



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, Your Home

By: The Caring School Community

Your Home

Lesson Purpose

Students:

- Get to know one another
- Move responsibly around the room
- Take turns

Before the Lesson

In this lesson, you will pair students using the same animal cards as in the Teambuilder “Things You Do” (Week 3). Again you will need 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 find the 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 find a partner using the animal cards they used before. Partners will then talk and get to know each other.

Materials

- Class Meeting Animal Cards for random pairing (see Things You Do in Week 3)



BEGINNING-OF-YEAR LESSON



As in the prior lesson, if you have an odd number of students, take a card and act as a student's partner for the purpose of pairing. Once everyone is paired, have your partner join another pair to make a trio.

2 DISTRIBUTE CARDS AND FIND PARTNERS

Distribute one animal card to each student. Have each student hold the card in his lap so the animal side is up. Explain that students with matching animal 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.

Have another student in the circle hold up her card and repeat the pairing procedure. Continue until all the students are paired and sitting together.



You may want to model with a partner, taking turns to discuss the topic.

3 TALK IN PAIRS ABOUT A FAMILY MEMBER

Signal for the students' attention. Have them introduce themselves to their partner, tell each other about one person in their family with whom they like to spend time, and say why. 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 Which family member does your partner like to spend time with, and why?

Have two or three students share what they learned from their partner.

4

FIND NEW PARTNERS AND DESCRIBE THEIR BEDROOM

Have the students return to the circle. Collect and redistribute the animal cards. Explain that in a moment the students will hold up their cards so that everyone in the circle can see them and they will look around the circle to find the person with a matching card. Explain that when you say "Find your partner," they will walk over to their new partner and stand facing him. Remind the students that they should move in a safe and responsible way. Ask:

Q What is one thing you can do to move in a safe and responsible way?



If the students have trouble generating ideas, offer some suggestions such as those in "Students might say."

Class Meeting Lessons

Have two or three students share with the class. Remind them to use the prompts “I agree with _____ because...” and “I disagree with _____ because....” If necessary, write the prompts where everyone can see them.

Students might say:

“We shouldn’t bump into people.”

“I agree with [May Kwan], and I think we should walk slowly.”

“I agree, and we shouldn’t fool around.”

Have the students hold up their cards, and then you say “Find your partner.” When all the students have found their partner, have them sit in pairs.

Signal to get their attention. Have partners take turns introducing themselves and describing their bedroom to each other. Explain that they 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 you learned about your partner’s bedroom?

Have two or three students share what they learned with the group. After each person shares, ask questions like these to extend the conversation:

Q What questions do you have for [Raj] about his bedroom?

Q How is your bedroom similar to or different from [Balbir’s]?



You may want to do this part of the lesson at another time.

5 FIND NEW PARTNERS AND TALK ABOUT THEIR FAVORITE TOY

Have the students return to the circle. Collect and redistribute the animal cards. Explain that they will use their cards to find new partners. Repeat the procedure described above for finding partners.

Have partners take turns introducing themselves and describing their favorite toy to each other. Explain that they 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 your partner's favorite toy?

Have two or three students share with the class. After each person shares, ask questions like these to extend the conversation:

Q Who else likes the same toy as [Evie]? Tell us about it.

Q Who likes a toy that is completely different from [Evie's]? Tell us about it.

6 REFLECT ON THE ACTIVITY

Have the students return to the circle. Help them reflect on how they moved in a responsible way. Ask and briefly discuss:

Q What is one thing you want to remember when you walk around the room?

Q Why is it important for you to move around the room in a responsible way?

Explain that the students will have more chances to get to know their classmates. Have them return to their seats.