



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, Line-ups

By: The Caring School Community

Line-ups

Lesson Purpose

Students:

- Get to know one another
- Listen to one another
- Move responsibly around the room

The Lesson

1 INTRODUCE THE ACTIVITY

Explain that the students will participate in another Teambuilder today and remind them that getting to know one another will help them build a classroom community where everyone feels safe and comfortable. Review that they started to learn about one another when they did the “Inside-Outside Circle” activity. Ask:

Q What is something you learned in the “Inside-Outside Circle” about one of your classmates?

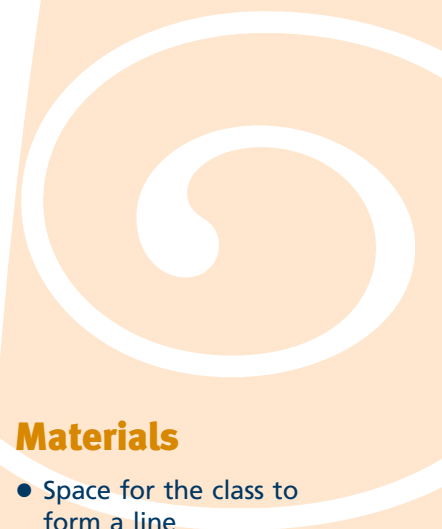
Have a few volunteers share what they remember. Explain that today the students will continue to get to know one another by talking to different partners. Explain that they will walk around the room again and that it is important to move in a safe and responsible way.

2 LINE UP BY MONTH OF BIRTH

Explain that the students will do an activity called “Line-up.” In “Line-up,” they answer a question to figure out where they belong in a line and then line up and talk to their neighbors. Today, they will begin by forming a line according to the month they were born. Students born in January will be at one end of the line, and students born in December will be at the other. Ask:

Materials

- Space for the class to form a line
- Your jotted notes from Inside-Outside Circle (see step 2, below)
- Scratch paper and pencil



BEGINNING-OF-YEAR LESSON



For Grades 2–3

You may want to provide more structure by having the students come to the line one month at a time.

Q What months will fall near the middle of our line?

If possible, ask a student born in January to stand at one end of the line, a student born in December to stand at the other end, and a student born in June or July to stand in the middle. These students might hold signs identifying the months they represent.

Explain that when you say “Line up” the students will walk to the line and figure out where they belong in it by talking to their classmates. Make sure the students understand that people born in the same month need not stand in any particular order in the line.

Ask and briefly discuss:

Q What do you want to keep in mind to make moving to the line go smoothly?

On a signal, have the students move to the line. Give them time to talk and find their place. When they are all in line, check by saying the name of each month and having the students born in that month raise their hands.

Remind them that at the end of “Inside-Outside Circle” they thought of some things they still want to know about their classmates. Explain that today they will find out some of those things.

Have the students turn to a neighbor, say their name, and discuss one of the questions from your jotted notes. (For example: “What do you like to do on weekends?”)

After a minute or two, signal for the students’ attention. Have them return to their desks and have one or two volunteers share what they learned about the classmate they talked to. Ask and very briefly discuss:

Q How did you do moving to the line?

Q How might you act differently to make the activity go more smoothly next time?

Class Meeting Lessons

3 LINE UP BY LENGTH OF NAME

Explain that the students will line up again, this time according to the number of letters in their first name. If necessary, have each student write his or her name and the number of letters in it on a sheet of scratch paper. On a signal from you, have the students move into the line.

Once the students have formed the line, have them pair with a person next to them, say their name, and discuss another question from your jotted notes.



For Grades 2–3

Give the students additional support in lining up if necessary. You may want to determine in advance which students have the longest and shortest names and have them stand at either end of the line.

4 SHARE WHAT THE STUDENTS LEARNED

Have the students return to their desks. Ask:

Q What is something surprising you learned about one of your classmates today?

Have several volunteers share with the group. As the students share, help them respond to one another by asking questions such as:

Q What questions do you want to ask [Christina] about [taking ballet]?

Q Who else likes to [do sports activities] on the weekend? Tell us about it.

Explain that the students will do more team-building activities to help them learn about one another.



You may want to do additional line-ups so the students have a chance to talk with more of their classmates. Other criteria for line-ups are day of the month on which they were born, number of people plus pets who live at home, and favorite color in rainbow order.



You may need to deliberately teach the students how to ask questions. If necessary, model the types of questions they might ask. For example:

Q How many people are in your ballet class?

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

The students' ability to ask each other questions will improve with practice and time.

5 REFLECT ON HOW THE STUDENTS WORKED TOGETHER

Ask and briefly discuss:

- Q** What did you do today that helped make this activity a success?
- Q** What might you do differently during future team-building activities to make them more successful?