**PEER INTERVIEWS**

**Purpose:** Students will practice communication skills, forge relationships and build a sense of community within their advocate group by interviewing their peers.

**Getting Ready**

**Materials**

D Advocate resource, *Questions to Guide Peer Interview Activity*

D Timer or watch with a second hand

**Time**

35 minutes

**Planning Notes**

./ Review *Questions to Guide Peer Interview Activity*. Choose six to eight questions to use with your group.

./ Rearrange the room to make space for students to form two concentric circles.

**The Activity**

# Directions

1. **(3 minutes) Introduction: a team with a purpose** Explain to students that their advocate group is a team with a purpose – to support each other to be successful in school and graduate, on time, with their peers. Discuss the following questions with the group:
	* What other teams have you been a part of?
	* What helped those teams to function well?
	* What can get in the way of being an effective team?

# (2 minutes) Set up

* + Count students off by 2s. Ask the 1s to form a tight circle with their backs to the center; have the 2s form a bigger circle around them, looking in, so that partners (1s and 2s) face each other.
	+ Have partners greet each other and introduce themselves.
	+ If there is an odd number, you can participate.
1. **(20 minutes) Peer interviews** Explain to students that they are going to get to know each other better by interviewing their partners. Remind them to listen carefully and be ready to share something they learned about their peers.
	* Read a question from the list of *Questions to Guide Peer Interview Activity.* Ask the 1s to share their answer with the 2s in 45 seconds.
	* Tell students to switch. This time 2s share their answers to the question.
	* Tell students in the outer circle to rotate clockwise.
	* Tell students to stop. When the outer circle stops moving, students across from each other are now partners. Repeat the process with a new question.

# Alternative:

If your group is too small to form two concentric circles (8-12 students), the activity can be conducted as a mix-pair-share:

* + Students silently walk around the room.
	+ Advocate calls “stop.”
	+ Students pair up with the person closest to them.
	+ Advocate asks one of the questions from the list and gives each partner

1 minute to share with the other (partner with the longest hair speaks first).

* + Repeat the process with students having to find a new partner each time until all have paired up at least once.

# Reflections (10 minutes)

Ask students the following questions, and take a few responses for each.

./ Share something new that you learned about a teammate.

./ How does knowing about each other help us become a team?

./ What skills did you need to use when interviewing each other?

./ How can we build on what we learned today so our sense of team continues to increase in our advocate group?

# Extension (10 minutes)

Utilize the remaining time in the period to check in with several students individually while engage in a journaling activity (e.g., What was the best team experience you ever had? What made it so special?).

**ADVOCATE RESOURCE QUESTIONS TO GUIDE PEER INTERVIEW ACTIVITY**

The following are sample questions for the “inside-outside” circles for team building. Review the questions below and choose six to eight that you think would be interesting and relevant to your group. Feel free to change these questions or substitute some of your own.

1. What is your favorite thing you did this summer, and why?
2. Why did you choose this small learning community?
3. What do you like to do with your free time?
4. What books have you read recently? What is something particularly interesting that you learned from one of them?
5. What movies have you seen recently? How do you feel about the level of violence depicted in movies today?
6. What is your favorite kind of music? What place do you think Rap music will have in history books one day?
7. What do you like to watch on TV? Is that a show you feel is appropriate for young children to watch? Why or why not?
8. Who are the members of your family? Who are you closest to? Why?
9. Are you the oldest, middle or youngest child in your family? How do you like that position in the family?
10. What do you look for in a friend? How easy or difficult is it to find those qualities?
11. What’s one thing you like about this school?
12. What’s one thing you’d change about this school?
13. For returning students: What’s one thing you would like to tell newcomers about going to this school?
14. For students new to the school: What’s one thing you would like to know about being a student in this school?
15. How do you usually act when you’re in a new group?