Ideas for Staff Development

Friendship Skill Identification Activity

- Think about a child you work with who is a “good friend.”
- What makes this person a good friend?
- Jot down inner traits/characteristics on the inside of a “person.”
- Jot down skills the friend exhibits on the outside.
- Which part was easier to jot down? Why?
- What are the skills we need to teach?

How do we teach skills? Activity

- Brainstorm how we teach an academic skill, like supporting a child to recognize the first letter in their name.
- How do these teaching strategies relate to teaching social skills?

Group Affection Activities

- Select a song or game you use with children that doesn’t include a friendship component.
- How can you modify the song or game to be a group affection activity?
- Try an activity with your staff or team.

Reframing Activity

- Have everyone bring a book or song that has moments that aren’t “friendly.” (E.g., Three Billy Goats Gruff, Little Bunny Foo Foo)
- Work to reframe these stories, pairing them with a friendship skill.
- Brainstorm how you could use them to teach children.

Fostering Friendships to Support Social-Emotional Learning in Early Childhood Programs
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Purposeful Planning Activity

- Materials: pink, blue, and yellow highlighters; a weekly lesson plan
- Highlight activities where children work together in blue (opportunities for incidental teaching)
- Highlight activities where the social skill is explicitly taught in pink (intentional, explicit teaching where the objectives are teaching and reinforcing this skill)
- Review the activities highlighted in blue. If children could choose to play alone or work alone during these activities, highlight them again with yellow so they turn green.
- For green items (opportunities to play together or alone), how can I encourage children to play together? How can I increase engagement so children will choose to play together? How can I offer activities that require teamwork?
- For blue items (incidental teaching moments), how can I reinforce these skills? What am I going to purposefully notice and comment on? How can I encourage children to reflect?
- Do you have pink items? Review with DAPPER to determine next steps and ideas.

What do you mean? Activity

<table>
<thead>
<tr>
<th>What we say…</th>
<th>What we mean…</th>
</tr>
</thead>
<tbody>
<tr>
<td>“You can’t come to my birthday party.”</td>
<td></td>
</tr>
<tr>
<td>“That’s not nice.”</td>
<td></td>
</tr>
<tr>
<td>“I’m not your friend.”</td>
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<tr>
<td>“Use your words.”</td>
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<tr>
<td>“We’re all friends.”</td>
<td></td>
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<tr>
<td>“I can’t be your friend; you’re X…”</td>
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</tbody>
</table>

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