



Title: Playing together/Being Kind (V2)

Level: Early Level

Code: EL8

Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
<p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a</p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a</p>	<p>These Experiences and Outcomes sit within HWB Responsibility of All and span across all five levels to recognise the nature of development and learning in HWB. There are no Benchmarks for these Experiences and Outcomes.</p>

Learning Intentions

- Children begin to understand the value of getting along and playing with others.
- Children recognise the importance of kindness and can give examples of how to show kindness toward others.

Success criteria

- I am beginning to co-operate and share with others.
- I can recognise how other people are feeling, when someone is happy, sad etc.
- I know that it is important to get along with others.
- I am learning what manners are and why they are important.
- I am learning to listen to others.
- I am learning how to use positive verbal and body language.
- I am learning how to communicate effectively.

Connecting with home

Information for parents and carers is provided at each Level on the RSHP site. For information for parents/carers about Early Level learning go here: <https://rshp.scot/early-years/> Some of the suggested activities include links with home. Books suggested for use in the centre/school could also be for lending.

Key words/vocabulary

- Buddy
- Celebration
- Compliment
- Kindness
- Polite
- Sharing
- Welcome

The material in this description complement/sit alongside those in **EL7 My Friends/Being a Friend**

ACTIVITIES

Learning can be planned or take place in what we might call those spontaneous ‘teachable moments’ when children and educators are playing and chatting, or a particular event happens. Of course, we can create those teachable moments too, and so there are suggestions here about how books, play and other activities can support RSHP learning at Early Level.

It is worth remembering in all our RSHP work, but perhaps particularly when we think about playing together and kindness, that some children experience being left out or loneliness more than others, this is especially true for children with additional support needs/disabilities. Across all the ideas below attention can be given to involving and engaging all learners.

Explaining kindness While children will have heard the word kindness they may not fully understand or share understanding of a meaning. If the project or topic for the week is to be kindness it could be explained as kindness means *doing helpful or good things for another person*. It will be in the ‘doing’ of these kind acts that understanding and helping behaviours will be developed. Also acknowledge (and name) non-verbal kindness – picking something up someone has dropped, opening a door, smiling at someone as encouragement, sharing a book or toy.

Role play/free play In play situations the child has the possibility of showing kindness when they choose too, this gives them a real sense of what it means to them – as the adult it is helpful to recognise these moments or acts of kindness explicitly and thank the child for them. When (role) playing it is also possible to create scenarios where kindness would help – for example when a child/character is struggling with something: “Oh it would be kind of us to help....”

Playing together As well as a ‘kindness week’ the focus on another week could be ‘new games week’. New games could be introduced. Parents or grandparents could come in and play games they played as a child. Acknowledging the child’s right to play with other children of their choice, take opportunities in the week to foster new connections between children. An older child can help a younger child learn something. A shared interest or skill can be highlighted, and a play connection encouraged. A child who is reticent to play with something/at something can be paired with an enthusiastic child. At the end of every day/session when sitting together new or caring play partnerships can be acknowledged and celebrated.

Sharing Acknowledge when a child shares. Set up activities where it is necessary for children to share – be explicit about this being a sharing job and check out with the child, how it felt to share.

Compliment game This game can be done a number of different ways. Children can sit in a circle and toss a beanbag to each other, or they can just name the next person to get a turn. The point is for each child to get a chance to compliment another child in their class. This teaches how to pay compliments, and how nice it is to receive them. It also helps a group get to know each other and become closer. As a set-up for the game, you could be modelling the task – paying compliments to children and other adults.

Welcome to our class/group If a new child is joining you, have conversations with the group or with friendship groups or individuals about how you might welcome the new child. After some smaller conversations speak with the full group and list all the things you can do as a class/group for them arriving. Play an imaginary game – imagine a new child is coming (show a picture on the smartboard to help with the game) and have the children consider all the things they could do to be friendly and welcoming. After the imaginary element ask if there are things we could simply do for each other too.

Kindness buddies As part of a kindness project allocate kindness buddies – the challenge is that whoever is a kindness buddy on the day (several children can be) does what they can to be kind to others. This can be done so that everyone knows who is a kindness buddy that day – or it can be done anonymously with the kindness buddy trying to do their job but keep it quiet and then they are declared at the end of the day – did anyone spot who was being extra kind today?

Rewarding play and kindness At the end of the week – whether the theme is playing together or kindness – have a celebration with *every* child's efforts being rewarded by recognition.

BOOKS FOR READING TOGETHER OR BORROWING

Please check out the full reading list provided at Early Level. The books listed here provide opportunities to talk about the themes of interest, they could be used with a class or group, reading to pairs or individual children to support and back-up key learning. Parents could be encouraged to read them at home too.

The Invisible Boy

Trudy Ludwig (ISBN 9781582464503)

Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine. This gentle story shows how small acts of kindness can help children feel included and allow them to flourish.

Kindness Starts with you

Jacquelyn Stagg (ISBN 1775183319)

Follow Maddy through her day at school and see how easy it can be to spread kindness. From taking turns on the swing to including everyone in the game - this storybook shows that no act of kindness, no matter how small, is ever wasted. Included in the book is a *Weekly Kindness Challenge* to help encourage children to: *Say Sorry, Be Polite, Take Turns, Be a Helping Hand, Include Others, and Show Respect.*

Norris the Bear who Shared

Catherine Rayner (ISBN: 1408339366)

Norris loves plorrings! When he spots one ripening in the afternoon sun, he sits back and patiently waits for the fruit to drop from the tree into his paws. But Norris isn't the only one who adores plorrings - pesky Tulip and Violet love them as well. Who will get their paws on the delicious fruit first?

Share!

Anthea Simmons and George Birkett (ISBN 184939220X)

Learning to share your favourite things with a baby brother or sister can be hard at first, but once you get used to it, it's so much fun!

This is our House

Michael Rosen and bob Graham (ISBN: 1406305642)

George says the cardboard house is his and no one else can play in it. It isn't for girls, small people, twins, people with glasses, or people who like tunnels. But Lindy, Marly, Freddie, Charlene, Marlene, Luther, Sophie and Rasheda have other ideas! One by one each child is refused access until the tables are turned and George finds how it feels to be on the receiving end. A book that shows that it is much more fun to share.

I don't care! Learning about respect

Brian Moses (ISBN 0750221364)

Are you careful with a friend's bike - do you treat it with respect or would you return it battered and broken? Do you take notice of rules or do you just ignore them? Full of everyday situations like these, this book will help answer the question - how considerate are you?

Cyril Squirrel Finds out about Love

Jane Evans (ISBN 9781785920806)

Cyril Squirrel asks lots of questions, but there's one thing that really puzzles Cyril... What is love? Can I find it? Keep it? Do I need it? With a notebook and a map, Cyril embarks on a quest to find out about love. Helping children to learn about the ways that love can look, sound or feel, this picture book shows some of the many different forms love, friendship and kindness take. Suitable for all children aged 2-6, especially those who may have confused ideas about love, Cyril's adventure includes guidance for adults on how the book can be read with children.