



BUDDY INTERVIEWS

One on one conversations that boost connection

OBJECTIVES

- Students will deepen their relationship with a peer.
- Students will discover commonalities and connections with each other.



MATERIALS

- [Buddy Interview Handout](#)

TIME

- 30 min
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LESSON INTRO

When working in a group, it can take some time to connect with every member of the team. Learning new and interesting things about each other is one way we can connect with peers deeper than surface-level or make a new friend that we did not think to connect with before. In this activity, students take time to connect with one another on a deeper level and have fun together.

LESSON STEP BY STEP

1. Randomly divide students into groups of 2-3.
2. Say: “We are going to take this time to interview each other and learn something new about your partner! You can ask them up to 4 of these questions. Listen to their answers and write notes about what they say, because we are going to take some time to share out after our interviews are over.”
3. Review the traits of a good interviewer (See Facilitation Tips) and point out examples of follow up prompts students might want to use (See Buddy Interview Handout).
4. Students should choose 4 questions for their interview from their Handout, a mix of silly and meaningful. You can write the interview questions on the board for students to reference during their interview or have them circle their chosen questions down on their own handout. Possible questions include:
 - What is your favorite holiday tradition?
 - What is a passion or curiosity you have?
 - If you could talk to animals for one day, what 3 questions would you ask?
 - What is a talent or skill you have or admire?
 - What motivates you?
 - You have to sing karaoke- what song are you singing?
 - What is a hobby or habit you want to use or develop more?



5. Interviewees should answer 2 or more questions and can decline to answer any of the questions, so be prepared with at least 4.
6. Give students ~15 minutes to interview one another, switching interviewer and interviewee half-way through. Students should take notes about their interview on their worksheet.
7. Once both interviews are finished, come back together as one big group to share out and discuss.

VARIATIONS

1. Present the same 4 questions for everyone to use and graph the data when you've finished your interviews. Discuss the similarities, differences, and opportunities within the group.
2. Conduct this activity over the course of 2 days: 1 day for interviewing and 1 for sharing/graphing results.
3. Start with pairs of 2, then have pairs team up with each other to make a group of 4. Share the results of the interview among the group of 4 to discover any commonalities within the small group.
4. Have students choose someone in their life they would like to get to know better or strengthen their relationship with. As a homework assignment, students can interview their chosen individual.

FACILITATOR TIPS AND NOTES

1. Setting expectations for your interviews can help create consistency and intentionality. Examples include:
 - Thank each other for sharing when the interview is over.
 - Practice active listening and use follow up prompts to get more information.
 - Confirm you understand by repeating information back to one another (questions or answers).
 - Focus on your interview pairing during the given time- we will have time to share outward later.

REFLECTION & WRAP UP

1. Give time for groups to share out. Ask: "Can you tell me one thing that surprised you, or something that helped you get to know your partner better?"
2. Ask: "How did it feel to share information about your life? Did you recognize anything new about yourself from answering the questions?"

NOTES

- **Source:** Adapted from [NYC Outward Bound Schools' "Interview a Crew Member"](#)
- **Educational Standards:** CASEL: Self Awareness, CASEL: Social Awareness, P21: Communication and Collaboration, P21: Social and Cross-Cultural Skills, CCRS:SL1 Have Diverse Conversations, CCRS:SL3 Evaluate Perspective and Evidence