



1 INTERMEDIATE LESSON

Healthy Buddies Needed!

LESSON SNAPSHOT:

This lesson is an introduction to the Healthy Buddies program. Older and younger classes experience this lesson separately with their own classroom teachers. The visual presentation highlights concerns about children's health. Intermediate students are introduced to their role in tackling these health concerns by becoming healthy living learning buddies. They reflect on why children are effective at helping other children learn and consider the personality qualities that are most desirable in an older buddy; those which will help form positive buddy relationships. Students are also introduced to the program structure. They have their own lesson once a week and then meet their younger buddies 3 times a week, twice in the gym once in the classroom.

LEARNING EXPECTATIONS:

- Students list reasons why many children are unhealthy.
- Students explain the benefits of children teaching children.
- Students list three characteristics of a positive buddy relationship.

BACKGROUND INFORMATION:

Medical reports consistently state that there is an increasing trend towards unhealthy eating habits, unhealthy weight gain, and inactivity among today's youth. These unhealthy attitudes and behaviours in childhood correlate with an increased risk for future health problems. Early intervention focused on improving healthy living, and starting as early as in kindergarten, will help reduce the incidence of physical and mental health problems appearing later in life.

The use of buddy teaching makes this program unique. Older students have a key role in the delivery of content to the younger students. Buddy teaching

improves the older students' grasp of concepts. Buddy teaching, as a model of content delivery, encourages social responsibility and increases a sense of community, caring, and familiarity amongst the entire school population.

The program is an excellent opportunity to work collegially. As teachers bring their classes together for Healthy Buddies lessons and fitness loop sessions, they are also modeling the importance of working together.

TEACHING TIPS:

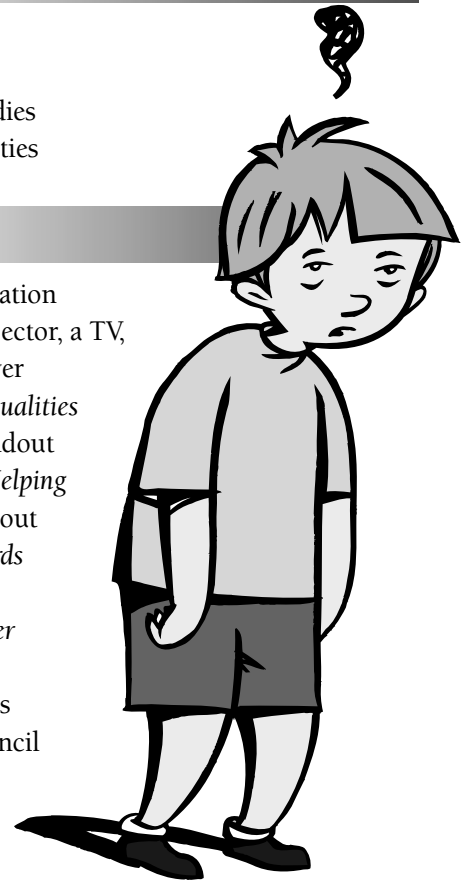
- Suggested lesson length is one hour.
- Preview the Visual Presentation and select "Stop and Talk" points if desired.
- Photocopy and prepare handouts.

VOCABULARY:

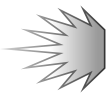
- Healthy living
- Screen time
- Learning buddies
- Personal qualities

MATERIALS:

- Visual Presentation
- Overhead projector, a TV, and DVD player
- 1.1 *Personal Qualities* overhead/ handout
- 1.2 *Children Helping Children* handout
- 1.3a, b *Postcards* handout
- 1.4 *Home Letter* handout
- Pens or pencils
- Markers or pencil crayons



LESSON DEVELOPMENT:



Sparkling Interest

- Write on the board,
“This lesson is about you and is more important than math, language arts, or any other subject.”
- Have students turn to a partner and share one prediction about the lesson.

Learning Activities

Part 1

- Show the visual presentation, incorporating a “Stop and Talk” or other partner discussion strategy. This allows all the students an opportunity to respond to the images.
- “Stop and Talk” suggestion:
 - Stop at the illustration of one student leading the other away from an unhealthy lifestyle.
 - Talk about the many people in our lives who teach us.
 - Examples: sport coaches, grandparents, teachers, parents, older brothers and sisters.
- After the visual presentation, read or say the following:
“Doctors at British Columbia’s Children’s Hospital are concerned about children’s health. They believe that children understand each other very well and have a great deal in common. BC Children’s Hospital doctors believe that children helping other children is a very powerful way of teaching and learning and can help children to become healthier.”
- Invite examples of experiences when children have been helped or taught by other children.
- Ask what made these experiences positive.

Part 2

- Ask the students to imagine, for a moment, how they would feel if a class of high school students were invited to the elementary school to be healthy buddies for them, the intermediate students.
- Show 1.1 *Personal Qualities* overhead / handout. Ask students to choose (in their minds) the top 3 qualities they would hope for a high school buddy.
- Turn and share with a partner.
- Tell the students that in this program they will



assume the role as older buddies for the younger students.

- Ask the students to imagine what qualities their younger buddies might be hoping for in them. Are they the same or different than the ones they chose in anticipation of a high school student helping teach them?
- Discuss which of the qualities they think would be most important to develop within themselves in becoming effective learning buddies.

Part 3

- To review the visual presentation content, students complete 1.2 *Children Helping Children* handout.
- Ask a few students to share their responses from 1.2 *Children Helping Children* handout.

Part 4

- Hand out 1.3 *Postcards* handout.
- Write the following postcard message ideas on the board:
 - We’re coming soon!
 - We’ll help you be healthy!
 - Children helping children!
- Students copy a message, or create a similar message, on the back of the card, then colour the words and art on the front of the postcard.

Summary & Closure

- Students share what they are excited about, in anticipation of helping younger students become healthier.
- Deliver the postcards to buddy class.
- Send home the letter (1.4) introducing the program.

ASSESSMENT:

- 1.2 *Children Helping Children* handout.

Note: This folder content strongly supports the aspect of Social Responsibility known as Exercising Democratic Rights in which students feel they can make a difference in the world and see ways they can help. Older buddies are empowered to see the importance of their role in helping children become healthier.



1 YOUNGER BUDDY LESSON

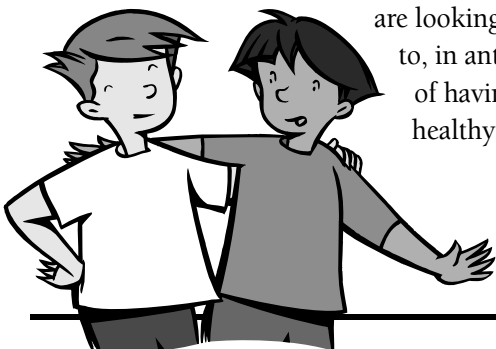
Healthy Buddies Needed!

LESSON SNAPSHOT:

This lesson is an introduction to the Healthy Buddies program. Older and younger classes experience this lesson separately with their own classroom teachers. The visual presentations highlight concerns about children’s health and introduce the idea of children helping children, as they learn about healthy living. Students are also introduced to the buddy structure: meeting 3 times a week with their healthy buddies, twice in the gym and once in the classroom.

LEARNING EXPECTATIONS:

- Students communicate reasons why many children are unhealthy.
- Students state who will help them be healthier.
 - Students share what they are looking forward to, in anticipation of having an older healthy buddy.



ENRICHMENT/EXTENSION:

- On the backside of 1.2, students create a drawing of someone showing one of these qualities. For example, a drawing of someone holding the door open shows they are considerate.
- Students choose a personal quality and create a role play of what it would look like in action.

MODIFICATION/ADAPTATION:

- Break this lesson into two short lessons; one focusing on the visual presentation with class discussion, and a second session centered on 1.2 and the students’ responses.

BACKGROUND INFORMATION:

Medical reports consistently state that there is an increasing trend towards unhealthy eating habits, unhealthy weight gain, and inactivity among today’s youth. These unhealthy attitudes and behaviours in childhood correlate with an increased risk for future health problems. Early intervention focused on improving healthy living, and starting as early as in kindergarten, will help reduce the incidence of physical and mental health problems appearing later in life.

The use of buddy teaching makes this program unique. Older students have a key role in the delivery of content to the younger students. Buddy teaching, as a model of content delivery, encourages social responsibility and increases a sense of community, caring, and familiarity amongst the entire school population.

The program is an excellent opportunity to work collegially. As teachers bring their classes together for Healthy Buddies lessons and fitness loop sessions, they are also modeling the benefits of working together.

TEACHING TIPS:

- This lesson requires a TV and a DVD player.
- Suggested lesson length is 20 – 30 minutes.
- Preview the visual presentation.

VOCABULARY:

- Healthy living
- Screen time
- Learning buddies

MATERIALS:

- Visual Presentation
- TV and DVD player
- 1.1 *Personal Qualities* overhead/ handout
- 1.4 *Home Letter* handout

LESSON DEVELOPMENT:



Sparkling Interest

- Draw a picture of two smiling children on the board with the words “Who are these children?” above the drawing.
- Ask for explanations about the possible relationship between the children. For example are they sisters, cousins, friends, classmates, or neighbours?

Learning Activities:

Part 1

- Say that children often work together or help each other as friends, relatives, or as classmates.
- Say that the video is about children working together.
- Show the visual presentation.
- Confirm and extend the presentation content by having students answer the following questions (whole class or partner activity):
 - Why are children not so healthy these days? (*too much screen time, unhealthy snacks and inactivity*)
 - Who can help children be healthier? (*other children can help*)
 - How can they help? (*by teaching us*)
 - Can you remember a time when you were helped by an older student? (*responses will vary*)

Part 2

- Explain the following:
 1. An older class will be the healthy buddy class.

“Among the most effective programmes are those that promote mental health, healthy eating and physical activity. In some studies, peer-delivered health promotion was found to be effective, compared with teacher-led interventions, and this approach was highly valued by the young people involved. Programmes should be sustained, multifactorial, whole school approaches.”

Health Evidence Network Synthesis Report, Stewart-Brown S.
World Health Organization, 2006

2. The classes will meet a few times each week in the gym and in the classroom to learn about healthy living.
 3. Each student will work with one or two older buddies.
- Ask students how they should welcome their older buddies.
- Possible answers:
- *smile*
 - *say hello*
 - *offer them a place to sit*
 - *tell them your name*
 - *ask their name*
 - *say “thank you for coming”*
- Students draw a picture of themselves doing something with an older friend, buddy, or sibling.

Summary & Closure

- Refer back to the drawing on the board. Students imagine that they are one of these people, with an older buddy. Ask students to explain how they feel about having an older healthy buddy.
- Possible answers:
- *excited*
 - *nervous*
 - *it’ll be fun*
- Send home the letter (1.4) introducing the program.



2 INTERMEDIATE LESSON

“BEE-ING” A BETTER LEARNING BUDDY

LESSON SNAPSHOT:

Intermediate students prepare for their leadership role as learning partners for the younger students. They identify various interactions (the “looks like” and “sounds like”) of productive, effective learning situations between children. A reflection strategy helps students be mindful of their interactions during budding.

LEARNING EXPECTATIONS:

- Students identify six categories of effective learning buddy interactions.
- Students articulate a descriptor in each of the six categories.

BACKGROUND INFORMATION:

The delivery of the Healthy Buddies program is based on buddy interactions. This structure was identified by the program developers as a powerful method with which to enhance learning and engage student interest. The original Healthy Buddies study demonstrates that the buddying model, combined with a focus on childrens’ health, positively affects student learning.



In a 2003 meta-analysis of 56 studies, the author concludes that, “When children of all ability levels teach others across a variety of contexts it benefits them academically.” (Laurel D. Puchner, *Children Teaching Children: What Happens When Children Teach Others In the Classroom?*)

A report released in 2005 by the Canadian Institute for Health Information titled *Improving the Health of Young Canadians* states that “strong peer connectedness is linked to higher self-worth and very good or excellent health.”

A report completed in 2006 by Sarah Stewart-Brown for the European Office of the World Health Organization states that “in some studies, peer-delivered health promotion was found to be effective, compared with teacher-led interventions, and this approach was highly valued by the young people involved.”

This lesson creates a foundation for a year of positive buddy relationships using the following six categories, or classifications, of interactions: *Inspiration, Body Language, Behaviour, Communication, Helping Your Buddy Learn and Taking Care of Yourself*. Many “looks like” and “sounds like” descriptors are listed in each category. These may be used as criteria for students to self assess their buddying interactions throughout the year. Reflecting (thinking back on an experience) is a powerful tool for improving learning. *Buddy Reflections* and various self assessment rubrics used throughout the program also provide students with opportunities to self assess and improve their buddy teaching effectiveness.

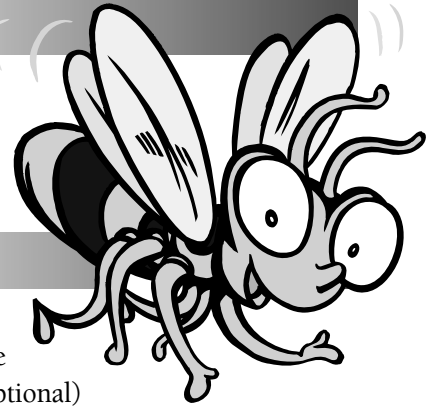
Student participation in authentic and meaningful buddy interactions strongly supports two aspects of Social Responsibility in the school environment: Contributing to the Classroom and Community and Solving Problems in Peaceful Ways. The “looks like” and “sounds like” descriptors of positive buddy interactions, included in the Healthy Buddies program, reflect the student behavioural expectations listed in the BC Performance Standards: Social Responsibility Quick Scales.

TEACHING TIPS:

- Thoughtful consideration and time should be taken when buddying students from older and younger classes; this will help ensure positive experiences in the future. It may be necessary to group two older buddies and one younger buddy in cases where older classes are larger. The buddy planning process should be completed by both buddy teachers.
- Buddy groups (pairs or triads) may be changed once or twice during the year to provide a break from challenging buddy situations and an opportunity for change.
- Throughout the program, there will be occasions when buddies are absent. In this situation, other buddy groups will welcome a child into their group temporarily for the activity of the day.
- This lesson must be used to establish the foundation for a year of positive buddy interactions.
- The handout package for this lesson is lengthy and should be photocopied/collated in advance.
- Cut cue cards.
- Enlarge the 2.3b *Being a Better Learning Buddy* poster to 11x17 and display as a student reference.
- 2.1 *Buzz; Better Buddying* overhead may be enlarged on the photocopier to create a large poster for display in the younger buddy classroom with the bee poster.
- 2.2 *Buddy Reflections* handout should be kept in students' Healthy Buddies duotangs. The reflection stems, listed on the hand out, prompt students to think about either the lesson content or about their buddy interactions. These stems can be completed in class or assigned for homework. Students refer back to these pages throughout the next 20 weeks.
- This lesson is an ideal opportunity to apply a cooperative learning strategy. The Modified Jigsaw activity is described within the Lesson Development.
- Teachers may spend more time reinforcing or extending this lesson to increase intermediate student readiness for their leadership role.

VOCABULARY:

- Reflection
- Inspiration
- Interactions



MATERIALS:

- Toy Bee
- Beekeepers costume or bee antennae (optional)
- 2.1 *Buzz; Better Buddying* overhead and poster
- 2.2 *Buddy Reflections* handout
- 2.3a *Being a Better Learning Buddy* handout
- 2.3b *Being a Better Learning Buddy* poster
- 2.4 *Being a Better Learning Buddy* cue cards
- 2.5a *Better Learning Buddy Interactions Cloze and Match* handout
- 2.5b *Better Learning Buddy Interactions Cloze and Match* answer key
- 2.6 *Positive Buddy Interactions and Buddy Reflections at a Glance*
- 2.7 *We Are Healthy Buddies!* colouring page
- 2.8 *Photo of Buzzing Bee Poster* overhead
- Student duo tangs
- Overhead projector

LESSON DEVELOPMENT:



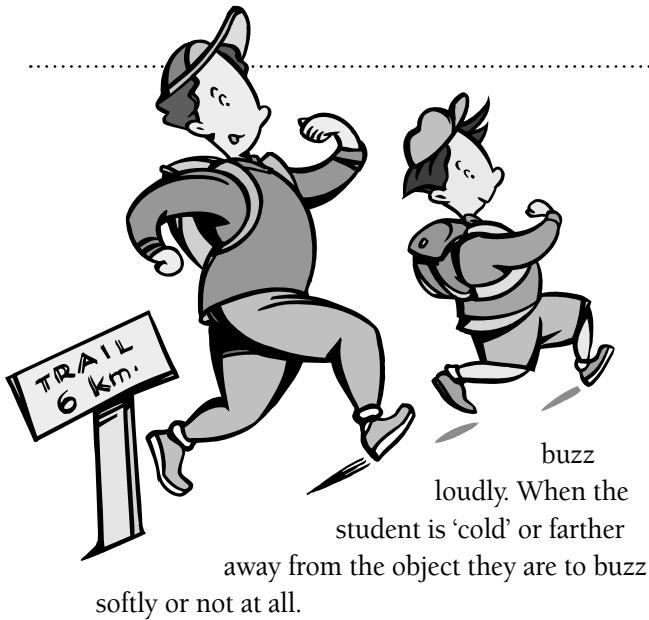
Sparking Interest

Warm-up activity: Game of 'Buzz'
(5 minutes)

- Teacher or student volunteer may dress in bee costume or wear antennae.
- Have one volunteer student leave the room.
- Show the remaining students a small object (a small toy bee would be ideal) and explain that their mission is to work together as a team to help their classmate locate the bee. When the student is 'hot' or walks close to the hiding place, they are to

"Strong peer connectedness is linked to higher self-worth and very good or excellent health."

Improving the Health of Young Canadians, 2005
Canadian Institute for Health Information Report



- Have volunteer student return to the room and proceed with the game. If time allows, have a few students take turns searching for the bee.
- Remind the students that they will be practicing strategies that appeal to younger children and that this kind of warm-up activity helps cue their attention.

Learning Activities

Part 1

- As an introduction to the lesson, have a student read aloud the overhead 2.1 *Buzz; Better Buddy Interactions*. Explain that today's class will help them learn how to be a better learning buddy! "Being a better learning buddy contains a lot of Bs and a lot of bees make a buzz!"
- The "buzz" is also the energy created in a classroom where all the students are focused on a task.

Part 2

- Using 2.4 *Being a Better Learning Buddy* cue cards, pick one of the following suggestions:
 - A. Pair and Share**
 - Hand out one to two cue cards from the same category to each student.
 - Students meet with another intermediate student and practice repeating the phrase on their cue card.
 - In turn, each presents his/her phrase to the class.
 - B. Modified Jigsaw**
 - Hand out cue cards to students.
 - Students search for all the members in their

- group (Inspiration, Body Language, Behaviour, Communication, Helping Your Buddy Learn, Taking Care of Yourself).
- Students read their cue cards out loud to their group.
- The groups present to the whole class.
- Each student may read their cue card or one student may be the "presenter", reading the cue cards for the rest of the group.
- Discuss these descriptors of *Being a Better Learning Buddy* as time allows.
- Collect the cue cards.

Part 3

- Hand out both 2.2 *Buddy Reflections* and 2.3 *Being a Better Learning Buddy* for students to put into their Healthy Buddy duotangs.
- Read over the statements in the *Buddy Reflections* handout.
- Explain that they, as older buddies, will complete one of the reflections after every buddy class. They may also complete the statements for homework.

Summary & Closure:

Recall Activity:

- Students recall the six categories of effective learning buddy interactions. Call on the first student who, after he/she has answered, will then call on another student, and so on.
- Ask students to list one example, from each of the six categories.
- Have students complete 2.5a *Better Learning Buddy Interactions Cloze and Match*.

LEARNING BUDDY PREPARATIONS:

- The buddy pairs or triads should be arranged ahead of time in preparation for the buddy lesson. Students should be told the names of their partner(s).
- Explain that intermediate students will help younger buddies with two small art projects during their first visit together.
- Students will discuss with their younger buddy qualities of a positive learning buddy.
- Students may use the 1.1a *Personal Qualities* to help their younger buddy consider qualities they most value.

- Students will create posters by helping their younger buddy record a positive buddy descriptor on a strip of yellow construction paper, to glue on a poster of a bee (prepared by teachers or students ahead of time).
- Show students the *Example of Buzzing Bee Poster* overhead.
- Explain that after they complete this activity, they will complete a colouring page introducing their new buddy partnerships.
- Remind students that the purpose of the name card activity is more about working together with their younger buddy and having their buddy feel proud and included, than it is about them creating a perfectly coloured poster.
- Explain that this is their first opportunity to work with their younger buddy, and emphasize the value of first impressions.

Interactions and Reflections for this folder:

- Prior to each buddy lesson, one or two intermediate students go ahead to meet the buddy class and read the cue card for this folder (identified with the bee graphic and folder number) from 2.4 *Being a Better Learning Buddy* cue cards. This emphasizes a buddy/social skill focus for the younger students.
- The intermediate teacher reads the same information to the older buddies from 2.6 *Positive Buddy Interactions and Buddy Reflections at a Glance*. Older buddies should think about the following and perhaps try and model vigorous movement on the playground prior to their first buddy lesson.



- Additionally, the intermediate teacher reminds older buddies that they will return to class after their buddy lesson and complete a reflection in their duotang. This first reflection stem is intended to encourage older buddies to make a meaningful connection with their younger buddy.

Positive Buddy Interaction: Inspiration

Is your buddy encouraged by your vigorous movement on the playground?

Reflection

Today I learned that my buddy enjoys being active after school in this way...

ASSESSMENT:

- 2.5a *Better Learning Buddy Interactions Cloze and Match*.
- Collect 2.2 *Buddy Reflections* completed for homework following the first buddy lesson.

ENRICHMENT/EXTENSION:

- Students role play interactions from the *Being a Better Learning Buddy* cue card strips.
- Compare the 6 categories of *Learning Buddy* descriptors to the appropriate, grade-level BC Performance Standards. Create a “kid-friendly” Social Responsibility rubric using the examples developed by other schools on the Network of Performance Based Schools website: <http://www.npbs.ca/Student-Family-Samples.htm>

MODIFICATION/ADAPTATION:

- Sensitivity to cultural customs may necessitate modifying 2.3/2.4.
- Group students who speak English as a second language with more proficient readers.
- Reduce the number of descriptors within each of the six categories of *Better Learning Buddy Interactions*.



2 YOUNGER BUDDY LESSON

Meeting Your Buddy

LESSON SNAPSHOT:

Buddies meet each other for the first time to talk about personal attributes or qualities desirable in a learning buddy. Together the students create a *Buzzing Bee* poster covered in the personal qualities valued by the younger buddies. Students then colour a poster that introduces them as Healthy Buddies.

LEARNING EXPECTATIONS:

- Younger students articulate the personal qualities they value in an older buddy.
- Younger buddies explain why the qualities are important to them.

BACKGROUND INFORMATION:

The delivery of the Healthy Buddies program is based on buddy interactions. The program developers identified this structure as a powerful method with which to enhance learning and engage student's interest. The original Healthy Buddies study demonstrated that the buddying model, combined with a focus on children's health, positively affected student learning and reported behaviours related to healthy living. These results are consistent with recent studies:

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TEACHING TIPS:

- It would be helpful for teachers of younger buddies to review 2.3 *Being a Better Learning Buddy* to be aware of the six categories of interactions that are reinforced throughout the program. Prior to each buddy lesson, an older student will meet the class and read aloud one of the buddy interaction suggestions. This will help your students to be mindful of the behavioral expectations with the older buddy.
- Thoughtful consideration and time should be taken when grouping older and younger students. If the older class is larger, group two older buddies with one younger buddy. Time spent carefully considering student dynamics will help foster positive experiences in the future.
- The buddy planning process should be completed by both teachers.
- Buddy groups (pairs or triads) may be changed during the year to provide a break from challenging buddy situations and, simply, as an opportunity for change.
- There will be occasions when buddies are absent. In this situation other buddy groups will welcome a child into their group for that lesson.
- The activities during this lesson are very simple, allowing teachers the time to encourage positive interactions.
- As desired interactions between the students are observed, mention these behaviours to the whole class. This reinforces the positive buddy interactions for all students!
- Remind older students that the purpose of the colouring page activity is more about working together with their younger buddy and having their buddy feel proud and included, than it is about them creating a beautiful, perfect colouring sheet.
- As older buddies are lined up waiting to join younger buddies for the first time, remind them to face their buddy and give a friendly greeting.

VOCABULARY:

- Words listed on 1.2 *Personal Qualities* handout

MATERIALS:

- Yellow construction strips
- Black felt markers
- The shape of a bee's body cut out of large black mural paper
- Markers, pencil crayons, or crayons.
- Pencils
- 1.2 *Personal Qualities* overhead and handouts, from Folder 1
- 2.1 *Buzz; Better Buddying* poster
- 2.7 *We Are Healthy Buddies!* colouring page (enough photocopied for each younger student)
- 2.8 *Photo of Buzzing Bee Poster* overhead

LESSON DEVELOPMENT:



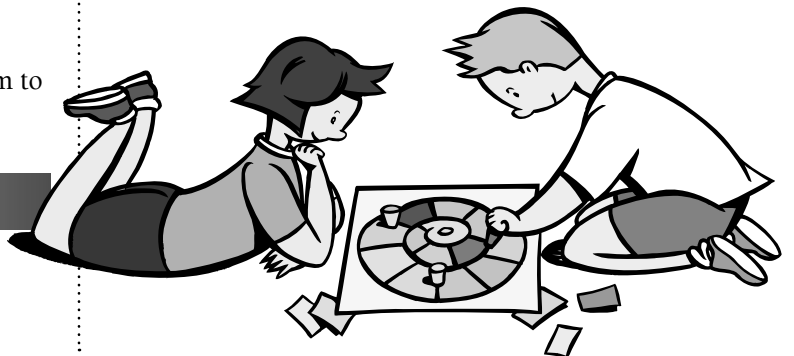
Sparkling Interest

- Welcome the two classes to the beginning of the Healthy Buddies program.
- Younger students arrive wearing name tags, the older buddies locate their primary buddy and introduce themselves.
- Alternatively, both teachers should have their buddy lists with them, calling out and introducing the students to one another.
- Buddies sit with each other as the teacher or older buddy presents 2.1 *Buzz; Better Buddying* poster and 2.8 *Photo of Buzzing Bee Poster* overhead.

Learning Activities

Part 1

- A teacher, or intermediate student, briefly models the activity by choosing (from the overhead) a quality they would value in a buddy, printing it on a yellow construction paper strip.



- Teacher or intermediate student says aloud: “I really hope my buddy is....”
- Sitting in buddy pairs or triads, older buddies read aloud from the list of personal qualities, stopping to explain what a quality might “look like”. For example, “If your buddy is *supportive*, she/he might encourage you when you are trying a new activity”.
- Once a quality is selected, the older buddy records it, along with the younger buddy’s name, using a black marker on a yellow strip of construction paper.
- Collect the strips to create a large bee poster (see photograph). Teachers could ask for help from an intermediate student to assemble the poster. Display it with the 2.1 Buzz; *Better Buddying* poster.
- Remind intermediate students to ask the question from their *Buddy Reflections* (they will return to class and complete this reflection in their duotang). This question is intended to help older buddies make a meaningful connection with their younger buddy.
“What do you like to do that is active after school?”
- Older buddies may give their own answers to encourage their younger buddies to share.

Part 2

- Hand out 2.7 *We Are Healthy Buddies!* colouring page.
- Students discuss how to colour the figures that best represent themselves and their buddy.
- Older buddies prompt discussions about colouring techniques (shading, blending, etc...) and choice of colours (cool, warm, bright, etc...).
- During this activity, the older buddies converse with, and get to know, their younger buddies.



Summary & Closure

- Students go on a Gallery Walk around the room to look at the different colouring sheets.
- Ask how the buddy groups decided on which colours and techniques to use:
 - Did they compromise and choose colours that they both liked?
 - Were they able to take turns?
- Model how to show appreciation of their buddy when departing. Students should smile and wave goodbye and say something positive:
 - *I enjoyed being with you today.*
 - *I noticed you worked hard on your colouring.*
 - *I’ll see you next week!*

ASSESSMENT:

- Debrief the session with younger students using the suggested prompts:
 - Which word, or quality, did you choose and why?
 - Being helpful is an important quality.
 - If you were the older buddy, how could you be helpful to a younger student?
 - Why is it *important* for the older buddy to be helpful?

ENRICHMENT/EXTENSION:

- The two classes meet again for a buddy reading session. Prior to the session, older buddies look at the *Being a Better Learning Buddy* handout and choose a few examples of positive interactions to practice.
- Primary teachers may choose to create Healthy Buddies portfolios to collect student work.

MODIFICATION/ADAPTATION:

- Highlight some of the personality qualities on the 1.2 overhead (for example: fair, kind, safe).