

SOCIAL SKILLS ACTIVITY

INTRODUCTION TO SUPER FRIEND



Children have been developing an understanding of what is expected of them in social interactions since they were young toddlers. Adults facilitate this understanding by drawing attention to positive peer behaviors as they occur naturally throughout the day. One way to acknowledge these positive behaviors is through the use of the *Super Friend* visual cue. Drawing attention to children’s prosocial behaviors helps children learn what good friendship skills are, and they will start to use them naturally as they play and interact with their peers.

This activity introduces children to a few foundational social skills through the idea of a “Super Friend.”

CORE SKILL OBJECTIVES	INTENTIONAL TEACHING PRACTICES	
	Children will:	Teachers will:
SOCIAL SKILLS	<ul style="list-style-type: none"> Engage in and Maintain Positive Relationships with Peers Engage in Cooperative Play with Peers 	<ul style="list-style-type: none"> Acknowledge Positive Peer Interactions Join in the Play Provide Support During Peer Interactions Use a Cue and Visual

GET READY

MATERIALS

- CSEFEL “I Can Be a Super Friend!” scripted story
- CSEFEL Super Friend Cue Cards
- CSEFEL Super Friend Poster
- Scissors, Tape, Art Supplies
- Eye mask template (included)
- String (elastic if possible)

PREPARATION

- Cut out the six *Super Friend Cue Cards* (laminates if possible) and place in the hat.
- Create a booklet of “*I Can Be a Super Friend!*” by stapling together/binding.
- Cut out mask templates (cut out some extras, too).

TEACHING TIPS

BIG PICTURE	SET THE STAGE	KNOW THE DEVELOPMENT
We tend to notice children’s negative behaviors more often than we do the positive. This practice helps you “catch” children when they are displaying the prosocial behaviors that <i>you want</i> them to display. Your attention to these positive behaviors encourages children to continue the positive behavior and lets them know what is expected and valued in your classroom.	The “Super Friend” mask serves as a reminder as well as an incentive for children to be nice/kind toward others. Create a designated, visible spot for the masks next to the <i>Super Friend Poster</i> so that children are often reminded and encouraged to be a “Super Friend.”	Around the age of 3 or 4, children start becoming more interested in other children, but they don’t always have the skills that they need to make and maintain friendships or engage in sustained cooperative play. That is why it is important to teach skills and techniques and provide ongoing support that help children learn and practice these important social skills.

1. INTRODUCE

- ◆ Say, “I am grateful for my friends. My friends help me when I’m sad or (share personal example). Our classroom is full of good friends. Do you have friends? What makes someone a good friend?”
- ◆ Engage children in brainstorming what makes a good friend.

2. READ AND DISCUSS SCRIPTED STORY

- ◆ Read “*I Can Be a Super Friend!*” scripted story.
- ◆ Pause to discuss the actions of the “Super Friend” in the story. Draw attention to *Cue Cards* when appropriate.
- ◆ Encourage children to share their own experiences as and with friends.

Acknowledge Positive Peer Interactions

“What did the “Super Friend” do?
How do you think the kids felt?
Have you ever felt that way?”

Narrate Problems and Solutions

Practice “Super Friend” behaviors *before* problems arise.
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“What would ‘Super Friend’ do if he wanted to join?”
“He wants the same toy as his friend. What will he do?
Do you think he’ll be a ‘Super Friend?’”

3. MAKE “SUPER FRIEND” MASKS

- ◆ Explain that children will create “Super Friend” masks that they will use later.
- ◆ Give each child a pre-cut mask and let them decorate with art supplies.
- ◆ Attach a string to the mask (so that it fits snugly around the child’s head).
- ◆ Go around to each child and ask her/him to identify a quality of a “Super Friend.” (for additional challenge, try without looking at the chart!)

Acknowledge Positive Peer Interactions

“(Child) said that he will use his words to ask nicely, that’s definitely being a ‘Super Friend!’”

Narrate Problems and Solutions

“Hmmm, what do you think a ‘Super Friend’ would do if....? Yes! That would definitely deserve a ‘Super Friend’ mask.”

4. REVIEW

- ◆ Say, “Today, we learned about how to be a ‘Super Friend.’ We can always remember our ‘Super Friend’ qualities by looking at this poster that I will hang here (point)... When will you use the poster?”

ADAPT

MORE CHALLENGE: Ask children to think about the feelings/motivation behind others’ actions during problems (e.g., “Why do you think he grabbed that from you?”).

MORE SUPPORT: Focus more on having children identify and match the behavior. For example, have the cards available while reading and ask children to identify which card matches the picture in the book.

KEEP IT GOING

Drawing attention to “Super Friend” qualities will become a part of your regular routine. Below are ways to incorporate using Intentional Teaching Practices for Supporting Peer Relationships as part of your routine, as well as during times when strong emotions occur.

Remember to...

- ◆ Identify/Prompt children to identify positive behaviors (e.g., “You were a ‘Super Friend’ because you were sharing.”).
- ◆ Draw attention to “Super Friend” visuals while acknowledging (i.e., poster, cue cards, scripted story, masks).

Throughout the Day

Be intentional in looking for opportunities to praise and give children the chance to wear their “Super Friend” mask. Children love to be acknowledged, and when you can do this in a fun way they (and their peers!) are more likely to perform these “Super Friend” behaviors again in the future.

Narrate Problems and Solutions

Before beginning a new activity (especially one that you think may be challenging), remind and draw children’s attention to the qualities of a “Super Friend.”

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“Now for this activity we’ll all need to use the same toy. Before we start, let’s remind ourselves what a Super Friend would do...”

Acknowledge Positive Peer Interactions

“(Child), that was so kind of you to offer to help (Child) clean up her spilled water. You were being a Super Friend!”

With Books, Puppets, or Pretend Play

Build in opportunities to identify when book, puppet, or pretend play characters are AND are not being “Super Friends.”

Join in the Play

Prompt interactions: “My puppy really wants to play with the ball that your kitty has. Do you think they could play together?”

Acknowledge Positive Peer Interactions

“Our puppets were playing together so nicely! They took turns and waited patiently until their turns came!”

“What did the dog do that made him a ‘Super Friend?’”

Narrate Problems and Solutions

“The brother in our story sees that his sister is very upset that she can’t seem to build her tower. What do you think he could do to cheer her up?”

RESOURCES

- ◆ [CSEFEL Super Friend Story, Cue Cards, and Poster](#)
- ◆ [Super Friend mask template](#)