



Optimistic Thinking

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.

Buddies Check-in

By: The Caring School Community

Buddies Check-in

ABOUT BUDDIES CHECK-INS

It is important to have the students reflect as a class after each Buddies activity. Plan to conduct this class meeting immediately after returning to your classroom from the first Buddies activity of the year, “A Drawing of My Buddy and Me” (see Week 6, Introducing

Lesson Purpose

Students:

- Reflect on their first Buddies activity
- Build on one another’s thinking

The Lesson

1 GATHER IN A CIRCLE AND INTRODUCE THE TOPIC

Have the students gather in a circle with partners sitting together. Explain that today the students will have an opportunity to reflect on their first Buddies activity. Mention that getting to know their older buddies and becoming friends with them will help them create a feeling of schoolwide community. Remind the students that they are acting on the values they have been discussing, such as helpfulness and caring, and are working to build a classroom and school community where everyone feels safe and included.

2 DISCUSS WHAT WENT WELL DURING THE BUDDIES ACTIVITY

Begin the discussion by sharing a few observations you made about ways buddies worked well together. Have the students reflect on the positive aspects of their first Buddies activity. First in pairs and then as a class, discuss:

A graphic element consisting of a stylized orange 'S' shape on the left, followed by the text 'Turn to Your Partner' in orange, and three orange arrowheads pointing to the right.

Turn to Your Partner

- Q What were some things that went well during the first meeting with our buddies?**
- Q In what ways were you [fair/helpful/caring] when you worked with your buddy?**
- Q How did your buddy respond to you when you were [fair/helpful/caring]?**
- Q How did you take responsibility for your own behavior?**

Ask follow-up questions like these to encourage the students to respond to one another:

- Q What did you notice that was different from what [Jake] described?**
- Q What can you add to what [Yun] said?**
- Q What are some things we all agree went well?**

Class Meeting Lessons

3 DISCUSS THE CHALLENGES OF WORKING WITH BUDDIES

Facilitate a discussion about problems students had working with buddies, and possible solutions, by asking:

Q What problems did you have working with your buddy?

Q How can you help the situation the next time you meet your buddy?

Ask follow-up questions like these to help the students build on one another's thinking:

Q What do you like about the solution [Philip] suggested?

Q What can you add to what [Graciella] said?

Q How would what [Tomoko] suggested help you work better with your buddy?

4 REFLECT AND ADJOURN THE MEETING

Use “Turn to Your Partner” to have the students tell each other one thing they liked about how they worked together during the class meeting and one thing they could do to improve the way they work together.

Explain that before the next Buddies activity, they will have a class meeting to talk about what they will be doing and how they can get ready to work with their older buddies.

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



It is recommended that buddy classes meet no less than once or twice a month. The preparation and Check-in Class Meetings for the next Buddies activity occur in Week 8. If you and your buddy teacher schedule the next Buddies activity before Week 8, skip ahead to those class meeting lessons.