

## Peer Relationships

This book is about a little girl who plays hide-and-seek with neighborhood friends one summer night.

| CORE SKILL OBJECTIVES   | INTENTIONAL TEACHING PRACTICES  |  |
|---|---|--|
| <b>RELATE</b>  | Children will:  | Teachers will:   |
|   | <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

- “Have you ever played outside games with friends at night? Maybe with your brothers and sisters or friends who live near you? Today we’re going to read a story, *The Night Is Yours*. It’s about a little girl who plays hide-and-seek with her neighborhood friends.”

### 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> “...coming from a nearby apartment’s window.”</p> <p><b>Label:</b> “There are six friends playing outside. Amani and two friends are jumping rope while three friends listen to music.”</p> <p><b>Consider:</b> “Who do you play with at home or in your neighborhood?”</p> <p><b>Acknowledge:</b> “You can have many friends at home, in your neighborhood, and at school.”</p> | <p><b>Read:</b> “...like the darkness of your skin.”</p> <p><b>Label:</b> “Amani is counting while her friends find places to hide (point). Everyone is playing together.”</p> <p><b>Consider:</b> “What games do you like to play with your friends?”</p> <p><b>Acknowledge:</b> “Games with friends are fun when <i>everyone</i> plays together.”</p> | <p><b>Read:</b> “It seems you and the moon just won the game.”</p> <p><b>Label:</b> “Amani kept looking until she found her friend! That was kind of her.”</p> <p><b>Consider:</b> “How can you be kind to friends while you play together?”</p> <p><b>Acknowledge:</b> “These are great ideas! We can take turns, share, and include everyone in our games.”</p> |

### 3. REVIEW

- “Amani was kind when she made sure to find all of her hiding friends. We can all have fun when everyone is included in our games!”

### 4. KEEP IT GOING

- Focus on children’s attention on being members of your classroom community. Build routines into your day that help children feel connected to each other and build a sense of belonging to the group. For example, a special handshake greeting or unity cheer during morning circle. Encourage children to invite and include others in their play (e.g., “I heard you invite (Peers) to play BINGO with you! Games are fun when everyone plays together!”).