

MIA BULJAN: This is seventeen here?

STUDENT: Yeah.

MIA BULJAN: You sure?

STUDENT: Yeah.

MIA BULJAN: You don't sound sure.

STUDENT: 1, 2, 3...

MIA BULJAN: Is this independent? Who could you ask instead of me?

STUDENT: 1, 2, 3, 4, 5, 6, 7...

MIA BULJAN: Who can help you? Are you having a problem with someone in your group? So you're going to have to find somebody that you trust outside of your group. Natalia, come here. It's okay. You're learning. So, who do you trust that you could talk to about a problem? Not in your group; someone outside your group. Go look at the groups and come back with a name.

STUDENT: Seventeen.

MIA BULJAN: You sure?

STUDENT: Yeah.

MIA BULJAN: Okay. So how many parachuted out?

STUDENT: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

MIA BULJAN: I have to say, Rahahn, I found it very helpful the way that you kept the ones that parachuted out over here and the ones that were in the helicopter here. So how many are left on the helicopter?

STUDENT: 1, 2, 3, 4, 5.

MIA BULJAN: I'm convinced. That was really helpful for me.

MIA BULJAN: Lastly, what I want you to do is leave everything where it is. Leave everything where it is and come to the carpet. I want you to think about these three things -- look up here -- sharing, doing math, and being independent. I want you to think about what just happened.

STUDENT: Everything.

MIA BULJAN: I know, right? So turn and face, turn and face. So, there's four. Four is my very best, three is I did good, two is I can do better, and one is I had a major problem. I want you to close your

eyes. Close your eyes and think about sharing. Close your eyes and show me on your fingers. Cial, close your eyes. Show me on your fingers for sharing. Were you a 4, 3, 2, or 1?

STUDENT: Three.

MIA BULJAN: I don't want to hear it. Close your eyes and show me on your fingers. Were you a 4, 3, 2, or 1?

MIA BULJAN: I think they're too loud but I needed to know, like, does it bother them, like, do they register that they're too loud. And most of them did not. Most of them were like, "We nailed it. Nailed it." You know what I mean? They were like, "Our class did great." I'm like, "Fine." Like, I can't even argue about it anymore because I'm so exhausted from, like, they're just a chatty group and they're very loud.

MIA BULJAN: Thank you for your honesty. Open your eyes. Boys and girls, I want you to think now about how you did your math. How did you do your math? Did you do your very best, did you do good, could you do better, or did you have some major problems with the math? Close your eyes. Close your eyes and show me on your fingers. 4, 3, 2, or 1? Mm-hm. Mm. So it's a rough one for you, Diva. Okay, eyes open, put your hands down. The last one is called being independent. Think back to what just happened and all the things that we do here. Were you asking people in your group, did you get started right away and work the whole time, were you patient with each other? Close your eyes and show me 4, 3, 2, or 1 for being independent. What do you think Natalia? Natalia, didn't you go to another group to get help? So what are you going to give yourself?

STUDENT: Um, a two.

MIA BULJAN: Two is I could do better, three is I did good, four is I did my very best, one is I had a major problem being independent. Oh good! Okay, good. Okay, boys and girls, eyes up here now. So I know how you think you did. I want to know how you think your class did. So just listen. Listen to the question. Were you able to do your work? Were your classmates quiet enough for you, were they polite enough, did they share with you, did they help you make sense and do math, were they independent enough that they weren't bothering you? Think about the whole class and what just happened. I want you to put your hand up. Four, it was great for me. Three, I was able to work with it. Two, I need some people to change. Or one, I had some serious problem with what just happened. Which one are you? Which one are you, Kalaya? Good. Uh-huh.

STUDENT: Three.

MIA BULJAN: Uh-huh. Look at the people you worked with. Look at their fingers. Find your group and look at their fingers. Sayana and Natalia, why don't you guys talk?

MIA BULJAN: I saw some ones and twos and I wanted to deal with it. We're at the beginning of that sort of rotation and I need them to be really, um, good at that so that I can pull those small groups.

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Video transcript from Day 110: Students reflect on their own behavior and give feedback to each other

MIA BULJAN: Go knee to knee and see how you can work together better. You guys can go to another table. Go. Off you go.

MIA BULJAN: Sometimes they can't talk to each other, right? Like, they don't...they clam up, or they just get mad, or they get really emotional and so sometimes... Although I only talked to one group, when I went to the other ones they were like, "Yeah, we think we're okay." I was like, "Well, tell me what happened," and they were like, "Yeah, it was like this but now we're okay."

MIA BULJAN: Who were you working with, Melanie?

STUDENT: Daniel.

MIA BULJAN: Were you having problems also, Daniel? Is that what you guys want to discuss? Okay, off you go.