

# Supporting Positive Peer Interactions During Play is as Easy as 1, 2, 3!



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## Songs that Support Social and Emotional Learning

### Apples and Bananas II

*Suzie likes to eat, eat, eat,*

*\_\_\_\_\_ and \_\_\_\_\_. (child's choice)*

*Suzie likes to eat, eat, eat,*

*\_\_\_\_\_ and \_\_\_\_\_.*

Ask different children what they like to eat or change the subject from food to toys children like to play with.

### If You're Happy and You Know It

*When Jenny's happy she jumps up and down*

*When Jenny's happy she jumps up and down*

*When Jenny's happy, her face will surely show it.*

*When Jenny's happy, she jumps up and down.*

Ask children for feeling words and actions to go with them.

### The More We Get Together

*The more we get together, together, together*

*The more we get together, the happier we'll be*

*'Cause your friends are my friends, and my friends are your friends*

*The more we get together, the happier we'll be.*

Ask children to name an activity that they like to do (swim, dance, play,) and substitute that idea in the song e.g., *The more we swim together.*

### This is the Way

*This is the way we say hello, say hello, say hello (wave)*

*This is the way we say hello, to our friends each morning.*

Ask children to wave different parts of their bodies as you sing the song.

## Friendship Book List

*A Rainbow of Friends* by P.K. Hallinan

*Best Friends* by Charlotte Labaronne

*Can You Be a Friend?* by Nita Everly

*Fox Makes Friends* by Adam Relf

*Gigi and Lulu's Gigantic Fight* by Pamela Edwards

*How Do Dinosaurs Play with Their Friends* by Jane Yolen and Mark Teague

*Hunter's Best Friend at School* by Laura Malone Elliot

*I'm Sorry* by Sam McBratney

*Join In and Play* by Cheri Meiners

*Matthew and Tilly* by Rebecca C. Jones

*My Friend Bear* by Jez Alborough

*My Friend and I* by Lisa John-Clough

*One Lonely Sea Horse* by Saxton Freymann & Joost Elffers

*The Selfish Crocodile* by Faustin Charles and Michael Terry

*Sunshine & Storm* by Elisabeth Jones

*We Are Best Friends* by Alikei

*A Friend Like Ed* by Karen Wagner

*Best Friends for Frances* by Russell Hoban

*Big Al* by Andrew Clements

## Promoting Social Knowledge

Adults can use specific strategies to encourage children's social knowledge and skills.

### 1. Modeling

Talking about your own emotions and what you notice about others

*"I'm feeling happy today because the sun is shining and we can go outside."*

*"You're bouncing up and down. You look excited?"*

Saying what you are doing to be pro social

*"I'm listening to what Jamie's saying. I will listen to you next."*

*"I'll give you some of my play dough because it looks like you might need more."*

*"I see that Ben fell down. I'm going to make sure he's ok."*

### 2. Coaching

Breaking down behavior into sequenced steps

*"You want to play with Tasha so first you have to get her attention, and then you can tell her that you want to play with her."*

*"It looks like Jonathan is using the ball. How will you let him know that you want a turn?"*

### 3. Acknowledging

Pointing out children’s successful social interactions

*“You asked Tasha for a turn and she handed you the ball.”*

*“When you said thank you to Emily, she smiled.”*

My children’s opportunities for social learning:	Interaction Strategy	What could I say?
	<i>MODEL or COACH</i>	
	<i>MODEL or COACH</i>	
	<i>MODEL or COACH</i>	
	<i>MODEL or COACH</i>	
	<i>MODEL or COACH</i>	

Positive interactions my children have:	Interaction Strategy	What could I say?
	<i>ACKNOWLEDGE</i>	
	<i>ACKNOWLEDGE</i>	
	<i>ACKNOWLEDGE</i>	
	<i>ACKNOWLEDGE</i>	
	<i>ACKNOWLEDGE</i>	

## Promoting Social Knowledge

Read the situations below. Identify which technique, **modeling**, **coaching**, or **acknowledging**, the adult is using.

1. During play time, Serenity began to cry when her block structure fell over. Tommy got Serenity's blanket from her cubby and gave it to her. Ms Lacy said, "Tommy, you noticed that Serenity was upset, so you got her blanket for her."
2. Katie is playing at the table with a big ball of play dough and cookie cutters. Madison approaches and looks into the play dough container, notices that it is empty and looks around the table. Mrs Lacy approaches Madison and says, "*It looks like the container is empty. What are you going to do to get some play dough?*" When Madison points to Katie, Mrs. Lacy says, "*What could you say to Katie so she knows that you want to use the play dough too?*"
3. Outside, Jonathan asked Martin for a turn on the tricycle. When Martin said that he would give Jonathan a turn in a few minutes, Jonathan watched Martin for a few minutes then decided to climb on the climber. After a few more minutes, Martin raced up to the climber and said to Jonathan, "It's your turn now." Miss Karen walked over to Martin and said, "*You remembered that Jonathan wanted a turn, and you gave him your bike when you were done.*"
4. During play time, Tasha, James, and Mr. Alex are building with the magna tiles on the carpet. Tasha reaches over to take some magna tiles from a pile that James is using. Mr. Alex says, "*I see that James is using these magna tiles. I'm going to ask him if it is ok for me to take some.*" He taps James on the shoulder and says, "*James, Tasha and I need some more magna tiles, may we take some of these?*"
5. During a rainy afternoon, Miss Tania looked out the window and said, "*I'm feeling disappointed that it's raining so hard`l because we won't be able to play outside.*"

## **My Plan**

Which strategy (modeling, coaching, or acknowledging) I would like to intentionally try in my setting first is:

This is a typical situation(s) where I think this strategy will be helpful:

I also want to remember: