



Decision Making

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-IN

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

Lesson Purpose

Students:

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

The Lesson

1 GATHER FOR A CLASS MEETING AND INTRODUCE THE TOPIC

Have the students gather for a class meeting with partners sitting together.

Explain that today the students will reflect on how the first Buddies activity went. Mention that getting to know and become friends with their [younger] buddies will help them create a feeling of community schoolwide. Remind the students that they are living by classroom norms, acting on values such as caring and respect, and working to build a classroom and school community where everyone feels safe and included.

2 DISCUSS WHAT WENT WELL

Begin the discussion by sharing a few of your observations about ways Buddies worked well together. Have the students reflect on the positive aspects of their first Buddies activity by discussing the questions that follow. Remind them to use the prompts they learned to build on other people's thinking during today's discussion. First in pairs and then as a class, discuss questions such as:



Turn to Your Partner

- Q What went well during the first meeting with our buddies?**
- Q In what ways were you helpful, caring, or respectful to your buddy?**
- Q How did your buddy respond to you when you were [helpful, caring, respectful]?**
- Q How did you take responsibility for your own behavior?**

Encourage the students to respond directly to one another by asking follow-up questions such as:

- 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 WHAT WAS CHALLENGING ABOUT WORKING WITH BUDDIES

Facilitate a discussion about problems the students had and possible solutions. Ask and briefly discuss:

- Q** What problems did you have working with your buddy?
- Q** What might you do to help the situation the next time you meet your buddy?
- Q** How would that help?

Help the students build on one another's thinking by asking follow-up questions such as:

- 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 be positive role models for your younger buddies?

4 REFLECT AND ADJOURN THE MEETING

Have partners 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 help their younger buddies.

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



We recommend that buddy classes meet every two or three weeks. The preparation and Check-in Class Meetings for the next Buddies activity occur in Week 8 of the class meeting schedule. If you and your buddy teacher decide to do the next Buddies activity before Week 8, skip ahead to those class meeting lessons.