

Ask Permission

When you find yourself on the outside of the social circle, game, or activity that you really want to participate in, how do you ask permission to join? This activity will give students hands-on practice with this tricky skill through role play.

Caring Sub-Concepts

Fairness, Kindness

Lesson Timeframe

45 minutes

Required Materials

- ☐ *Can I Play Too?* By Mo Willems
- ☐ Ask Permission Scenario Cards

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



DESIGNATED BY CASEL
AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.
See last page for details.

Lesson Objective

Students will be able to:

- Demonstrate how to ask permission in new social situations.
- Practice fairness during a variety of group activities.
- Demonstrate inclusiveness through incorporating new friends as they approach a game or activity.

Teacher Connection/Self-Care

Being new is always hard, no matter the age. How comfortable do you feel joining in? This week, practice joining a new group during lunch or recess. Expand your horizons.

Tips for Diverse Learners

- Have advanced learners identify additional scenarios that may lead to a need for inclusiveness.
- Pass each scenario card around so that all students can see the picture up close to increase understanding.
- Use one card as an example and role play the scenario with an advanced learner if possible.



Share

5 minutes

Have your class divide up into 2 teams and play Red Rover to practice inclusiveness.

- Each team joins hands. The first team calls over a player from the other team saying, "Red rover, red rover, send (name here) right over!"
- If that person can break through the human chain, they get to pick someone from that team to come back with them. If they did not break the chain, they switch teams and stay on the other side.

RANDOM ACTS OF KINDNESS
FOUNDATION®

After playing for 5 minutes ask the students about fairness and inclusiveness:

- How were we able to practice inclusiveness during our game? Remind them of our definition of **inclusiveness**: *Including others, inviting them in, and welcoming them with open arms.*
- Did we play fairly during our game?
- How can you show fairness when playing a game? (They may not know this yet, but you can plant the seed: not cheat, be a good sport, take turns, share, etc.)

There is purposely not enough time for everyone to come over during this game. You may get comments such as, "It's not fair that I didn't get called over!". Explain that the focus of today is to talk about fairness and what that looks like.



Inspire

3-5 minutes

Asking Permission and Fairness

Read the following to your students; invite discussion if the kids have questions or things to add:

Have you ever been alone at the park or playground and saw some other children playing a game that seemed fun? Trying to be included in a game can seem very scary at times, but it doesn't have to be. Using kind words, respectful actions, and a caring attitude can help you and increase your chance of being included. Although it may be hard to go up to a group of people and ask permission, how you approach them can make a huge difference!

What about when someone asks to join your game? How do you react? Do you practice inclusiveness and fairness and let them play? Fairness is treating others in a way that does not favor some over others. Do you know what that means? Kind friends allow anyone to join their game. When we only choose our favorite friends and leave out others, that is unfair. How can you be a kind friend?

Story Time: Can I Play Too? By Mo Willems

10 minutes

For a read aloud version, click on this link:

<https://www.youtube.com/watch?v=Yexn9QXoD3Y>

In this story Elephant and Pig are playing catch and are approached by Snake, who asks permission to join their game. They spend time thinking about whether they will practice inclusiveness. (Pause during this part of the story and ask what they are doing; this is a good time to review the meaning of inclusiveness and fairness.)

After the story ends, review these three questions:

- How did Snake ask permission to join the game?
- What happened when they realized that Snake didn't have arms?
- How did they change the game so Snake could play too?



Empower

3-5 minutes

Students will practice asking permission, practicing inclusiveness, and showing fairness through role play. Using the scenario cards provided below, work through each card using different students for each role play. To ensure that everyone gets a turn, use popsicle sticks with names on them to randomly select role parts. When you run out of popsicle sticks, everyone has participated!

The following scenarios are included below:

- A new student comes to class and the teacher allows them to pick an empty desk/spot to sit in. There are 3 spaces open.
- A student walks out late to recess and sees a group of kids playing in the sandbox.
- A student enjoys basketball and wants to join the game.
- A student comes over to the block area, but all the blocks are being used by 3 other students who have built a castle.



Reflect

3-5 minutes

Have your class gather in your community/circle time area.

- What are some ways people were able to ask permission to join in?
- How did you show inclusiveness when others asked to play?
- How did you show fairness when someone wanted to join you?
- What can you do if someone wants to join you, but cannot play the game you are playing?



Extension Ideas

Use blank cards to add real life scenarios as you see them in the class throughout the year. At the end of the day or as a weekly wrap up, bring up the scenario and role play it as a tool to discuss inclusiveness and fairness.

Add the scenario cards to your pretend play center for independent practice during centers.

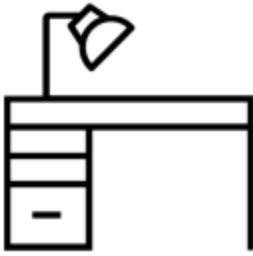


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PROGRAM FOR SOCIAL
AND EMOTIONAL
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>



Scenario 1

A new student comes to class and the teacher allows them to pick an empty desk/spot to sit in. There are 3 spaces open.

Desk by Awesome from the Noun Project



Scenario 2

A student walks out late to recess and sees a group of kids playing in the sandbox.

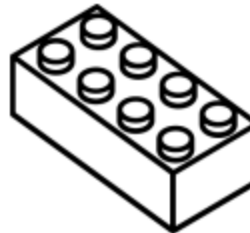
Sandbox icon by priyanka from the Noun Project



Scenario 3

A student enjoys basketball and wants to join the game.

Basketball by Hasan from the Noun Project



Scenario 4

A student comes over to the block area, but all the blocks are being used by three other students who have built a castle.