

## Peer Relationships

This book is about how small acts of kindness, like sharing, can bring a community together.

CORE SKILL OBJECTIVES	INTENTIONAL TEACHING PRACTICES	
<b>RELATE</b> 	<b>Children will:</b>	<b>Teachers will:</b>
	<ul style="list-style-type: none"> <li>Engage in and maintain positive interactions and relationships with peers</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge positive peer interactions</li> </ul>

**TEACHING TIP**

As children grow, they may begin to show a desire to play interactively with other children and eventually develop preferences for playmates. They need support to invite and include other children in their play. One way you can do this is by explicitly teaching social skills using books that demonstrate positive social behaviors (e.g., acts of kindness, including others). Discussions about these behaviors can help support young children’s positive interactions with one another and strengthen peer relationships.

### 1. INTRODUCE

- “The book is called *Thank You, Omu*. Hmm, when is a good time to say ‘thank you’ to someone else? We can say ‘thank you’ when someone shares with us. This story is about a woman named Omu who shares something very special with many people in her community. Let’s read to see what she shares.”

### 2. READ THE BOOK

- Pause occasionally to label and describe character’s positive social interactions.
- Encourage children to describe why/how these are positive peer interactions. Acknowledge and affirm responses.

Acknowledge Positive Peer Interactions 		
<p><b>Read:</b> “‘Thank you, Omu!’ the little boy said...”</p> <p><b>Label:</b> “Omu could have kept all the yummy stew for herself. But instead, she shared it with the little boy.”</p> <p><b>Consider:</b> “How do you feel when someone shares with you? How do you feel when you share with others?”</p> <p><b>Acknowledge:</b> “We feel good or happy when we share and when others share with us because sharing is kind.”</p>	<p><b>Read:</b> “Each time they knocked, Omu shared.”</p> <p><b>Label:</b> “Omu gave stew to everyone who wanted some.”</p> <p><b>Consider:</b> “Why did Omu share with so many people?”</p> <p><b>Acknowledge:</b> “Omu shared her stew because she cares about other people. I wonder if she’ll have any stew left for herself.”</p>	<p><b>Read:</b> “The dinner was the best she had ever had.”</p> <p><b>Label:</b> “The little boy’s note says, ‘Thank you, Omu.’”</p> <p><b>Consider:</b> “Why was this the best dinner she’d ever had?”</p> <p><b>Acknowledge:</b> “It was the best dinner because everyone shared what they had and celebrated all together.”</p>

### 3. REVIEW

- “I think the food they shared and the time they spent together as friends was even better than the stew Omu made. Sharing with others makes everyone feel happy and loved.”

### 4. KEEP IT GOING

- Focus on children’s attention on sharing with others. Draw their awareness to their own feelings and the feelings of others when they share with peers (e.g., “(Peer) smiled when you shared the playdough. It made her feel happy. How do you feel?”). Build in routines that highlight sharing during certain parts of the day. For example, meet briefly before choice time so children can talk about fair ways to share materials and play together. Then observe children as they share and celebrate their successes. After, relate sharing during choice time to sharing during other parts of the day (e.g., outdoor play, small groups).