

# CHAPTER 19 ACTIVITY PLAN: HELPING CHILDREN RELATE TO OTHERS

**Objective:** To explore the socialization of children in relationship to academic and emotional achievement.

## Teaching Activity

**1** Have students write short stories about activities they shared with siblings or other children when they were young. Have them try to recall an event that makes them smile as they look back on it years later. Have students share their stories in small groups. After sharing, discuss the following: What did you learn from this situation about caring for family members and sibling attachment? What did you learn about adjusting to new situations? Do you feel your sibling relationships were strengthened through this experience?

## Accommodations & Modifications

- ◆ Provide a sample story that students could emulate. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Have students work in pairs to create their stories. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide assistive technology with which students can write their stories. (ASD, ELL, FAS, HI, MR, OI, TBI, VI)

## Teaching Activity

**2** Have students observe toddlers and preschoolers at a local child care center. Have each student observe a toddler engaging in parallel play and a preschooler engaging in cooperative play. Students should record what the toddler or preschooler does in relationship to the children around him or her. Later, discuss which children seem to have more self-confidence and which display age-appropriate, acceptable social behavior. How did the adults in charge facilitate good socialization?

## Accommodations & Modifications

- ◆ Have students work in pairs to record observations. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide a T-chart labeled “Toddler—Parallel Play” and “Preschooler—Cooperative Play” for student notes. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide a sign-interpreter during the observation and discussion. (HI)

## Teaching Activity

**3** Have each student interview an elementary-age child. The students should ask their chosen children: Who is your best friend (first name only)? How did this person become your best friend? Do you play the same activities? Next, have students write summaries comparing their interview answers to their own childhood experiences with their best friends. Discuss how these early friendships help foster a sense of self and a caring connection with others that impacts later childhood and adulthood.

## Accommodations & Modifications

- ◆ Provide a template of interview questions for students to use. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide a sign-language interpreter as needed for interviews and discussion. (ASD, HI)
- ◆ Provide tape recorders with which students can record their interviews. (ASD, ELL, FAS, HI, MR, OI, TBI, VI)

---

## Teaching Activity

**4** Have students develop an anti-bullying campaign that is targeted at preteen and young teen students. Invite a group of preteens and younger teens to your class to discuss and launch an anti-bullying program. In small, mixed-age groups, students should discuss ways they can advertise that bullying is not acceptable. Students might use posters, buttons, a school assembly, etc. Obtain administrative approval before you start the campaign. Have students execute the project over a period of two weeks to one month. After the project is completed, discuss the success of the project and what the various age groups have learned about the importance of respecting other people and their personal rights.

---

## Teaching Activity

**5** Develop several conflict scenarios that may occur with children ages four to ten. Examples may include jealousy, sibling rivalry, sharing, tattling, lying, etc. Divide the class into small groups, and assign each group a scenario. Have the groups discuss each scenario and how they as parents would handle it. (Remind students to follow the guidelines for conflict resolution on page 415 of the text.) Have each group record brief notes about the solution to the scenario. As an entire class, discuss each scenario, and have group members share the solutions they developed.

---

## Teaching Activity

**6** In conjunction with your parks program, have students organize an activity day for children. Have half of the class develop competitive games and the other half develop games that require cooperation and teamwork. Have each half lead its games with the children. Later, have students discuss the behavior children exhibit as they participate in competitive- and cooperative-style games. Have them contrast behavior during competitive and cooperative play.

## Accommodations & Modifications

- ◆ Provide a tape recorder to record discussion responses. (ASD, FAS, LD, SLD, TBI, VI)
- ◆ Provide a sign-language interpreter for class discussions. (ASD, HI)
- ◆ Balance the groups with those who need assistance and those who do not need assistance. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide a teacher's aide to assist students in creating posters or making buttons. (ADD, ADHD, ASD, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide real-time, closed-captioned television for a student assembly. (ASD, HI)

---

## Accommodations & Modifications

- ◆ Provide a note-taker to record scenario solutions. (ADD, ADHD, ASD, BD, EBD, ED, ELL, FAS, HI, LD, MR, OHI, OI, SLD, TBI, VI)
- ◆ Provide assistive technology and a braille keyboard with which students can take notes. (VI)
- ◆ Provide a sign-language interpreter for discussions. (ASD, HI)

---

## Accommodations & Modifications

- ◆ Provide a barrier-free location for the activities. (ASD, FAS, OI, VI)
- ◆ Provide a sign-language interpreter for class discussion. (ASD, HI)
- ◆ Provide a teacher's aide to work with students with mobility problems. (ASD, FAS, OI, TBI, VI)