FRIENDSHIP
LESSON
PLANS
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Overview: Teaching Friendship Skills

Teaching Steps

- Using a puppet, role-play a scenario in which children need to use a friendship skill. The puppet doesn’t use the skill correctly.
- Tell the children that the puppet doesn’t know how to use the skill, so they need to help him/her.
- Ask a child to role-play the scenario with you to show how to use the skill correctly so that the puppet can learn. Make sure they are successful. Praise the child.
- Role-play the scenario again with the puppet and this time the puppet gets it right. Praise the puppet.
- Now ask another child to come and play with the puppet to demonstrate the skill. (Repeat with up to 3 children.)
- Make sure they are successful. Praise each child.
- Let the children say goodbye to the puppet in a fun way.
- Show children the picture card of the friendship skill and label the skill.

Practice Steps

- Let children practice the same skills in other scenarios. (For example: practice sharing a truck, a book, a colouring book and crayon.)
- Point out the friendly behaviours they are using. (For example: waiting, holding something together, talking and having fun.)

Promote

- Ask children to think of other times that they would use the friendship skill at school with their friends.
- Provide opportunities for children to use the skill.
- Praise children who are using the skill throughout the day.
- Praise children when they use the skills as often as possible when you have just taught it.
- Continue to praise children for using the skill over time.

REHEARSE AND REVIEW the skills at regular intervals, especially when introducing an activity which involves group work.

WHAT YOU NEED

- Puppet
- Friendship Picture Card
- Chosen friendship activity
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Teamwork

- Build a tall tower with blocks together.
- Colour a picture together.
- Glue a picture together.

“Look at Shante and Renee working together to build a tower. That is fantastic teamwork!”

Apologising

**With puppet:** puppet grabs something.
Teacher explains puppet should ask.
Puppet learns to apologise.

**With puppet:** Teacher and the puppet are building a tower together and the puppet accidentally knocks it over.

“Well done Craig! I heard you apologise to Amoya when you bumped into her by accident.”

Please and Thank You

**With puppet:** Puppet asks for a turn with teacher’s truck (e.g. ‘Give me dat’).
Teach puppet how to use the words ‘please’ and ‘thank you.’
Ask another child to pass the crayons.
Ask to borrow an eraser.

“Great job Ashley! I heard you use the word please when you asked Tina-Kaye for her eraser.”

“Mango group remembered to say thank you when I handed out the playdough.”
1 **TEACH**

- The puppet shows you a truck s/he is playing with.
- Play together with the puppet and the truck.
- The puppet won’t share and insists on being the only one to drive the truck.
- Tell the children that the puppet doesn’t know how to share the truck and needs to learn.
- Ask a child to come and show the puppet how to **share** the truck with you.
- Tell the children how you and the child are **sharing** the truck: “I’m passing the truck to Jevaughn and Jevaughn is passing it back to me. We are **sharing**.”

**Praise the child:**

- “**Good job Jevaughn, you are sharing the truck with teacher.**”
- Now give the puppet another chance to share the truck. (Make sure the puppet gets it right.)

**Praise the puppet for sharing:**

- “**Great job (puppet’s name), you are really good at sharing now.**”
- Encourage the children to clap the puppet and praise him for **sharing**.
- Ask another child to come and share the truck with the puppet.

**Praise the child and puppet for sharing:**

- “**Amy and (puppet’s name) are sharing the truck very well. Give them a clap.**”
- “**Give each other a high-five for sharing the truck.**”

- Repeat with several children to give other children a turn to share with the puppet.
- Let the children tell the puppet goodbye. Put the puppet away.
- Show picture card for ‘**Sharing.**’
- Ask children to tell you what is happening in the picture.
SHARING

Materials: puppet, car/truck, Sharing picture card, book, picture to colour, crayons.

2 PRACTICE

1. Get children to demonstrate the following practice activities:
   - Two children share a book together.
   - Highlight how each child is holding one side of the book and how they are both taking turns, turning the page.

Praise the children:
   - “You are both holding the book and looking at the pictures. That is great sharing!”
   - “I like the way you are turning the pages together.”
   - “It’s good to see you taking turns to turn the pages.”

2. Ask two children to demonstrate how to colour a picture together.
   - Give each child a crayon and one picture between them.

Praise the children:
   - “Damion is colouring on one side of the picture and Jamila is colouring on the other side. They are co-operating with each other and sharing the paper very nicely.”

3 PROMOTE

Ask children to think of other times they can share with their friends at school.

Examples:
   - Making something with playdough together
   - Sharing chips at snack time
   - Sharing erasers, pencil sharpeners, pencils etc.
   - Sharing storybooks at reading time

Praise children who are sharing throughout the day.

Give children activities that encourage sharing.

REVIEW AND REHEARSE ‘sharing’ using the picture card at regular intervals or just before doing an activity that requires the children to use the skill.
1 **TEACH**

- You and the puppet each have a book that you have finished reading.
- Ask puppet if you can look at his book in exchange for your book.
- The puppet does not want to swap and instead holds on to his book.
- Tell the children that the puppet doesn’t know how to swap and he needs to learn.
- Ask a child to come and show the puppet how to swap with you.
- Tell the children how you and the child are swapping: **“I gave my book to Jada and Jada gave her book to me. We swapped.”**

Praise the child:

- **“Good Jada, you are swapping nicely with teacher.”**
- Now give the puppet another chance to swap the book with you. (Make sure the puppet gets it right.)

Praise the puppet for swapping:

- **“Great job (puppet’s name), you are swapping now.”**
- Encourage the children to clap the puppet and praise him/her for swapping.
- Ask another child to come and swap books with the puppet.

Praise the child and puppet for swapping:

- **“Keddon and (puppet’s name) are swapping nicely. Give them a clap!”**
- Repeat with several children to give other children a turn to swap with the puppet.
- Let the children tell the puppet goodbye. Put the puppet away.
- Show picture card for ‘Swap/switch.’
- Ask children what is happening in the picture.
2 **PRACTICE**

1. Get children to demonstrate the following practice activities:
   - Two children swap crayons (e.g. a blue crayon for a red crayon).
   - Highlight how the children swap the crayons.

   **Praise the children:**
   - “I see Kyla and Brittney are swapping their crayons. That was great swapping!”
   - “I like the way that you are both swapping at the same time. Pat yourselves on the shoulder.”

2. Ask two children to demonstrate how to swap toys.
   - Give each child a toy (e.g. a car and an animal) and let them swap toys.
   - Highlight how the children are swapping the toys.

   **Praise the children:**
   - “Kayla is giving Abby-Gail her ‘cow’ and Abby-Gail is giving Kayla her ‘car’. That is good swapping!”

3 **PROMOTE**

- Ask children to think of other things they can swap with their friends.

**Examples:**
- Swapping toys
- Swapping crayons
- Swapping story books
- Encourage children to swap throughout the day (e.g. toys, crayons, picture books) and use labelled praise when they do.

**REVIEW AND REHEARSE** ‘swapping’ using the picture card at regular intervals or just before giving the children an activity where they will need to use the skill.
WAIT AND TAKE TURNS

Materials: puppet, a truck, Wait and Take Turns picture card, a ball, 1 crayon and 2 pictures to colour.

1 TEACH

- The teacher is playing with a truck.
- The teacher tells the puppet it will be his turn soon to play with the truck.
- The puppet tries to grab the truck anyway.
- Tell the children that the puppet needs to wait and take turns but s/he doesn’t know how.
- Ask a child to come and show the puppet how to wait and take turns with you.
- Play with the truck while the child waits his/her turn.

Praise the child:
- “Awesome Arianna, you are waiting your turn to play with the truck with teacher.”
- Teacher gives the truck to the child after she praises him/her.
- “Now it’s your turn to play with the truck Arianna, thank you for waiting.”
- Now give the puppet another chance to wait and take turns. (Make sure the puppet gets it right.)

Praise the puppet for waiting his/her turn:
- “Great job (puppet’s name), you are waiting your turn now.”
- Encourage the children to clap the puppet and praise him/her for waiting and taking turns.
- Ask another child to come and take turns with the puppet.

Praise the child and puppet for taking turns:
- “Kim and (puppet’s name) are taking turns nicely. Give them a clap!”
- Repeat with several children to give other children a chance to take turns with the puppet.
- Let the children tell the puppet goodbye. Put the puppet away.
- Show picture card for ‘Wait and Take Turns.’
- Ask children what is happening in the picture.
2 **PRACTICE**

1. Get children to demonstrate the following practice activities:
   - Two children roll a ball to each other.
   - Highlight how each child gives the other the same amount of time with the ball.

   Praise the children:
   - “I can see that Sayed is passing the ball to Sara and Sara is passing the ball back to Sayed. That is great taking turns!”

2. Ask two children to demonstrate how to wait their turn when colouring a picture.
   - Give each child a picture and one crayon to share between both of them.

   Praise the children:
   - “Jada is waiting her turn while Ashley uses the crayon. Now Ashley is giving Jada a turn with the crayon so she can colour her picture. That is good taking turns!”

3 **PROMOTE**

   - Ask children to think of other times they can Wait and Take Turns with their friends.

   **Examples:**
   - Taking turns on the swing
   - Taking turns playing with a toy
   - Taking turns using crayons

   - Praise children who Wait and Take Turns throughout the day.

   - Give children activities which involve taking turns. For example, they can build a block tower together, take turns to colour a picture etc.

**REVIEW AND REHEARSE** ‘wait and take turns’ using the picture card at regular intervals or just before giving the children an activity where they will need to use the skill.
1 TEACH

- The puppet has a paper with a sticker and a smiley face on it.
- The teacher congratulates the puppet and says he is so smart and that she too got a sticker.
- The puppet doesn’t say anything.
- Tell the children that the puppet doesn’t know how to praise and s/he needs to learn.
- Ask a child to come and show the puppet how to praise.

Praise the child:

- “Fantastic Rihanna, you praised teacher nicely.”
- Now give the puppet another chance to praise teacher. (Make sure the puppet gets it right.)

Praise the puppet for praising:

- “Great job (puppet’s name), you are praising me now.”
- Encourage the children to clap the puppet for praising.
- Ask another child to come and praise the puppet.

Praise the child and puppet for praising:

- “Kim and (puppet’s name) are praising each other nicely. Give them a clap!”
- Repeat with several children to give other children a turn to praise the puppet.
- Let the children tell the puppet goodbye. Put the puppet away.
- Show picture card for ‘Praising.’
- Ask children what is happening in the picture.
PRAISING

Materials: puppet, a paper with a sticker and smiley face on it, Praising picture card.

2 PRACTICE

1. Get children to demonstrate the following practice activities:

- Two children praise each other for their work that is displayed in the classroom.

Praise the children:

- “I heard Dwayne tell Alrick that his drawing is pretty. That was brilliant praising!”
- “I like the way that you are both clapping each other.”

2. Ask two children to demonstrate how to praise/compliment each other.

- Allow them to say something nice to each other.

Praise the children:

- “Richard told Arielle that she is kind. That was a nice compliment!”

3 PROMOTE

- Ask children to think of other times that they can praise their friends.

Examples:

- Praising each other for good work
- Praising when we do something nice/kind
- Praising for cleaning up the class
- Praising for helping the teacher
- Complimenting a hairstyle

- Encourage children to praise/compliment each other throughout the day.
- Do the ‘Big Up Cheer.’

REVIEW AND REHEARSE ‘praising’ using the picture card at regular intervals or just before giving the children an activity where they can use the skill.
1 **TEACH**

- The teacher is putting away some playdough in a container.
- The teacher says: "I wish I could get some help to put away this playdough."
- The puppet does not help.
- Tell the children that the puppet doesn’t know how to help and s/he needs to learn.
- Ask a child to come and show the puppet how to help.
- Tell the children how the child is helping: "Shane is helping, he’s putting away some of the playdough and I’m also putting away some of the playdough."

Praise the child:

- "Good Shane, you are helping teacher nicely."
- Now give the puppet another chance to help teacher. (Make sure the puppet gets it right.)

Praise the puppet for helping:

- "Great job (puppet’s name), you are helping now."
- Encourage the children to clap the puppet and praise him/her for helping.
- Ask another child to come up and help the puppet pack away the playdough.

Praise the child and puppet for helping:

- "Gavin and (puppet’s name) are helping each other. Give them a clap."

Repeat with several children to give other children a turn to help the puppet.
- Let the children tell the puppet goodbye. Put the puppet away.
- Show picture card for ‘Helping.’
- Ask children what is happening in the picture.
HELPING

Materials: puppet, playdough in a container, Helping picture card, blocks in a container, crayons in a container.

2 PRACTICE

1. Get children to demonstrate the following practice activities:
   - Two children pack away blocks in a container.
   - Highlight that the children are helping each other by putting away some blocks.

Praise the children:
   - “I see Jeffrey packing up some blocks and Kyle is packing up some blocks. That is great helping!”
   - “I like the way that you are both looking for all the blocks to put back in the container.”

2. Ask two children to demonstrate helping to pack away crayons.
   - Allow them to pack up some crayons in a container.

Praise the children:
   - “Look at Jabari and Joshua packing up the crayons. That is excellent helping!”

3 PROMOTE

Ask children to think of other times they can help when they are at school.

Examples:
   - Helping the teacher to hand out books
   - Helping to pack up crayons
   - Helping to open another friends’ drinks
   - Helping smaller children turn on or off the pipe

Encourage children to help each other in the classroom (e.g. help open snacks, help tie shoelaces, help tidy up etc.).

Praise children who are helping each other throughout the day.

REVIEW AND REHEARSE ‘helping’ using the picture card at regular intervals or just before giving the children an activity where they will need to use the skill.
1 TEACH

- You have a yellow crayon which you are using to draw and colour.
- Show the puppet your drawing.
- The puppet wants to use the crayon but is grabbing it from you.
- Tell the children that the puppet needs to learn to ask nicely.
- Ask a child to come and show the puppet how to ask for the crayon.

Praise the child:

- "**Good job Sara, you asked nicely for the crayon from teacher.**"
- Now give the puppet another chance to ask for the crayon. (Make sure the puppet gets it right.)

Praise the puppet for asking:

- "**Great job (puppet’s name), you are really good at asking now.**"
- Encourage the children to clap the puppet and praise him/her for asking.
- Ask a different child to come and ask for the crayon from the puppet; then let the puppet ask the child for the crayon he/she was using.

Praise the child and puppet for asking:

- "**Amy and (puppet’s name) are asking for the crayon very nicely. Give them a clap!**"
- Repeat with several children to give other children a turn to ask the puppet for a crayon.
- Let the children tell the puppet goodbye. Put the puppet away.
- Show picture card for ‘**Asking.**’
- Ask children what is happening in the picture.
ASKING


2 PRACTICE

1. Get children to demonstrate the following practice activities:
   - Two children ask for a turn with a toy (car/truck/block/dolly).
   - Highlight how each child asks nicely and waits for the toy to be given to them.

Praise the children:
   - “I heard Alex ask for the block nicely. That was great asking!”
   - “I like the way you are using the word please.”
   - “Awesome! You waited for her to give you the block after you asked for it.”

2. Ask two children to demonstrate how to ask for help in opening their snack.
   - Give each child a bag of chips.

Praise the children
   - “I heard Jodi ask Kevaughn so nicely if he could open her snack. She asked so nicely.”

3 PROMOTE

- Ask children to think of other things they can ask for at school.

Examples:
   - Ask for a pencil
   - Ask for crayons
   - Ask for a toy
   - Ask for help to tie their shoe lace
   - Ask for help to pull their snack

- Encourage children to ask their friends when they want something (e.g. ask to borrow an eraser, ask for turn to play with a toy etc.).

- Praise children who are asking nicely throughout the day.

REVIEW AND REHEARSE ‘asking’ using the picture card at regular intervals or just before giving the children an activity where they will need to use the skill.
TELLING AND LISTENING

Materials: puppet, Telling and Listening picture card, book.

1 TEACH

- You went to a birthday party over the weekend and you are excited to tell the puppet.
- Start telling the puppet about the birthday party.
- The puppet does not listen and begins to tell you another story.
- Tell the children that the puppet needs to learn how to listen.
- Ask a child to come and show the puppet how to listen.

Praise the child:

- “Great Alex, you are listening nicely to teacher.”
- Now, give the puppet another chance to listen to your story. Let the puppet respond to what you say by commenting on the party. (Make sure the puppet gets it right.)

Praise the puppet for listening:

- “Great job [puppet’s name], you are really listening now.”
- Encourage the children to clap the puppet and praise him/her for listening.
- Now ask a different child to come up. This time the puppet can talk and the child will listen and then respond.

Praise the child for listening:

- “[Puppet’s name] is telling Ashley a story and Ashley is listening to him/her. Give them a clap!”
- Repeat with several children to give other children a turn to listen to the puppet.
- Let the children tell the puppet goodbye. Put the puppet away.
- Show picture card for ‘Telling and Listening.’
- Ask children what is happening in the picture.
TELLING AND LISTENING

Materials: puppet, Telling and Listening picture card, book.

2 PRACTICE

1. Get children to demonstrate the following practice activities:

✧ Two children should practice telling and listening with each other.
✧ One child asks for a book and the other child gives them the book.
✧ Highlight how the child listens carefully and waits for him/her to finish speaking before acting.

Praise the children:

○ “I can see Ricardo is listening carefully. That was great listening!”
○ “I like the way that you are waiting for her to finish speaking.”
○ “It’s good to see you both looking at each other when you are listening.”

2. Ask two children to demonstrate how to listen to each other.

✧ Allow each child to tell the other something (e.g. their favourite food, about a toy they have at home etc.) The child who is listening should be looking at the speaker and waiting until they are finished speaking.

Praise the children:

○ “I saw Maliki listening so nicely to Kevin telling his story.”

3 PROMOTE

✧ Ask children to think of other times they can listen to their friends.

Examples:

○ listening to a friend tell them something  ○ listening to a friend tell a story
○ listening for a request for help

✧ Encourage children to talk with each other. Give plenty of opportunities for children to talk with each other during the day.

✧ Praise children who are listening to their friends and classmates throughout the day.

REVIEW AND REHEARSE ‘telling and listening’ using the picture card at regular intervals or just before giving the children an activity where they will need to use the skill.
1 **TEACH**

- The puppet and the teacher have some building blocks to play with.
- Teacher asks the puppet to build a tower with her.
- The puppet takes most of the blocks to build by him/herself and won’t allow the teacher to help him/her build the tower.
- Tell the children that the puppet doesn’t know how to work together and needs to learn.
- Ask a child to come and show the puppet teamwork.
- Talk about how the child and teacher are working together: “**Sashoy and I are building with the blocks together. She puts some blocks and then I put some blocks on the tower. We are working as a team.**”

Praise the child:

- “**Awesome Sashoy, you and I are working together well as a team.**”
- Now give the puppet another chance to work together with teacher. (Make sure the puppet gets it right.)

Praise the puppet for teamwork:

- “**Great job (puppet’s name), you are working together with teacher as a team now.**”
- Encourage the children to clap the puppet and praise him for teamwork/working as a team/working together with teacher.
- Ask a different child to come and build a tower with the puppet.

Praise the child and puppet for teamwork:

- “**Shanelle and (puppet’s name) are working well as a team. They are working together. Give them a clap!**”
- Repeat with several children to give other children a turn to work together with the puppet to build something.
- Let the children tell the puppet goodbye. Put the puppet away.
- Show picture card for ‘**Teamwork.**’
2 PRACTICE

1. Get children to demonstrate the following practice activities:
   ☑ Working together with playdough to make a stickman.
   ☑ Each child makes a different part of the stickman e.g. the head, hands, legs, body.

Praise the children:
   o “I see Arianna is putting the arms on the body that Jonathan made. That is great teamwork!”
   o “I like the way that you are both building that man together.”

2. Ask two other children to demonstrate teamwork while colouring a picture.
   ☑ Allow them to colour a picture together.

Praise the children:
   o “Look at Shantae and Renee working together to make a beautiful picture. That is excellent teamwork!”

3 PROMOTE
   ☑ Ask children to think of other times they can work together as a team.

Examples:
   o Clean up the classroom together
   o Build blocks together
   o Colour a picture together
   o Pack away toys together
   o Pack away bags together
   o Colour a picture together

Encourage children to work together e.g. build with blocks together, glue a picture together, colour a picture together.

Praise children for working together.

REVIEW AND REHEARSE ‘teamwork’ using the picture card at regular intervals or just before giving the children an activity where they will need to use the skill.
**1 TEACH**

- The teacher is drawing a circle on a blank sheet of paper.
- The puppet sees this and then grabs the crayon out of teacher’s hand.
- Teacher tells puppet that she was using the crayon and he should apologise for grabbing it.
- The puppet does not apologise.
- Tell the children that the puppet needs to learn to apologise.
- Ask a child to come and show the puppet how to apologise. Make sure the child looks at the puppet while apologising and uses the puppet’s name.

**Praise the child:**

- “**Good Jerome, you showed (puppet’s name) how to apologise to teacher.**”
- Highlight that the child is looking at the puppet while apologising and uses the puppet’s name.
- Now give the puppet another chance to apologise to teacher. (Make sure the puppet gets it right.)

**Praise the puppet for apologising:**

- “**Great job (puppet’s name), you are apologising now.**”
- Encourage the children to clap the puppet and praise him for **apologising**.

Now ask the puppet to help you to build a tall tower with the blocks. When you have put the last block on, the puppet bumps into the tower by accident and it falls down.

- Ask a child to come and show the puppet how to apologise for knocking down the tower by accident. Make sure the child looks at the puppet while apologising and uses the puppet’s name.

**Praise the child:**

- “**Good Jevaughn, you showed (puppet’s name) how to apologise to teacher.**”
APOLOGISING

Materials: puppet, a crayon, blank sheet of paper, Apologising picture card, blocks.

☐ Highlight that the child is looking at the puppet while apologising and uses the puppet’s name.
☐ Now give the puppet another chance to apologise to teacher.

Praise the puppet for apologising:

  o “Great job (puppet’s name), you are apologising now.”
  o Encourage the children to clap the puppet and praise him for apologising.
  o Let the children tell the puppet goodbye. Put the puppet away.
  o Show picture card for ‘Apologising.’
  o Ask children what is happening in the picture.

2 PRACTICE

☐ Ask children to think of other times they can apologise.

Examples:

  o For stepping on someone’s feet
  o For accidentally bumping into someone

For each example, ask children to demonstrate how they would apologise to their friend.

Praise the children:

  ☐ “Well done Shauna, I heard you apologising to Alrick because you bumped into him by accident.”

3 PROMOTE

☐ Encourage children to apologise when necessary.
☐ Praise children when they apologise for something they have done.

REVIEW AND REHEARSE ‘apologising’ using the picture card at regular intervals.
1 TEACH
❖ The teacher is playing with a truck.
❖ The puppet tells teacher to “gimmi the truck.”
❖ Teacher tells the puppet he must say ‘Please.’
❖ The puppet continues to demand that the teacher gives him the truck.
❖ Tell the children that the puppet needs to learn to say please and thank you.
❖ Ask a child to come and show the puppet how to say please when asking for the truck and thank you when he gets it.

Praise the child:
❖ “Marvelous Shanel, you said please and thank you to teacher.”
❖ Now give the puppet another chance to say please and thank you to teacher. (Make sure the puppet gets it right.)

Praise the puppet for saying please and thank you:
❖ “Great job (puppet’s name), you are saying please and thank you now.”
❖ Encourage the children to clap the puppet and praise him for saying please and thank you.
❖ Ask another child to come and say please and thank you to teacher with the puppet.

Praise the child and puppet for saying please and thank you:
❖ “Adrian and (puppet’s name) are saying please and thank you nicely. Give them a clap!”
❖ Repeat with several children to give other children a turn to talk with the puppet.
❖ Let the children tell the puppet goodbye. Put the puppet away.
❖ Show picture card for ‘Please and Thank You.’
❖ Ask children what is happening in the picture.
2 PRACTICE

1. Get children to demonstrate the following practice activities:
   - Two children should give an eraser to each other after asking nicely for it.
   - Highlight that the child asking for the eraser is also waiting patiently for the other child to give her the eraser.

Praise the children:
   - “Great job Ashley! I heard you using the word please when you asked Ariana for her eraser!”
   - “I like that you waited patiently and said thank you after you got the eraser.”

2. Ask two children to demonstrate saying please and thank you when asking for crayons.
   - One child has a few crayons in hand. Have another child go and ask to use some of the crayons.

Praise the children:
   - “I heard Tina-Kaye say please and thank you for the crayons.”

3 PROMOTE

Ask children to think of other times they can say please and thank you.

Examples:
   - Thank you when someone opens your snack
   - Thank you when someone gives you a crayon
   - Please when you want to go to the bathroom
   - Thank you after someone helps you turn on or off the pipe
   - Encourage children to use ‘please’ and ‘thank you.’
   - Praise children when you hear them using ‘please’ and ‘thank you.’

REVIEW AND REHEARSE ‘please and thank you’ using the picture card at regular intervals or just before giving the children an activity where they will need to use the skill.