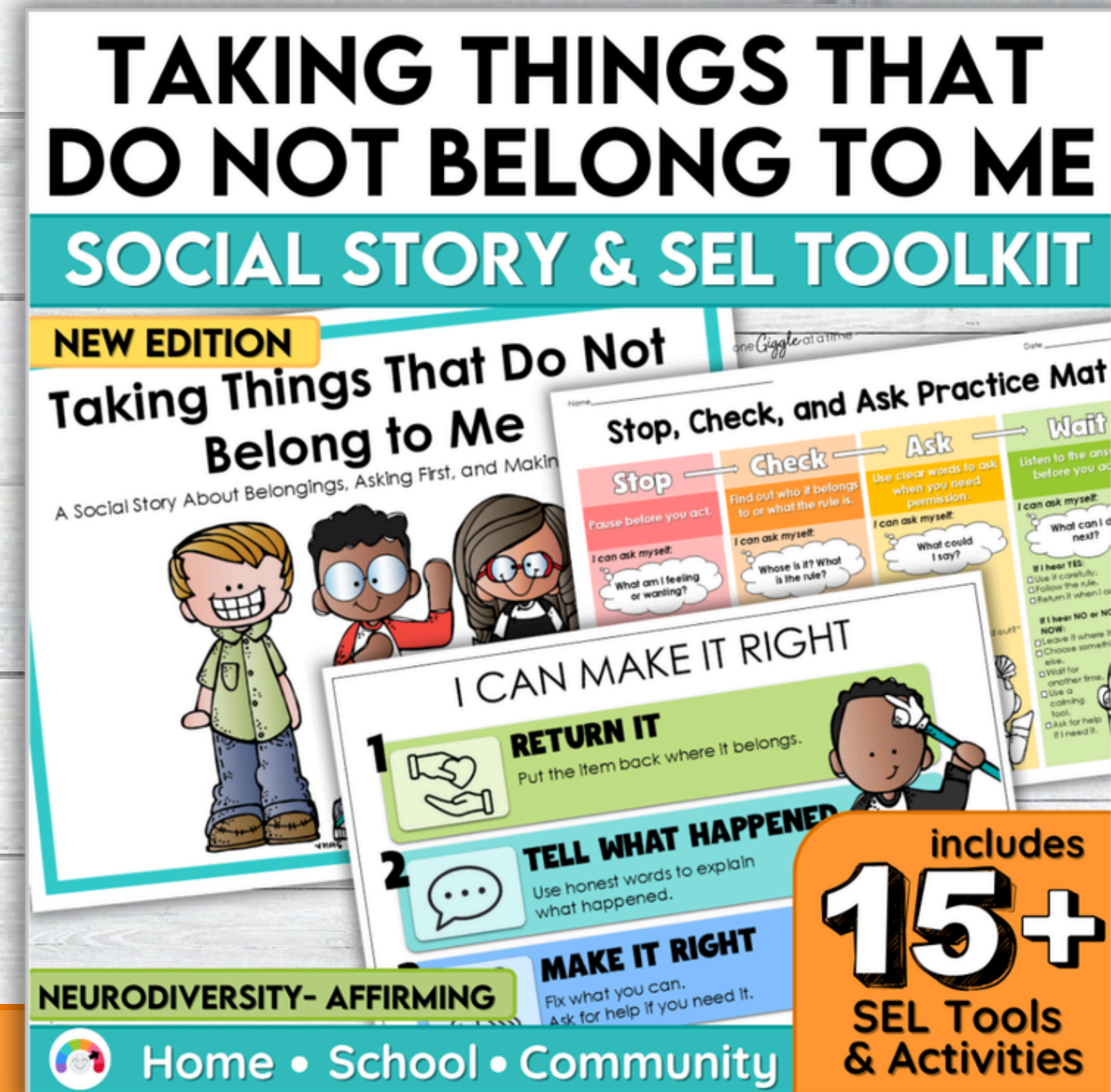
This completely updated resource combines an engaging social story with SEL tools and activities designed to help children **understand belongings, ask before using something, make thoughtful choices, and know what to do when a mistake happens.**

Children learn that wanting or noticing something is okay. Through discussion, guided practice, reflection, and real-life application, children learn to:

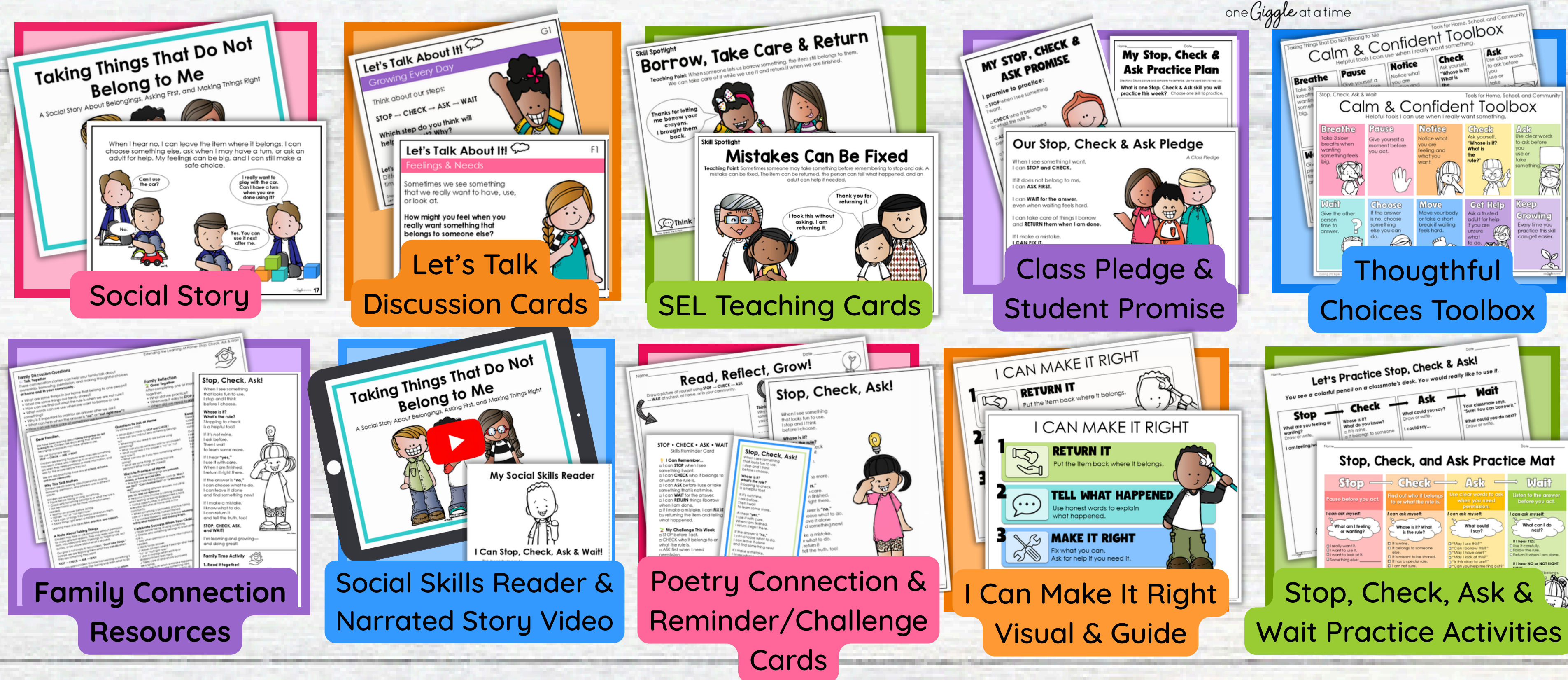
- Understand **mine, someone else's, and shared belongings.**
- Pause before touching, taking, borrowing, or using something.
- Check who an item belongs to and what the rule is.
- Ask for permission or more information when needed.
- Wait for and respect the answer.
- Make it right when a mistake happens.
- Use these skills at home, at school, and in the community.

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KEEP SCROLLING TO SEE WHAT'S INCLUDED!



WHAT'S INSIDE THIS RESOURCE



Designed for school, home, counseling, special education, homeschool, and SEL groups

A SUPPORTIVE APPROACH TO TAKING THINGS THAT DON'T BELONG TO ME

Moving beyond correction toward understanding, skills, and repair.

Children may take or use something for many different reasons.

Instead of assuming why, adults can help children consider:

- What am I feeling or wanting?
- Who does this belong to?
- What is the rule?
- Do I need to ask?
- What can I do next?
- Do I need help?

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Skill Spotlight

Ask First

Teaching Point: When something belongs to another person, we may need permission before we use, borrow, or take it. We can use clear words to ask for what we want.



Every time I pause and check, I am practicing an important skill. I can practice at school, at home, and in my community. I can remember:

STOP **CHECK WHOSE IT IS** **ASK FIRST** **WAIT FOR THE ANSWER**



Wanting something is a feeling. It is okay to really want something, even when it belongs to someone else. Wanting something and taking something are two different things.



Name _____

Let's Practice Stop, Check & Ask!

You are in a store and see a small toy you really want.

Stop	Check	Ask	Wait
What are you feeling or wanting? Draw or write. I am feeling/wanting...	What is the rule? ☐ I may take it. ☐ It needs to be paid for. ☐ I am not sure.	What could you say to the adult with you? Draw or write. I could say...	The adult says, "buying that today." What could you say? ☐ Leave it in the store. ☐ Choose a different toy. ☐ Think about it and come back later.

The goal isn't shame or perfect choices. It's building understanding and skills children can use next time.

Supporting self-awareness, communication, respect, problem solving, and repair.

STOP • CHECK • ASK • WAIT

A simple routine children can remember and use across settings.

STOP

Pause before
you act.

CHECK

Find out who it
belongs to or what
the rule is.

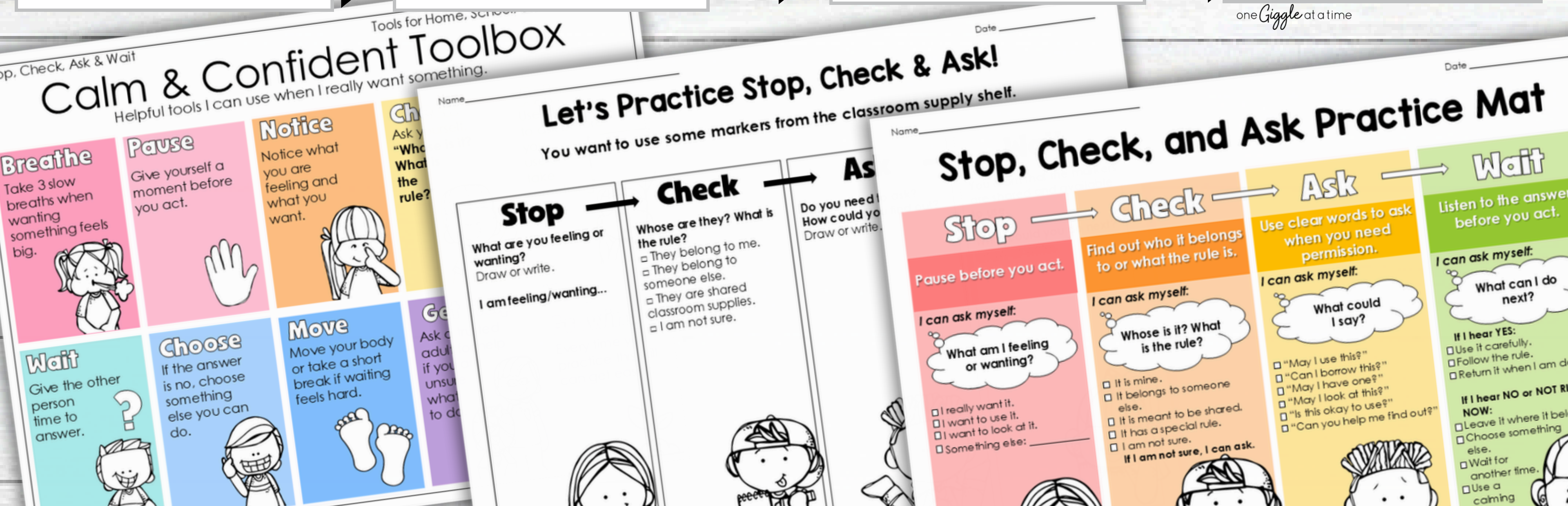
ASK

Use clear words to
ask when you need
permission.

WAIT

Listen to the answer
before you act.

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A flexible routine for pausing, thinking, communicating, and making thoughtful choices.

MISTAKES CAN BE MADE RIGHT

Children learn what they can do after a mistake happens.

RETURN IT

Put the item back where it belongs.

TELL WHAT HAPPENED

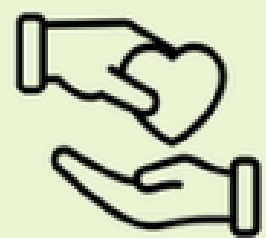
Use honest words to explain what happened.

MAKE IT RIGHT

Find a helpful way to repair the situation.

I CAN MAKE IT RIGHT

1



RETURN IT

Put the item back where it belongs.

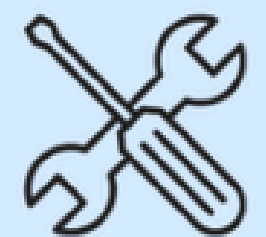
2



TELL WHAT HAPPENED

Use honest words to explain what happened.

3



MAKE IT RIGHT

Fix what you can.
Ask for help if you need it.

**Then I can
TRY AGAIN!**

Next time, I can:
STOP • CHECK • ASK • WAIT
Mistakes can be fixed. I can learn and keep growing!



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What about TRY AGAIN?

Trying again is part of learning.

Children can practice what they might do differently the next time a similar situation happens.

Repair builds responsibility without using shame.

THOUGHTFUL CHOICES GROW WITH PRACTICE

Multiple opportunities help children understand, practice, reflect, and use new skills in real life.



READ

Learn about belongings and asking first through a relatable social story.



DISCUSS

Explore ownership, wants, feelings, rules, permission, and perspectives.



PRACTICE

Use STOP → CHECK → ASK → WAIT with realistic situations.



REFLECT

Think about choices, what worked, and what might help next time.



CONNECT

Continue learning with family resources and home activities.



GROW

Build thoughtful decision-making skills across settings.

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Our Stop, Check & Ask Pledge

A Class Pledge

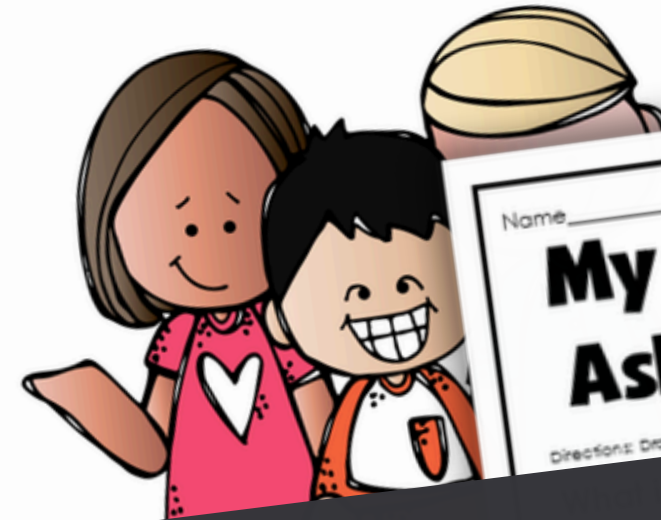
When I see something I want,
I can **STOP** and **CHECK**.

If it does not belong to me,
I can **ASK FIRST**.

I can **WAIT** for the answer,
even when waiting feels hard.

I can take care of things I borrow
and **RETURN** them when I am done.

If I make a mistake



Stop, Check, Ask!

When I see something
that looks fun to use,
I stop and I think
before I choose.



My Stop, Check & Ask Practice Plan

Directions: Draw a picture and complete the sentence. Use the word bank to help you.
Check & Ask skill you will
Choose one skill to practice.

Taking Things That Do Not Belong to Me

A Social Story About Belongings, Asking First, and Making Things Right



MY STOP, CHECK & ASK PROMISE

I promise to practice:

☐ **STOP** when I see something I want.

☐ **CHECK** who it belongs to or what the rule is.

☐ **ASK FIRST** when I need permission.

☐ **WAIT** for the answer, even when waiting feels hard.

☐ **RETURN** things I borrow when I am done.



Read • Discuss • Practice • Reflect • Connect • Grow

THOUGHTFUL CHOICES EVERYWHERE

Children practice skills they can use throughout everyday life.

AT HOME

Practice asking before using another person's belongings and understanding family rules about shared items.

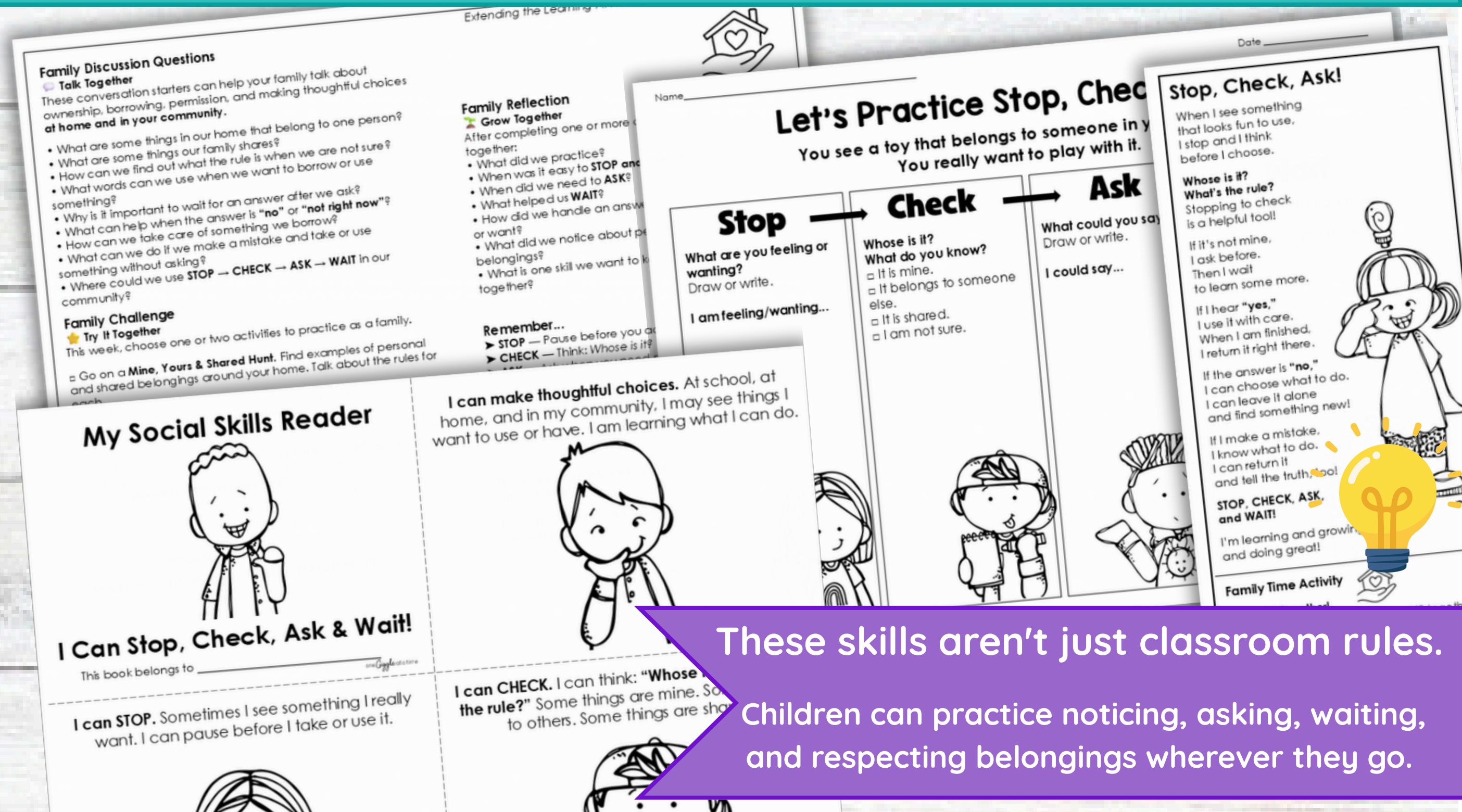
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AT SCHOOL

Practice making thoughtful choices with classroom materials, classmates' belongings, and shared supplies.

IN THE COMMUNITY

Notice that belongings and rules may be different in stores, libraries, playgrounds, activities, and other places.



These skills aren't just classroom rules.

Children can practice noticing, asking, waiting, and respecting belongings wherever they go.

Building skills for communication, relationships, responsibility, and everyday life.

SUPPORT THE SKILL WITHOUT SHAME

Practical guidance helps adults respond with curiosity, clarity, and consistency.

DESCRIBE

Talk about what happened without labeling the child.

GET CURIOUS

Consider what the child understood, wanted, noticed, or needed.

TEACH

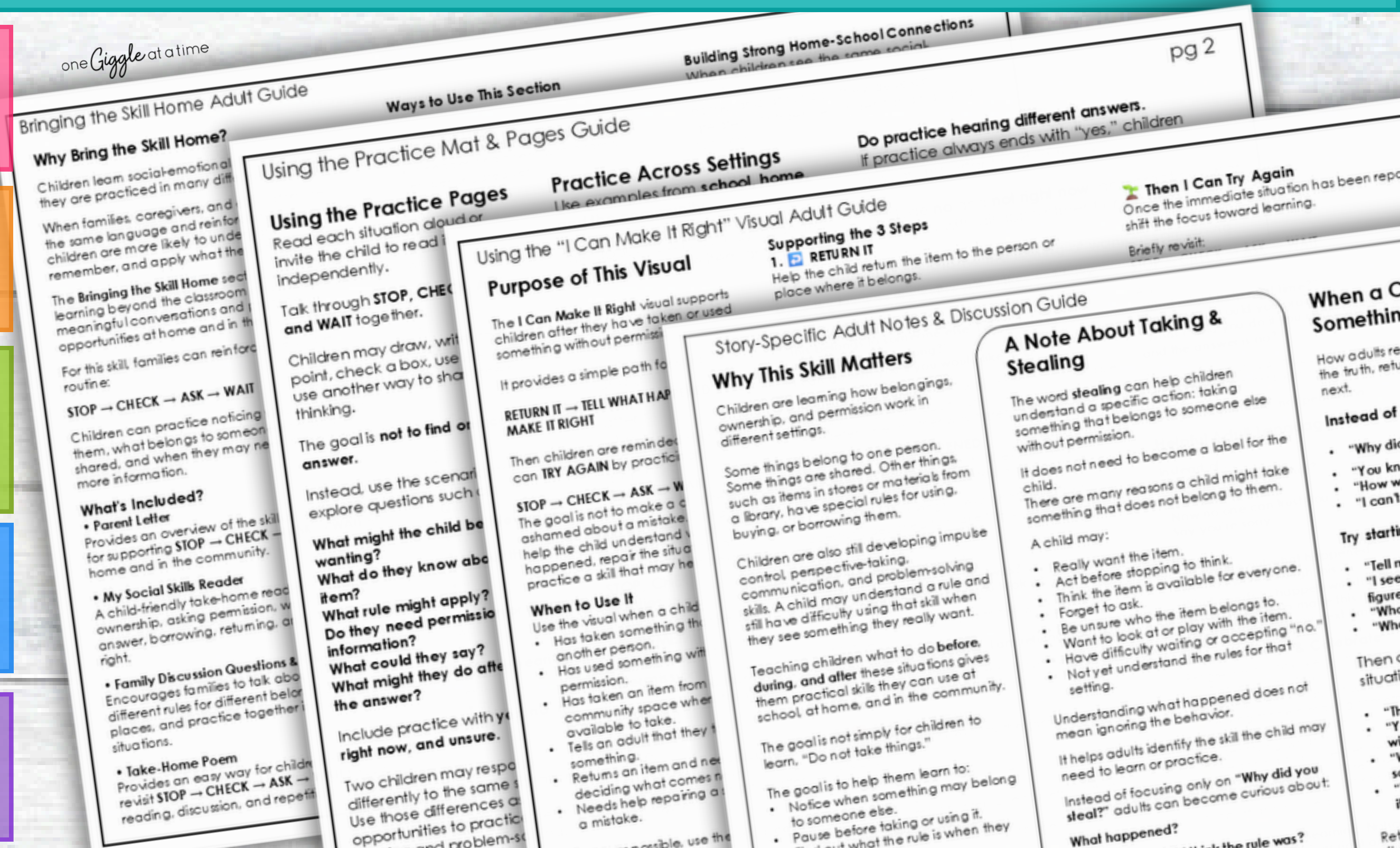
Practice the skill that may help in a similar situation.

REPAIR

Support making it right when something has happened.

RECONNECT

Remind children that mistakes are part of learning.



Clear expectations + supportive teaching + opportunities to try again.

ABOUT ONE GIGGLE AT A TIME



Diane Romo is an elementary educator, children's author, and SEL resource creator dedicated to helping adults support children's social, emotional, and behavioral growth.

Her resources are designed for teachers, counselors, interventionists, and families who want practical, engaging tools that build confidence, strengthen relationships, and help children succeed across school, home, and community settings.



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one giggle at a time is a passionate supporter of:

- ♥ Helping teachers create classroom communities that foster positive relationships.
- ♥ Helping students unlock their potential for greatness.
- ♥ Helping parents provide support for young learners to set them up for success.
- ♥ Making learning FUN!

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social emotional learning



classroom community



parent/family connection



classroom management



teaching ideas



seasonal activities