



Self-Management

ABOUT CENTER FOR THE COLLABORATIVE CLASSROOM

The Caring School Community (CSC) program is a nationally recognized, research-based program for grades K–6 that builds classroom and schoolwide community while developing students' social and emotional (SEL) skills and competencies.

Teambuilder, Things You Do

By: The Caring School Community

Things You Do



Lesson Purpose

Students:

- Get to know one another
- Take responsibility for themselves
- Take turns

Materials

- Class Meeting Animal Cards for random pairing (see “Before the Lesson” and the blackline master pages 39–42 in the *CSC Overview*)

Before the Lesson

In this lesson, you will use animal cards to partner students. Prior to the lesson, photocopy and cut out enough pairs of cards for your class. (For example, if you have 20 students, you will need ten pairs of animal cards.) Each student will use his or her animal card to find a classmate with the matching card.

The Lesson

1 GATHER IN A CIRCLE AND INTRODUCE THE ACTIVITY

Have the students gather in a circle. Explain that today they will each find a partner by using animal cards. Then partners will have time to talk to and get to know each other.

2 DISTRIBUTE CARDS AND FIND PARTNERS

Distribute one animal card to each student. Have each student hold the card in his or her lap so the animal side is up. Explain that students with the same animal on their cards will be partners. Have a student sitting next to you hold her card overhead so that everyone can see the animal side. Ask, “Who has the same animal on their card?” Have the student with the matching card walk over and sit facing his partner.



If you have an odd number of students, take a card and act as a student’s partner for the purposes of pairing. Once everyone is paired, have your partner join another pair to make a trio.

BEGINNING-OF-YEAR LESSON

Have another student in the circle hold up her card and repeat the pairing procedure. Continue until all the students are paired. Have the pairs spread out around the room so that partners can hear one another.

3 TALK IN PAIRS ABOUT WHAT THEY DO TO GET READY FOR SCHOOL

Have the students introduce themselves to their partner. Use “Turn to Your Partner” to discuss the following questions. If necessary, review the “Turn to Your Partner” procedure. Encourage the students to listen carefully when their partner is talking and to take turns talking and listening. They should be ready to tell the class something they learn about their partner. Ask:

Q What do you do to get ready for school in the morning?

After a few moments, signal to bring their attention back to you. Ask:

Q What is something your partner does to get ready for school in the morning?

Have two or three students share what their partner does to get ready for school.

4 FIND NEW PARTNERS AND TALK ABOUT WHAT THEY LIKE TO DO AFTER SCHOOL

Have the students return to the circle. Collect and redistribute the animal cards. Explain that they will use the cards to find new partners. Repeat the procedure described above for finding partners. Have the students introduce themselves to their new partner. Use “Turn to Your Partner” to discuss:

Q What do you like to do after school?



You may want to model with a partner taking turns talking about what you do to get ready for school in the morning.



Having the students share their partner's thinking, rather than their own, helps them be accountable for listening carefully.



Instead of redistributing the cards, you might have the students “shuffle” them by turning their cards face down and trading with four different students.

Class Meeting Lessons

Explain that the students should be ready to tell the class what they learn about their partner. After a few moments, signal to bring their attention back to you. Ask:

Q What is one thing your partner likes to do after school?

Have two or three students share what their partner likes to do after school. After each person shares, ask questions like these to stimulate a brief discussion:

Q What is one thing you want to ask [Carlos] about what he likes to do after school?

Q Who else likes to do what [Carlos] likes to do after school? Tell us about it.

5 FIND NEW PARTNERS AND TALK ABOUT WHAT THEY LIKE TO DO ON THE WEEKEND

Have the students return to the circle. Collect and redistribute the cards. Repeat the procedure described above for finding new partners. Have the students introduce themselves to their new partner. Use “Turn to Your Partner” to discuss:

Q What do you like to do on weekends?

After a few moments, signal to bring their attention back to you. Ask:

Q What is one thing your partner likes to do on weekends?

Have two or three students share one thing their partner likes to do on weekends. After each person shares, ask questions like these to stimulate a brief discussion:

Q What questions do you want to ask [Roger] about what he likes to do on weekends?



If necessary, model asking questions to give the students examples:

Q How many people are in your ballet class?

Q What is your favorite thing about going to a baseball game?



If the students are getting restless, you may want to do this part of the lesson at another time.

6 REFLECT ON THE ACTIVITY

Have the students return to the circle and collect the animal cards. Briefly discuss:

- Q What did you like about using the animal cards today?**
- Q How did you help make this activity a success?**
- Q Why is it important when we do activities like this to move around the room responsibly?**

Explain that the students will have more chances to practice moving around the room and getting to know their classmates. Adjourn the activity and have them return to their seats.

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After the Lesson

Save the animal cards to use whenever you wish to randomly pair students throughout the school year.