



## PEER PAIRING

**Part 1:** In this activity, you will think about the peers in your classroom who show an interest and enthusiasm for learning, would be strong models, or are willing to help others.

**Directions:** Think of the children in your class who demonstrate the characteristics of supportive peers. If they are experienced in activities or skills, would they be good at modeling for their peers? Are they caring and appear to enjoy helping their peers? Children who seem enthusiastic about certain activities or skills, or learning in general, might encourage their peers to participate at a higher level.

Child's name	Why?



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**Part 2:** In this activity, you'll think about choosing which peers to pair with one another, based on their strengths and needs.

**Directions:** Think of three children in your class who need more support to participate at a higher level (from encouragement, a model, or a helper). Write each child's name and what the child needs in the center of each bubble map. From the list you made in Part 1 of this activity, select two or three of the most appropriate peers to support that child and write down why you chose them.

**CHILD #1:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PEER:  
\_\_\_\_\_

WHY:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PEER:  
\_\_\_\_\_

WHY:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PEER:  
\_\_\_\_\_

WHY:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



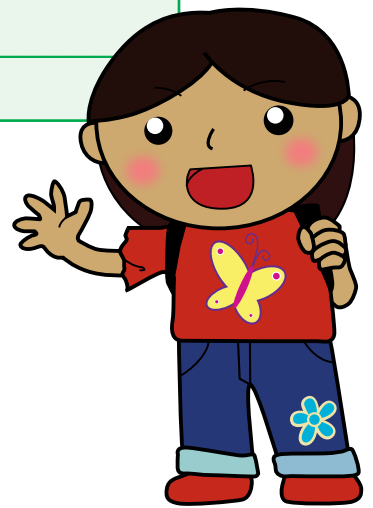
**CHILD #2:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



PEER:  
\_\_\_\_\_  
WHY:  
\_\_\_\_\_  
\_\_\_\_\_

PEER:  
\_\_\_\_\_  
WHY:  
\_\_\_\_\_  
\_\_\_\_\_

PEER:  
\_\_\_\_\_  
WHY:  
\_\_\_\_\_  
\_\_\_\_\_



CHILD #3:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



PEER:  
\_\_\_\_\_  
WHY:  
\_\_\_\_\_  
\_\_\_\_\_

PEER:  
\_\_\_\_\_  
WHY:  
\_\_\_\_\_  
\_\_\_\_\_

PEER:  
\_\_\_\_\_  
WHY:  
\_\_\_\_\_  
\_\_\_\_\_

