



Relationship Skills

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.

Preparing for a Buddy Interview

By: The Caring School Community

Preparing for a Buddy Interview



Lesson Purpose

Students:

- Prepare for their second Buddies activity
- Listen to one another
- Ask clarifying questions

Materials

- *Cross-Age Buddies Activity Book*
- Chart paper labeled “Buddy Interview Questions”

Before the Lesson

Meet with your buddy teacher and plan the activity “Buddy Interview” (see p. 49 in the *Cross-Age Buddies Activity Book*). Schedule a time to do this class meeting prior to doing the activity.

The Lesson

1

GATHER FOR A CLASS MEETING AND INTRODUCE THE BUDDY INTERVIEW

Have the students gather for a class meeting with partners sitting together. Explain that in today’s class meeting the students will get ready for an activity they will do with their buddy later in the week. Ask and briefly discuss:

Q What will you do during today’s meeting to make sure that you know what to do during the Buddies activity later this week?

Students might say:

“I’ll need to listen carefully to what is said.”

“In addition to what [Dean] said, we can ask clarifying questions if we don’t understand what someone says.”

Explain that this week they will interview their buddies to get to know them better. Explain that they will ask their buddy some questions and answer questions their buddy will ask them.



Think, Pair, Share

2 BRAINSTORM INTERVIEW QUESTIONS

Use “Think, Pair, Share” to discuss the question that follows. Remind the students to ask clarifying questions, if necessary.

Q What questions would you like to ask your buddy to get to know him or her better?

As questions are suggested, check whether other students have similar questions. If several students agree, write the question on the chart labeled “Buddy Interview Questions.” As a class, choose eight to ten questions to ask during the activity.

Students might say:

“I want to ask my buddy what she likes to do for fun.”

“I want to ask my buddy if he has a dog.”

“My partner and I want to ask our buddies what they like to do on weekends.”

Explain that you will type and copy the list of questions so the students can have the questions with them when they meet their buddies.

3 DISCUSS POSSIBLE FOLLOW-UP QUESTIONS

Explain that in an interview the interviewer often asks a question and then asks follow-up questions to find out more. Use one of the questions on the “Buddy Interview Questions” chart as an example. (Select any nonspecific question, like “Do you have a pet?”) Read the question aloud and ask:

Q What might your buddy say when you ask this question?

Q If your buddy doesn’t say much, what other questions can you ask to find out more?

Class Meeting Lessons

Students might say:

"You can ask your buddy, 'What kind of pets do you have?'"

"How often do you walk your dog?"

"Would you like to have a pet? If so, what kind of pet would you like?"

Explain that it's the students' responsibility to get to know their buddies and that they will need to think of follow-up questions as they talk to their buddies.



During this discussion, encourage the students to listen to one another (not just to you) by avoiding repeating or paraphrasing their comments. If the students can't hear one of the class members, have them ask the person to speak up.

4 REFLECT ON WORKING WITH BUDDIES

Remind the students that since they've only met with their buddies once so far, their buddies may still be feeling shy. A buddy might not say very much or might not want to ask questions. First in pairs and then as a class, discuss:

Q What can you do to help your buddy feel more comfortable being interviewed?

Q Your buddy might have trouble asking you questions. How can you help your buddy get to know you when she is interviewing you?

Students might say:

"I can make my buddy more comfortable by talking to him a little before starting the interview."

"If my buddy can't answer a question, I can ask it in a different way in case the question was too hard."

"In addition to what [Pablo] said, I can ask my buddy, 'What do you want to ask me now?'"

Encourage the students to keep these suggestions in mind as they work with their buddies. Explain that the class will have a class meeting after the "Buddy Interview" activity to talk about how it went.

Turn to Your Partner



If the students have difficulty generating ideas, offer some suggestions like those in "Students might say."

5 REFLECT AND ADJOURN THE MEETING

Ask and briefly discuss:

Q Did you or your partner ask any clarifying questions today? If so, what were they? Did they help you understand the other person's thinking?

Adjourn the meeting and have the students return to their seats.

After the Lesson

Type and photocopy the list of questions on the “Buddy Interview Questions” chart for the students to use when they meet their buddies.

See “Buddy Interview” on page 49 of the *Cross-Age Buddies Activity Book* for a complete description of the Buddies activity. Plan to do the activity before the next class meeting, Buddy Interview Check-in.