

Room for Me, Room for You

From the practice of Elliott McCray, Ed.S., The McCray Learning Lab

What this builds (transformative SEL): Belonging (“I belong”) with a thread of Collaborative problem-solving (“We solve it together”).

What this story practices. *Room for Me, Room for You* builds **relationship skills**: the small, learnable moves for joining a group and, just as important, welcoming someone who's been left out. It also builds two **literacy skills**: reading aloud real introduce-yourself scripts, and putting a short story in order (beginning, middle, end).

Try it at home or in class. Ask your child what BELONG, WELCOME, and INCLUDE mean. Practice one brave hello together before a new situation: a new class, a playground, a party. When you spot a child on the edge, notice it out loud: “Looks like they're new, how could we make room?”

A note on the left-out feeling. In the story, feeling left out is never treated as something the child did wrong, and no one is blamed for not including first. If your child has been feeling on the outside, the story models the moves, but a real, ongoing hurt is a good moment to talk, and to loop in a teacher.

This is a **practice tool for rehearsing skills, not therapy, counseling, or a clinical service.**

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