

The Giving Box



Suggested Group Size

Small Group or Whole Group

Objective(s)

The children will give a compliment to and accept compliments from their classmates.

Activity

Each child gives a compliment to a friend and passes him/her “The Giving Box” (e.g., an empty gift-wrapped box). The child, who receives the compliment holds “The Giving Box,” and gives a compliment to another friend.

Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- III. Social and Emotional Development
 - B. Relationships
 - B.b. Peers
 - B.b.1. Interacts with and develops positive relations with peers
 - B.b.2. Develops special friendships

Materials

- “The Giving Box” (e.g., an empty gift-wrapped box)

Procedures

1. Explain to the children that when we use kind words or give compliments it’s like giving our friends a gift. Hold “The Giving Box” in your hands and demonstrate how to give a compliment (e.g., "I like it when you ride tricycles with me on the playground.").
2. Allow each child to give a compliment to a friend while holding “The Giving Box.”
3. The child, who receives the compliment holds “The Giving Box,” and gives a compliment to another friend.
4. Repeat steps two and three until all of the children have received “The Giving Box.”

Adaptations

- The teacher may help children who are shy or who have a language delay or limited English express themselves, as needed.

Extensions

- Create a book with a compliment page for each child.
- Allow children to use “The Giving box” during center time.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- giving compliments to and accepting compliments from their friends.

Related Standards for Four-Year-Olds

- **IV. Language, Communication, and Emergent Literacy**
 - **A. Listening and Understanding**
 - **A.1.** Increases knowledge through listening
 - **A.1.a.** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.
 - **B. Speaking**
 - **B.1.** Speech is understood by both a familiar and an unfamiliar peer or adult
 - **B.1.a.** Child’s speech is understood by both a familiar and an unfamiliar adult
 - **E. Conversation**
 - **E.1.** Uses language to express needs and feelings, share experiences, predict out-comes, and resolve problems
 - **E.1.a.** Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem solving)