



Box Out Bullying
Comprehensive Materials
Sustaining Your Positive
School Culture
Summer 2015



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Friendship and peer acceptance has been identified as an integral part to the successful maturation of all children. According to Ledger (2000) in her study of friendships over transition, friendships were an important aspect of children's experience that contributed to their feelings of well-being. Communication and social skills have been considered as a predictor of adult success. Research has indicated that early social withdrawal is a strong predictor of peer rejection, social anxiety, loneliness, depression and negative self-esteem in later childhood and adolescence. Berge (2001) also stated that non-social behaviors appeared to have a negative impact on academic success. Based on these facts, children who were successful with peer interactions participated in play activities that enhanced friendship skills.

Play activities that promote opportunities for social and emotional growth assist the maturing child with social skills and peer interactions. Strickland (2003) in his article discussed the importance of outdoor play to enhance the child's physical skills, which in turn develops self and social confidence. Bergen (2001) stated that there was a strong correlation between enhanced play skills and enhanced cognitive, social, and language development. All of these have assisted children in developing friendships.

Elias and Berk (2002) in their study regarding the correlations between sociodramatic play and self-regulation in young children found there is a positive correlation. Sociodramatic play assisted the young child with the development of self-regulation skills, which was another factor identified to develop friendships among peers. A stronger correlation was found between sociodramatic play and self-regulation with highly impulsive children. Sociodramatic play has impacted the maintenance of peer relationships among children. Studies have shown that sociable children who were cooperative in pre-school were liked more by their peers, and exhibited a positive attitude towards Kindergarten. Students who entered school with friends



were found to make better gains in academic performance (Ladd and Price, 1987; Ladd 1990). Faulkner and Miell (1993) discovered that children who had well-established friendships upon entering school had better social and communication skills. They concluded that the ability to make friends influenced children's performance in a range of learning activities, particularly those involving collaboration and cooperation. According to Bredekamp and Copple (1997), children's play affords adults the ability to have insight into children's development, which supports the development of new strategies for learning. Play also enhances development with written language. Play provides a context for children to practice newly acquired skills, and to practice generalizing the skills in all aspects of their lives that promotes the ability to problem solve. This leads to greater self-confidence and encourages children to take risks. Through play children can express imagination and creativity. Therefore, according to Fein (1986), teacher supported play is an essential component of developmentally appropriate practice.

In conclusion, according to Schweinhart and Weikert (1996), academic gains from non-play activities are not lasting. Optimal development of young children is made possible through play, and gives children a chance to learn, consolidate, and practice the skills necessary for further growth and learning.

GOALS



1. Students will develop a community of mutual respect and admiration through friendship building activities.
2. Classroom peers will demonstrate a community of mutual respect and admiration through friendship building activities.
3. Students will discover similarities and differences among their peers that help to foster friendships.

Building Classroom

Community Activities



KINDNESS IN A JAR

This is an activity that encourages friendship within the classroom community. It also puts a focus not only on the positive things occurring in the environment, but on literacy development as well.

Materials/Preparation:

- A large, clear plastic jar
- Small index cards
- Pencils

Activity:

1. While children are playing, make observations of children who are being kind to their friends. Draw a simple drawing on the small index cards of the kind things you observe (i.e. children waiting and taking turns). Place the drawings in the clear, plastic jar.
2. During the next large group time, introduce the “Kindness Jar” to the children. Read the kind acts out loud and inform the children that they will be responsible for adding additional acts of kindness to the jar.
3. Show the children where the index cards and pencils will be. Let them know that they can ask a teacher for help if needed.
4. Establish a time of day for reading the kind acts on a daily basis.

Additional Comments:

Be on the look out for children who might have a particularly hard time with behavior. Make sure that they are represented in the kindness jar.



GETTING TO KNOW YOU

This is a get to know one another activity for the beginning of the year. It teaches them how to introduce themselves to another person.

Materials/Preparation:

- 3 x 5 cards with matching statements, symbols or pictures on each pair.

Activity:

1. Discuss with students the importance of introducing yourself when meeting a new person. Also discuss tips on how to remember names of new friends.
2. Pass out a card to each student.
3. Students are to mingle to try and find the other person with their matching card.
4. Before they can see if their cards match, they would have to say, "Hello, My name is Paula." The other person would say, "Hello Paula, my name is Barry. It's nice to meet you."
5. Then they can see if their cards match. The first group to find their partner wins a small prize.
6. Once students find their partner, have them ask their partner a few simple questions. Name, age, favorite color, etc.
7. Have students take their seats and then have them introduce their new friend.

Additional Comments:

Other pro-social concepts can be introduced in the same fashion.



FRIEND PICTURES

This activity is a good icebreaker for the first day of school. It can be used through the year.

Materials/Preparation:

- Digital Camera
- Laminator & plastic laminator sheets

Activity:

1. Take a picture of each child and make two copies of each picture.
2. Laminate each picture.
3. Have students work in groups of three, and alternate each group. The other students can work in other centers during this time.
4. Have students play a game of concentration with pictures.
5. Have students sort pictures by boys and girls, color of hair, color of eyes, etc.

Additional Comments:

Sorting and matching are pre-math skills.

This activity was modified from the Getting To Know You website.
<http://www.mrsballingall.homestead.com/gettingknowyou~ns4.html>



FRIENDSHIP

This activity would be a good way to begin the new school year. The purpose of this activity is to teach social skills and how to develop friendships.

Materials:

- Eric Carle's book: *Do You Want to Be My Friend?*
- Large piece of butcher block paper
- Paints (yellow, orange, blue, green, purple, pink)

Activity:

1. Read the story during circle time.
2. Discuss the meaning of being a friend and what good qualities are in a friend.
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 entranceway to your door.
6. Use the kids' handprints 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? Why do they like that friend and what activities do they do together?
9. After the rainbow dries, hang it over your door with the saying- *A Rainbow of Friendship hand in Hand.*



GETTING TO KNOW YOU BOX

Friendship activities can help young children begin to understand the uniqueness of one another, and build individual self-esteem while creating a classroom community of mutual respect and admiration. When children feel valued as individuals, they can go outside themselves and find joy in discovering the similarities and differences among other children in their class—the beginning of friendship. You can help children in your class to learn to value themselves and others by creating the “Getting To Know You Box”. This activity can be completed over a period of two weeks.

Materials/Preparation:

- One shoe box per child (with lid)
- Box of crayons per child
- Glue
- Stickers
- Markers
- Craft sticks
- Scissors
- Photograph of each child
- Photograph of each child doing a favorite activity
- Construction paper
- Magazines

Activity:

1. Give each child a box with his or her name on it. Include a photo of the child on the box for those children that cannot read.
2. Explain to the children that being a friend means getting to know each other first. Explain how each child has a special box they can fill with all neat stuff to help other children in the class learn more about them.
3. Have children draw a picture of their favorite thing to do at school.
4. Have children cut a picture of their favorite food out of a magazine.
5. Have children find or make an object in their favorite color.
6. Have children make family puppets with craft sticks and construction paper to represent different people in their family.
7. After children have filled their boxes, have a sharing circle in which each child discusses the contents of his/her individual box.
8. Invite the children to talk about the similarities and differences you find from child to child.

Additional Comments:

Ask families to provide you with children’s baby pictures to show how they’ve grown and changed. These boxes can remain in the classroom, and can be utilized to extend different areas of development. Children can add other favorite objects to their boxes.



Fine and Gross Motor Activities that Promote Friendship



FRIENDSHIP BRACELET

Materials/Preparation:

- Fruit Loop type cereal
- String or yarn

Activity:

1. Give each child a piece of string and some fruit loops.
2. Have the children string the fruit loops onto the string to make a bracelet.
3. Then have the children trade with a friend.
4. Explain that you make the bracelets because you care for your friends.

Additional Comments:

Each color can be coded to promote a different quality of friendship (i.e. blue=kindness).



PAPER DOLLS

Discuss with the students the meaning of friendship and how they will make many friends this school year.

Materials/Preparation:

- White construction paper folded and cut out to make a pair of paper dolls
- Crayons
- Tape

Activity:

1. Discuss with the students what a friend is and what it takes to be a good friend.
2. Tell the students that we will be making friendship paper dolls.
3. Have the students chose a partner.
4. Give each pair a set of paper dolls and instruct each student to draw their partner (being careful not to break the doll pairs apart).
5. Once the students are done, have them write their partner's name on the doll and hang them on the bulletin board.
6. This may be done twice having the children choose a different partner. If there is an odd number of students, tape a third doll to a pair and have a group of three.

Additional Comments:

This is also a great fine motor activity.



BALLOON VOLLEYBALL

A variety of games can be implemented with the use of balloons. When children are placed into paired teams an opportunity for friendship building and cooperative behaviors can be developed.

Materials/Preparation:

- Balloons
- Net

Activity:

1. A pair of children are located on either side of the volleyball net.
2. One child is the server and hits the balloon over the net to the other team.
3. The object of the game is to work as a team to keep the balloon off the floor when it is on your teams side of the net.
4. Friendship behaviors are to be emphasized during play. The children should be encouraged to identify friendly behaviors in their peers.

Additional Comments:

Balloons can be utilized in a variety of games involving two or more children. The teachers and children's imagination are the only limiting factors when implementing balloon games into friendship building activities.



NATURE WALK

This activity involves pairs of students working together to complete a final project. As a large group, students will walk around the schoolyard to obtain “nature” materials. The paired groupings will each complete a picture of items they located on their nature walk. Working in the paired groups enhances communication and friendship skills.

Materials/Preparation:

- Paper
- Glue
- Markers

Activity:

1. The teacher will discuss what happens when the weather begins to change (e.g., winter to spring).
2. The teacher will direct the class to pair up with a friend for an observation walk around the schoolyard.
3. Students will pick items found during their walk. Some may return with leaves, sand, rocks, etc.
4. Each paired group will create a project with their findings.
5. The teacher will ask open-ended questions about the nature walk and the group process of completing the final project. The teacher will note identification of friendship behaviors.
6. Students will describe using language.

Additional Comments:

This activity can be utilized at any time of the school year. Changes in seasons would be ideal time frames to implement the activity for additional discussion in the classroom.



FRIENDSHIP BEANBAG TOSS

Explain to the children that we are going to learn a friendship song and play a game with the beanbag while singing the song.

Materials/Preparation:

- Beanbag

Activity:

1. Have the children sit in a circle.
2. Using a beanbag, toss it from hand to hand while singing this tune; I have a good friend a good friend a good friend, I have a good friend and their name is _____.
3. Have the children practice the song.
4. Then toss the beanbag to the child whose name you call. Have the child toss it back to you. Do this until every child has had their name called.
5. Then toss the beanbag to one of the children and have them sing the song and toss it to a friend. Continue allowing all children to name a friend.

Additional Comments:

This game is also good for language skills and hand and eye coordination



SHADOW PARTNERS

This is an activity that students can do in pairs. It is not only fun, it will help develop social skills, and eye/hand coordination.

Materials/Preparation:

N/A

Activity:

1. Have students choose a friend to be a partner. The teacher can facilitate this by assigning partners if necessary.
2. Students face each other, then place their hands palm to palm and pretend they are in front of a large mirror.
3. One student makes a face or gesture, or a movement, and the other student mimics what he/she sees.
4. Students should take turns being the leader for the other student to mimic.



BLOCK BOWLING

This activity will help children develop cooperative play skills, thinking skills, and eye-hand coordination.

Materials/Preparation:

- 3 large cardboard (not wooden) blocks
- 1 small rubber playground ball

Activity:

1. Children form a line and sit down.
2. The teacher can be the first “pinsetter”.
3. Teacher arranges the 3 cardboard blocks in any configuration, and then first child in line rolls the ball to knock down the blocks.
4. The “pinsetter” collects the ball and takes it to the next person in line.
5. The child who rolled the ball then becomes the “pinsetter”.
6. Repeat process so each child is able to be both the bowler and the pinsetter.

Additional Comments:

Number of blocks can be increased as the children become more proficient at this game.



BODY DOUBLES

This activity will help students develop cooperative learning skills and body awareness skills.

Materials/Preparation:

- Have students bring in a complete extra set of clothes from home
- Newspaper
- Construction paper
- Markers
- Crayons
- Scissors
- Stapler

Activity:

1. Have students work with partners in helping each other to make their body doubles.
2. Students will crumble newspaper to stuff their clothes.
3. Students will make head, hands, and feet, and staple them to their body doubles.
4. Students will place the “new” students around the school.

Additional Comments:

Activity adapted from Friendship Unit developed by Wellborn Elementary School through grants provided by University of Kansas, Department of Special Education and University Affiliated Programs.



MUSICAL SHARES

Materials/Preparation:

- To start one chair for each child.
- A small group of children
- Music.

Activity:

1. Play this game just like musical chairs, but with a twist. Each time the music stops and take a chair out, do not have any of the children sit out. They have to share a chair with a friend.

Additional Comments:

This activity can be varied by taking out two chairs instead of one.



MUSICAL HUGS

Materials/Preparation:

- Music
- CD Player

Activity:

1. Put on music and encourage children to move the way the music makes them feel.
2. Tell them when the music stops, they need to look for a friend to hug.
3. Continue with music, stop, hug another friend, etc.

Additional Comments:

Some children may not feel comfortable hugging. Allow them to “hi five” instead.



BLOCKS, RAMPS, AND SMALL VEHICLES

This is a structured play time where peer interaction can be encouraged by directing children's attention to other's actions in activity, prompts to imitate a particular action of a peer, and having children plan together roads they will lay out on the floor.

Materials/Preparation:

- Variety of small vehicles (e.g., cars, trucks, busses, vans)
- Variety of sizes and shapes of wood blocks
- Two to four long, sanded wood boards for ramps
- One long, rectangular, child-size table
- Buckets with picture labels of small vehicles
- Variety of road sign displays
- Table placed in block area with long sanded boards propped against table to create ramps.

Activity:

1. Introduce activity by showing children the buckets containing a variety of vehicles.
2. The children name a vehicle they would like to play with and go to that bucket.
3. The teacher shows the children blocks and road signs and asks how they could use these materials to make roads and garages for the cars.
4. Children are allowed to use all of the toys available to create and are encouraged to interact with each other in planning and building.
5. After cleaning up, children are asked to recall one thing they did during the activity.

Additional Comments:

Variations of this play can be planned depending on the targeted goals and objectives of the teacher.



Sand, Water and
Sensory Table
Activities that
Promote
Friendship



Backyard Beach Party

This is a dramatic play and sensory table activity that encourages cooperation and follow-through.

Materials/Preparation:

- Two sand and water tables
- Sand
- Seashells
- Plastic sea animals
- Water
- Toy boats
- Multicultural people figures
- Beach umbrellas
- Beach towels
- Sunglasses and hats
- Beach balls

Activity:

1. Set up two sand and water tables outside. In one of the sand and water tables, add sand and seashells. In the other, add water, sea animals, and boats. Set up the beach umbrella and beach towels next to the sensory table.
2. Have children come to the sensory area with a friend, encourage them to have a beach party.

Additional Comments:

Beach/Surfing music can be added to the center to capitalize on the theme. Have an adult nearby to help facilitate pro-social interaction.



Shaving Cream Color Experience

This activity is done at the sensory table or water table and teaches color awareness, color mixing and pro-social skills.

Materials/Preparation:

- Shaving Cream
- Food coloring in primary colors
- Trays with edges or
- Sensory Table/Water table

Activity:

1. During center time, have children go to the sensory table with a friend.
2. Have each child choose a primary color to color their shaving cream
3. Have the children work together to mix the shaving cream together and discover the new color
4. Have friendship pairs work with other friendship pairs to continue the discovery process.

Additional Comments:

The shaving cream can also be mixed with tempera paint and then be used for an art experience. Construction paper can be placed on top and can be used to make a print to be taken home.



FOSSIL EXPLORATION

This activity can be located inside the classroom or outdoors. The development of cooperative play behaviors while involved in a fine motor activity is the goal of this particular activity.

Materials:

- Wet and dry sand
- Containers
- Various sizes of plastic dinosaurs
- Plastic bones
- Water
- Smock
- Sand/water table
- Aliki's books: *Digging Up Dinosaurs* and *Dinosaur Bones*

Activity:

1. The activity can begin during circle time with a reading of the books *Digging Up Dinosaurs* and *Dinosaur Bones*.
2. Following the readings, the teacher will have all materials ready for students to choose. The sand will be in flat containers (one wet sand, one dry sand).
3. When students choose the center the teacher will ask students to put a water smock on and find a place around the sand.
4. Students will freely explore the materials and be encouraged by the teacher to push the dinosaurs into the sand and make fossil imprints.
5. The teacher will ask open-ended questions and facilitate interactions to develop friendship behaviors.
6. As students play the teacher will ask questions about the wet and dry sand and the different materials. The teacher can discuss different qualities of dinosaurs during this activity.
7. When students are finished the teacher will ask them to help clean up their area, wipe their hands, and put away their water smock.
8. The teacher will note cooperative cleanup behaviors.



THE GREAT SANDBOX

This activity involves cooperative play while building gross motor skills and strength to complete the task of filling a new sandbox.

Materials/Preparation:

- Sand
- Sandbox
- Shovels
- Buckets with handles
- Camera

Activity:

1. Throughout the activity the tune, “Row, Row, Row Your Boat,” will be utilized.
2. The teacher can state something like this: “For large group time we’re going outside to move the sand from the sand pile into the sandbox. Here are some buckets and shovels we can use.” Respond to the children’s comments and questions. Distribute buckets and shovels and go outside.
3. Initially, the children can sing, “Fill, Fill, Fill Your Buckets, Fill Your Buckets with Sand.” The buckets are filled with sand during this song.
4. As the children move the filled buckets to the sandbox, they can sing, “Carry, Carry Carry Your Buckets.”
5. As the sand is added to the sandbox, they can sing, “Dump, Dump, Dump Your Buckets.”
6. Ask the children for additional ideas for verses to the song.
7. Watch to see how children fill the buckets, what they do when they find that a full bucket is too heavy for one person to carry, and if they think of using other containers or ask the assistance of another classmate. Support children’s problem solving and observations about this task.
8. Throughout the activity the teacher will remark on positive friendship and cooperative behaviors displayed.
9. Remark on specifics when children are cooperatively working with each other. Take pictures so, later, the children can see themselves at work, and they can see the sand pile growing smaller and the pile in the sandbox getting bigger.
10. When all the sand is in the sandbox, go to the sandbox and start singing (to the tune of “Row, row, row Your Boat”), “We moved all the sand, we moved all the sand.” Ask children for additional verses and sing them. Conclude with a statement such as “Now it’s outside time and we can play in the sand.”
11. Discuss the importance of working with others to accomplish a task and cooperative behaviors demonstrated during the activity.



PLAYDOUGH (BIRTHDAY TIME)

Discuss with the children that we all have birthdays and today we are going to help with a Birthday Party for a friend. The party will be for a puppet friend so be sure to select a puppet of high interest to the children.

Materials/Preparation:

- Playdough of different colors
- Birthday candles
- Small plastic plates
- Butter knives
- Birthday Crown
- Large, round cookie cutters
- Vinyl place mats for each child
- Puppet
- Long rectangular table
- Rolling pins

Activity:

1. Teacher announces, "I have a puppet friend who is 4 years old today. Who would like to help give my friend a birthday party? What do children like to eat on their birthdays?"
2. Teacher then asks which kind of cake they like, and tells them the art table has playdough and utensils for making a pretend cake for the puppet.
3. Each child is given a place mat to define their area at the table.
4. The children select the color of playdough that they want to use for making the cake.
5. The children use utensils as desired by requesting them from peer/teachers.
6. The children place candles on the cake.
7. The children sing "Happy Birthday" to the puppet.
8. The teacher encourages the children to cut their cakes and serve to their peers/friends.
9. The teacher gives 5-minute warning to signal closing of the activity.
10. The children clean up with direction from teacher.

Additional Comments:

The children could do a variation of this activity by making playdough cookies for a cookie monster puppet and/or friends.



OCEAN SENSORY CENTER

This is an extension of an ocean thematic unit. The center can be present over the course of several weeks in order to address a variety of topics regarding the ocean.

Materials/Preparation:

- Sand/water table
- Sand
- Water
- Blue food coloring
- Salt
- Shells
- Shovels
- Buckets
- Strainers
- Plastic ocean animals

Activity:

1. Put sand, water, salt, food color, shells, buckets, and ocean animals in table.
2. Allow the students to explore the color, texture of the water, and dig for shells and fish.

Additional Comments:

Allow students to work in small groups of three. Encourage them to talk about what they are doing, and describe how it feels. Encourage students to share with each other.



Friendship Games



THE WOLF GAME

This is an outside game that uses two children to be “it.”

Materials/Preparation:

- A large grassy area is needed for running
- Children must be able to rote count to 12

Activity:

1. Have children line up horizontally across the field (if a fence or wall is available, have them put their backs against the wall)
2. Choose one child to be “it” and have them choose a friend to join them
3. Have the friend pair go about 10-20 yards in front of the group
4. The friendship pair is now “Mr. Wolf and his brother or sister Mr./Ms. Wolf”
5. The children lined up against the fence now say, “Mr. Wolf, Ms. Wolf, What time is it?”
6. The wolf pair then decide on a number together and yell out the time (i.e. Three O’Clock)
7. The children then as a group count to that number while taking that number of spaces.
8. Steps 5-8 are then repeated until the children get close enough to almost touch the “wolves”
9. The wolf pair then answers the question “What time is it?” by responding “Lunchtime!” and chasing the children back to the fence.
10. The teacher then chooses a new person to be “it” and the process starts over.

Additional Comments:

This activity can be a nice catalyst into a discussion on kindness and friendship. The wolves say “lunchtime” and the assumption is that the wolves are chasing the children to eat them, but what if they really wanted to invite the children to lunch?



IN AND OUT THE WINDOW

This is a game, done as a large group activity, that promotes friendship and turn taking.

Materials/Preparation:

- Have the children form a circle, holding hands
- Review the importance of safety while holding hands (i.e. it is not safe to pull each other)

Activity:

1. Choose a child from the group to be “it.”
2. Have the children, while holding hands, raise their hands in the air to form “windows.”
3. The child that is “it” goes in and out of the windows while the class sings this song: *Go in and out the windows, go in and out the windows, go in and out the windows as you have done before.*
4. The children then drop their hands, trapping the “it” inside the circle. Then the class sings: *Go in and find a friend, go in and find a friend, go in and find a friend as you have done before.*
5. The class then raises their hands again and the “it” and the friend he/she has chosen, now hold hands and together go in and out of the windows together while the class sings the song again.

Additional Comments:

There are several variations of this game. The children who are “it” can both go in the circle and find new friends allowing two new pairs to be formed, or the partner team can choose one new child to join them forming a trio.



PICK A PAIR

In this game children find a friend to line up or play with. This game enhances visual discrimination and friendships.

Materials/Preparation:

- Poster board
- Scissors
- Stickers or matching pictures
- Glue
- Cut poster board into 4 x 6 rectangles. (One for each child)
- Glue similar pictures or stickers on two cards so that you have pairs of matching cards.

Activity:

1. Shuffle the cards.
2. Let each child choose one.
3. Tell the children to find the person who has the matching card.
4. When they find their partner, they can both line up, go to a center, sit down at the table for lunch, etc.

Additional Comments:

As a variation, students can play a memory game with the cards.



WHAT'S ON THE SEASHORE?

This is an extension of an ocean thematic unit. The center can be present over the course of several weeks in order to address a variety of topics regarding the ocean.

Materials/Preparation:

- Megan McDonnell's book: *Is This a House for Hermit Crab?*
- Eric Carle's book: *A House for Hermit Crab*
- Ocean Life Memory Game (teacher produced)

Activity:

1. The teacher will read the books identified during circle time and the class will discuss aspects of the books.
2. Friendship and cooperative behaviors will be identified during the group activity (e.g., speaking when called upon).
3. Following the readings, one of the centers will contain an Ocean Life Memory game. The game will allow students the opportunity to build cooperative play behaviors (e.g., turn taking). The teacher will identify acceptable qualities of cooperative play while students are engaged in the game.

Additional Comments:

The Ocean Life Memory game cards can be teacher produced and laminated from magazines or the Internet. The books can be obtained from the school library or purchased from a bookstore or through the Internet.

McDonnell, M. (1993). *Is this a house for hermit crab?* Orchard Books.
ISBN: 0531070417

Carle, E. (2002). *A house for hermit crab.* Aladdin Library.
ISBN: 0689848943



Friendship Songs



IF YOU'RE HAPPY AND YOU KNOW IT

This is an adaptation of the familiar song, "If You're Happy and You Know It." It is an excellent activity for large group time and reinforces friendship-building, pro-social behaviors during play times.

Materials/Preparation:

- Sing the traditional version of "If You're Happy and You Know It" with the children several times before introducing the new activity.

Activity:

1. During a large group time, sing, "If You're Happy and You Know It." Tell the children that you would like to sing a new version of this song, but you will need their help.
2. Have them tell you things that good friends do for each other. Write down what they say and then sing the new verse together having the children act out the suggestion (i.e. if a child said, "good friends give you high-fives," write down their idea and then have the class sing the song like this: "*If You're Happy and You Know It, Give a High-five,*" having the children hug the friend sitting next to them).
3. Post the list somewhere in the classroom where the children can see it.

Additional Comments:

Other familiar songs can be adapted in a similar fashion.

FRIEND OF MINE

The circle time song helps young children introduce their friends to others.

Materials/Preparation:

- None

Activity:

1. Children gets in circle and two children get in the center. One introduces the other using the song and then they reverse roles.

Sung to Mary had a little lamb.

Will you meet a friend of mine?

Friend of mine?

Friend of mine?

Will you meet a friend of mine?

This is my friend _____ . (fill in name)

Additional Comments: