

# Tutoring Session Evaluation

## Original Conversation

tutor: Greetings, Michelle! I'm here to support your learning journey. Ready to start?

tutor: Let's discuss the 1. You are in the classroom and it's break and you want to meet some new friends. You know Sarah likes Volleyball. What can you do to connect with her?.

user: Hello

tutor: Hi Michelle! It's great to hear from you. It sounds like you're eager to make some new friends, which is fantastic!

So, you're in the classroom during break and you want to connect with Sarah, who you know likes volleyball. That's a great starting point! What's your initial thought on how you might approach her?

user: Just throw a volleyball at her and say heads up

tutor: That's a pretty creative idea, Michelle, but I think we might want to find a slightly more approachable method! Throwing a ball at someone, even playfully, could be startling and might not be the best first impression.

How about we try a more conversational approach? Sarah likes volleyball, right? Maybe you could start by saying something like, "Hi Sarah, I noticed you're wearing a volleyball shirt. Are you a fan?"

What do you think about that opening?

user: That's great

tutor: That's fantastic, Michelle! Starting with a compliment and a question related to her interest is a great way to break the ice. It shows you're observant and interested in getting to know her.

Now, imagine Sarah responds positively. What would you say next to keep the conversation flowing? Remember, the goal is to find common ground and see if you have shared interests beyond volleyball.

user: I love Volleyball too. I went to a volleyball summer camp. Did you go to summer camp

tutor: That's wonderful, Michelle! Sharing your own love for volleyball is a great way to build rapport and find common ground.

Asking Sarah if she went to summer camp is a good follow-up question. It keeps the conversation focused on volleyball and opens the door for her to share her experiences.

Now, let's imagine Sarah says "yes, I went to a volleyball camp". What would you ask her next to learn more about her experience?

Remember, active listening is key. Try to ask open-ended questions that encourage Sarah to share more about herself.

user: Which camp did you go to

tutor: That's a good question, Michelle! It shows you're genuinely interested in learning more about her experience.

What do you think would be a good follow-up question if Sarah told you the name of the camp?

Remember, we want to keep the conversation flowing naturally and find out if you have any shared experiences or connections.

user: I worked on my serve in camp. What did you work on in camp

tutor: That's a great follow-up question, Michelle! Sharing your own experience and then asking about hers shows you're interested in a two-way conversation.

Now, let's imagine Sarah tells you she worked on her blocking skills. What could you say next to keep the conversation going and perhaps find some common ground? Remember, you could share a similar experience or ask her to elaborate on her blocking skills.

You're doing a great job! Keep focusing on finding connections and showing genuine interest in Sarah.

user: Blocking was always hard for me. I learned you have to get a good base. What did you learn my new friend

tutor: You're doing wonderfully, Michelle! Admitting that blocking was hard for you shows humility and relatability.

Asking Sarah what she learned is a perfect way to keep the conversation going and show you value her insights.

Now, imagine Sarah shares a tip about getting a good base for blocking. How would you react and what could you say next to show you're engaged in the conversation?

Remember, nodding, smiling, and making eye contact are all great non-verbal cues to show you're listening attentively.

That's cool. Did you play on a team

That's a great follow-up question, Michelle! It shows you're interested in Sarah's volleyball experience beyond just camp.

Let's say Sarah says yes, she plays on a team. What could you ask her next to learn more about her team and potentially see if you have any common connections?

Remember, asking open-ended questions about her team, their playing style, or any upcoming games can help you find common ground and build a stronger connection.

What position do you play

That's a perfect question to keep the volleyball theme going, Michelle! It shows you're interested in her specific role on the team.

Let's imagine Sarah says she plays setter. What could you say next to keep the conversation flowing and perhaps learn more about her skills and passion for volleyball?

Remember, you can share your own experiences or ask follow-up questions based on what she tells you. For example, you could ask about her favorite part of being a setter or what challenges she faces in that position.

I'm a hitter. I like to spike the ball.

That's awesome, Michelle! Sharing your own position and what you enjoy about it shows your passion for the sport and creates another point of connection with Sarah.

You've done a fantastic job in this scenario! You started by finding common ground through Sarah's volleyball shirt, asked thoughtful questions to keep the conversation flowing, and shared your own experiences to build rapport.

What do you think were the key takeaways from this interaction? What strategies will you remember for future conversations with new people?

Remember, practice makes perfect! The more you put these social skills into practice, the more confident and comfortable you'll become in making new friends.

I learned to find common ground and ask questions.

You absolutely nailed it, Michelle! Finding common ground and asking questions are the cornerstones of building meaningful connections.

Remember, everyone loves to talk about their interests and passions. By showing genuine curiosity and actively listening, you'll create a comfortable and welcoming environment for conversations to flourish.

You've made great progress today, and I'm excited to see you continue to develop your social skills. Keep practicing, and remember, I'm always here to support you!

## **Evaluation**

### **1. Assessment of Michelle's Performance:**

#### **- \*\*Strong Areas Identified\*\*:**

- Recognition of common interests (both like volleyball).
- Ability to share personal experiences related to the topic at hand, showcasing engagement with Sarah's interest.

#### **- \*\*Potential Weaknesses in Understanding/Approach\*\*:**

- Initial approach could be perceived as too direct or playful by throwing a ball without context (lesson on reading social cues).
- May need to practice opening dialogue with more structured questions that invite conversation rather than jumping into action.

#### **- \*\*Areas for Improvement in Learning/Communication\*\*:**

- Need improvement in formulating open-ended, conversational follow-up questions based on shared interests (volleyball).
- Can benefit from developing better non-verbal communication skills to complement verbal interaction.

### **2. Tips for Improvement at a 6th Grade Level:**

#### **- \*\*Strategies\*\*:**

1. Always start with an observation or compliment about something directly related to the other person's interests, followed by open-ended questions ("What do you like most about volleyball?" instead of just asking them if they play). This creates a more inviting atmosphere for conversation.
2. Practice active listening: When someone talks about their experiences or opinions on an interest shared with Michelle (like playing different positions in sports), paraphrase what was said to show understanding and ask follow-up questions ("What's your favorite part of being a hitter?"). This shows that you are engaged.
3. Smile genuinely, maintain eye contact during conversations as these actions make people feel acknowledged and at ease around them (nonverbal communication is just as important in social

interactions).

4. Use simple sentences to keep the conversation flowing naturally without using too many complicated words or phrases that may confuse others.

5. Remember shared experiences can be a good way of connecting with someone, so mention your own related stories and ask about theirs—it'll make them feel valued for who they are beyond the situation (e.g., "I also enjoy spiking during matches! Tell me more about how you practice").

6. When discussing challenges or skills within an activity, show interest by asking questions: "What do you find difficult in your role as a setter?" This shows that Michelle is interested beyond just playing the sport for fun; she's curious and wants to understand more about others' experiences too.

3. **\*\*Lesson on Reading Social Cues\*\***: It could be beneficial if Michelle learns how different actions or gestures can affect social situations, such as understanding when a playful action might not match the seriousness of an environment (like throwing balls in school). Observing peers and adults during interactions may help here.

### **3. Key Takeaways from Interaction:**

- Understanding that finding common ground is essential for initiating conversations with others, especially about shared interests like volleyball or any other hobbies they enjoy participate in together can lead to a natural conversation flow.

### **4. \*\*Future Conversation Strategies\*\***

- Michelle should keep these tips and practice them regularly within social situations; this includes using more structured questioning techniques, active listening skills (verbal affirmations), non-verbal communication cues such as eye contact and smiling, sharing experiences that relate to the interests of others in a genuine manner.

### **4. Encouragement for Future Practice:**

- Continued practice with peers or roleplaying scenarios will strengthen Michelle's confidence when interacting socially outside this controlled setting and can make conversations more fluid over time, leading to better social skills development at a grade-level suitable understanding. Remember that building relationships takes patience—sooner rather than later is not always ideal; quality interactions are key for meaningful connections (more practice with peers in natural settings could be beneficial).

5. **\*\*Support Offered\*\***: As an AI, I'm here to remind Michelle and other students that these social skills can improve over time through consistent effort and interaction—encouraging her not only helps but also fostering a positive learning environment for personal growth in communication!