

## **Partner Role Play: Interacting During Play**

### **TAKE ONE:**

The dramatic play area is a great place to reinforce and practice the routine of recognizing emotions and appropriate reactions to those emotions.

TEACHER: "Oh no! My baby is crying, I think she might be sad. Her mommy just left for work. What should we do?" (depending upon age, the child may respond with a variety of suggestions.)

If the child does not respond:

TEACHER: "Can we say, 'Baby are you sad because mommy left? Can I give you a hug?'"

CHILD: Hugging and patting baby, "Okay baby."

TEACHER: Hugging and patting baby, "She stopped crying, I think your hug helped her to feel better. Thank you for helping her."

### **TAKE TWO (SWITCH ROLES):**

The dramatic play area is also a great place to reinforce and practice the routine of washing hands before/after meal times.

TEACHER: comes to dramatic play area where some kids are playing. "Can I join you?"

CHILD: "Yep, we feeding baby."

TEACHER: "Are you going to make her some food?"

CHILD: "Yep, feed the baby."

TEACHER: "Do you remember what we do with our hands before we get our food?"

CHILD: looks at teacher

TEACHER: "We wash our hands. Can you wash your hands in the kitchen sink?"

CHILD: goes to the sink and twists the knobs

TEACHER: "Yep, first we get our hands wet. Then what?"

CHILD: "Bubbles!"

TEACHER: "Yep, get some soap and rub them together. Now rinse off the bubbles and let's dry our hands. Should we wash the baby's hands too?"

CHILD: "Come on baby, wash hands." Child puts baby in the kitchen sink, turns the knobs, pretends to squirt soap, rubs her hands over the baby, then wipes the baby off with the baby blanket. "All done!"

TEACHER: "Now that our hands are clean, what should we do?"

CHILD: "Feed baby!"

## **Partner Role Play: Recognize, Name, and Accept Children's Emotions and Helping Children Manage Big Emotions/Take a Break**

### **TAKE ONE:**

TEACHER: "Sarah, It looks like you are feeling angry. Your hands are doing this (making fists), your face is doing this (clenched up, glaring), and you hit Seth. Are you feeling angry?"

CHILD: "I mad!"

TEACHER: "It's okay to feel mad! I feel mad too sometimes. Our hands are for soft touches and playing with toys, not for hitting. Let's get a squeeze ball for your hands to help them get calm."

### **TAKE TWO (Switch roles):**

TEACHER: "Sarah, It looks like you are feeling angry. Your hands are doing this (making fists), your face is doing this (clenched up, glaring), and you hit Seth. Are you feeling angry?"

CHILD: "AHHHHH! I'm mad!!!!"

TEACHER: "It's okay to feel mad! Let's try the safe space. I'll go with you to keep you safe. When you're ready to talk, I'll be right there to help you."

After the child appears to be calm

TEACHER: "Your body looks like you are feeling calm. You are breathing like this (slow, big tummy breaths), your face looks like this (maybe a small smile, or neutral face), and your hands are gently holding that squeeze ball. Are you feeling calm?"

CHILD: shrugs shoulders, "Yeah."

TEACHER: "Are you ready to talk about what happened when you were feeling angry?"

CHILD: shrugs shoulders, but makes eye contact with the Teacher and doesn't look away.

TEACHER: "You said you felt mad. It's okay to feel mad, I feel mad too sometimes. Our hands are for gentle touches and playing with toys, not for hitting. If someone does something you don't like, you can use your words and tell them to STOP! Can you try that with me? Say, 'Stop! I'm playing with that!'"

CHILD: "Stop! It's mine!"

TEACHER: "Yep, just like that. The teachers' job is to keep you safe, and your job is to help us keep it that way. When you use your words, instead of your hands, that keeps all of us safe. Let's go check on Seth to see if he's okay."

## **Partner Role Play: Providing Alternatives, Choices, and Redirection**

The teacher has observed Sarah having a hard time with transitions and has decided to use the following strategy.

TEACHER: goes to Sarah with the big timer, gets down on her level and says, "Sarah, I know that you have been working really hard on that Lego structure this morning! (Sarah interrupts)"

SARAH: "NO!!"

TEACHER: "I wanted to let you know that in 10 minutes we will be cleaning up to get ready for lunch. I'm going to set this timer for 10 minutes and leave it here so you can keep an eye on the time. (Sarah interrupts)"

SARAH: "NO! I not gonna clean up!!!"

TEACHER: "I'm not asking you to clean up just yet. But, I wanted to give you time to either finish building OR decide where to put your structure when the timer goes off so you can finish it this afternoon."

SARAH: "I not done!"

TEACHER: "That's totally fine. So, when the timer goes off, are you going to put your structure in your cubby or on the "save for later" table so you can finish building this afternoon?"

SARAH: "I NOT done building!"

TEACHER: "Sarah, it's totally fine that you aren't done building. It looks like you've been working hard on it, with more to go. So, when the timer goes off, are you going to put your structure in your cubby or on the "save for later" table so that you can finish building this afternoon?"

SARAH: "I put it in my cubby!"

TEACHER: "Great! I'll be back to check on you in a little bit."

Five minutes goes by, Teacher goes back to Sarah.

TEACHER: "Sarah, I wanted to let you know that we have five more minutes until we will be cleaning up to get ready for lunch and for you to put your structure in your cubby. I'm going to take the timer so I can show all the kids how much time we have until clean up, and then I will bring it back so you can keep an eye on the time."

SARAH: "Okay"

Three minutes go by, Teacher goes back to Sarah.

TEACHER: "Sarah, I wanted to let you know that we have two more minutes until we will be cleaning up to get ready for lunch and for you to put your structure in your cubby."

SARAH: "OKAY!"

Two minutes go by and the timer goes off. The Teacher turns on the clean-up song and goes to Sarah, while the other teacher helps the kids clean up.

TEACHER: "Sarah, the timer is going off and that means it is time to clean up for lunch and put your structure in your cubby to finish building this afternoon."

SARAH: "I not done!!!"

TEACHER: "Sarah, I see that you are not done. Earlier you decided that when the timer went off, you would put your structure in your cubby to finish this afternoon. Are you able to do that yourself, or would you like my help?"

SARAH: "I do it myself!"

**OTHER PHRASES TO USE (Can practice if you have time left):**

TEACHER: "It is time to clean up. Can you pick the Legos up by yourself or would you like my help?"

TEACHER: "It is time to clean up. Would you like to hold the bucket while I put the toys in? Or would you like me to hold the bucket while you put the toys in?"

TEACHER: "It's time to rest your body. Would you like to look at a book or have me pat your back?"

TEACHER: Adam is climbing onto the shelf. You go to Adam and say, "Put your feet on the floor to be safe. The shelf is for toys. If you would like to climb, come with me to the climber."

## **Partner Role Play: Helping Children to Manage Conflict with Peers & Acknowledging and Encouraging Positive Behaviors and Interactions Among Children**

TEACHER: "Thank you for following through on your choice, we can both keep an eye on it to keep it safe. (Sarah puts structure in cubby) Okay, let's go see if anyone needs help!"

SARAH: "I did clean."

TEACHER: "Yep, you did put away your stuff, thank you for doing that to keep the room clean and safe. Now, we can help make sure the rest of the room is clean and safe. Let's see if Anna and Seth need help in blocks."

SARAH: takes teacher's hand and slowly goes to blocks with her

TEACHER: "Anna and Seth, thank you for picking up the blocks you were playing with. Sarah and I are here to see if you need help."

SETH: "You do big ones."

SARAH: "I don't want big ones! I want little ones!"

SETH: "I do little ones, you do big ones!"

TEACHER: Sarah starts to take a little block from Seth, Teacher gets down on the floor by both of them and says (in a calm, positive tone): "Sarah, Seth is putting away the little blocks." Teacher helps Sarah take hand off block and Seth puts it away, then picks up a big block and says, "You can ask Seth if you can help him put away the little and big blocks. Say, 'Seth, can I hand the blocks to you and you put them on the shelf?'"

SARAH: Looks at Seth and then back at Teacher.

TEACHER: "Would you like me to ask him for you?"

SARAH: nods her head

TEACHER: "Seth, Sarah would like to know if she can help by handing you the blocks and then you put them on the shelf?"

SETH: "Yep."

TEACHER: "Sarah, Seth said you can help him. I see three little blocks right by your feet that need to be picked up."

SARAH: picks up the blocks, hands them to Seth, Seth puts them on the shelf.

TEACHER: "That was great teamwork. Now, I see five big blocks over by the other shelf. This time Seth can pick up the blocks and Sarah puts them on the shelf."

Seth picks up blocks, hands them to Sarah, Sarah puts them on the shelf.

TEACHER: "That was great teamwork! Thank you for cleaning up and keeping our room safe. Let's go wash our hands for lunch."

