

Quick Ideas for Integrating Social Skills & Literacy
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The following are generally considered to be major social skills for children in early childhood settings:

1. Inviting other children to play
2. Taking turns and sharing without prompting
3. Inventing games with simple rules that he can explain to other children. For example, he might suggest, "Let's bury these toys in the sand and see who can find them with a shovel."
4. Taking risks and trying new things such as meeting a new friend or playing outside on a new swing.
5. Recognition that other children have feelings too. He may notice and feel bad when another child is sad or angry.
6. Understanding the basic concepts of right and wrong

Continued

7. Playing without supervision and without the constant need to have an adult join in or watch
8. Understanding and respecting simple rules
9. Developing self-esteem and being able to express himself about things he's done that he's proud of
10. Use self-control in most daily situations. For example, he may be able to keep himself from crying or hitting if he gets mad.
11. Expresses the need to be alone
12. Finds enjoyment in giving things to others

Ten basic skills every child needs in order to be socially competent

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| 1.Attachment | 6. Initiative to try new things |
| 2.Affiliation | 7. Acceptance of others who may be different |
| 3.Respect for self and others | 8. A sense of 'safety' |
| 4.Self control | 9. The ability to work in groups and alone |
| 5.Problem solving | 10. A healthy sense of self |

Friendship Skills Activity

Uses Eric Carle's Do You Want to Be My Friend? to teach about friendship.

Objectives:

To teach social skills and how to develop friendships.

Materials: Book - *Do You Want to Be My Friend?* by Eric Carle.

Large piece of butcher paper; paints

Plans:

1. Discuss the meaning of being a friend and what good qualities are in a friend.
2. Read the story.
3. Discuss the mouse's search for the perfect friend.
4. What good qualities were in each friend he found?
5. Make a friendship rainbow to hang over the entrance way to your door.
6. Use the kids hand prints in each color.
7. Talk about what friends the children have made since they have been in school.
8. What is a good quality about that friend?
9. Why do they like that friend and what activities do they do together?
10. After the rainbow dries hang it over your door with the saying - A Rainbow of Friendship Hand in Hand.



Shining Star Award



Objective:

Children will use their artistic skills to create a shining star award for a fabulous family member, friend or someone they know.

WHAT YOU NEED

Crayons, colored pencils, or markers

Glue

Scissors

Colored construction paper

Star cut out of cardstock or construction paper


Award Ribbon

WHAT TO DO

1. Briefly discuss with children how members of a family, or friends help and care for one another. Ask children to think of a time when a member of their family, a friend or someone they know did something extra special for someone.
2. Divide the class into groups and let them share their ideas with their friends. As children are talking, explain that these special events could include anything that made the person feel happy or proud, such as a mother and father taking the children on a special trip, a sister scoring a winning goal for her soccer team, or a grandmother fixing a broken toy.
3. Explain to children that they are going to give someone in their family a "You are my star" award. Then distribute copies of the Award Ribbon and have each child fill it out. Children can write the reason for the award or draw a picture showing why the family member deserves it. For children who need help you can write it for them.
4. After children have completed filling in and decorating their awards, encourage children to show the award to a friend and explain whom it is for.
5. Have children bring the awards home and give them to their fabulous family members or friends.
6. Extend the activity. Invite children to extend the activity to themselves. Encourage them to make a ribbon for the classroom that depicts something they did that made them proud.

What I Like about you? Circle of Friendship

- Cut out a large circle and divide it into pie shaped pieces. Each child draws a picture of something he/she likes about the child next to him.
- Ask each child to describe his picture. On each picture add the name of the child that the picture depicts (not the name of the artist).
- Later after the class has enjoyed the picture cut the pie shaped wedges out and let each child take home the picture that was drawn about him/her and share it with family members.



Classroom Jobs

- This builds community and responsibility. Children have a new job assignment every month, so I have to assign new jobs only 8 times each year. I keep track on a class list on my computer. We have 10 minutes at the end of the day for "Job Time" and don't line up for dismissal until the room is clean and jobs are done. We also do some "job-sharing" where two children do a big job together.

Job List:

2 mail carriers	2 lunch line helpers,
table washer	reading corner helper,
plant monitor	chalkboard cleaner
supply shelf manager	Library helper,
center inspector	desk inspector,
pencil sharpener	whiteboard cleaner,
sink cleaner	math shelf help
sanitation engineer	caboose
administrative assistant	substitute (for whoever is absent)
2 scrap monsters (to pick up scraps off the floor)	

You can also do some "job-sharing" where two children do a big job together.

- **How it works:**
Jobs are posted each month on a job board. They are mounted on Velcro and attached to a board. Children select (sometimes with guided assistance) the job they want. They interview (usually only about 1-2 minutes). Their job responsibilities are briefly explained and then they accept the job. A letter (see attached) is sent home. These can either be form letters or computer generated.

Dear Parents of _____
Your child has applied for and been hired as the
'scrap monster' for our classroom for the
month of _____. Please help
_____ learn his job duties.

Classroom jobs change each month and by starting early to learn how to take responsibility for keeping our 'classroom community' a safe, healthy place for everyone, your child is learning to be a good citizen.


His job responsibilities are:

- To help his co-worker pick up scraps of paper on the floor.
- To assist the teacher with throwing away un-necessary paper from the classroom


This job will help your child develop the following social skills:

1. Working with others
2. Being responsible for something in his 'classroom' community
3. Taking pride in a job well done.

Thank you,



The Bully
 When someone tries to bully you
 Don't stand there until it's through.
 Find a teacher or adult friend
 They can make the teasing end.
 Defend yourself with what you say
 Then turn your back and walk away.
 -Clarissa Willis



ME!
 Please, please don't ignore me
 I just learn differently,
 I need much more than just some
 rules--
 Teach me skills, give me the tools
 With your help, I will try
 To spread my wings and reach the
 sky!

Traditional	Sociodramatic	Unique Centers
Home living	Doctor	Private place
Block	Beach	Nature
Sand	Transportation	Giggle
Water	Employment	Sensory
Books/Literacy	Farm	Communication
Writing	Gardening	Computer
Math	Store	Size
Science	Restaurant	Giggle
Health/Safety	Theatre	Movement

The Brain and Emotions



- When a child is afraid their brain releases chemicals that place survival above all else. When a child feels threatened learning stops!
- Emotional Intelligence is directly related to how and when a child learns
- Self-awareness: knowing your emotions, recognizing feelings when they occur and discriminating between them.
- Mood Management- handling feelings so they're relevant to the current situation and you react appropriately
- Self-motivation: Gathering up your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness.
- Empathy: Recognizing feelings in others and tuning into their verbal and non-verbal cues.
- Managing Relationships: Handling interpersonal interaction, conflict resolution, and negotiations.



Just a little note to say your child,
 _____ did really great today!
 I am so proud and happy too,
 To share this good news with you!
 Thank him once again for me,
 For treating others considerately

Buddy & Peer Training

Each child should be trained in his/her role.

Basic guidelines:

1. Carefully pair up children: consider maturity level and communication skills.
2. Introduce buddies to the behavior and communication skills of the child they are to 'buddy'.
3. Use the STAY, PLAY, TALK method.

STAY: Buddies stay close to their friend. Greet the friend by name.

PLAY: While following their buddy around buddies should join in- even a very young child can learn partial participation.

TALK: Buddies talk about what is going on and describe things to their peer buddy.

- Practice in Class and remember it may be necessary to model for both buddies.
- Start buddy sessions during snack time and/or free choice time. Start with 4-6 minutes and work your way up.
- Encourage the relationship through positive support.
- Ongoing assessment: Keeping in mind that relationships take time.
- When enjoyable interactions between children are happening, expand to a more structured activity and higher skill development.
- Fade out reminders and reinforcements
