The Classroom Meeting Handbook



Adapted by the Office of Social & Emotional Learning
For Virtual and Hybrid Learning, Fall 2021

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OCCS Office of COLLEGE AND CAREER SUCCESS

Chicago Public Schools

OSEL Office of Social & Emotional Learning

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Here you will find the High School Classroom Community Building Handbook. This equity infused toolkit is a versatile "choose your own adventure" resource that allows users to select low to high-risk check-ins, community builders, circle keeping, and reflection activities that help create or reinvigorate classroom community, agency, identity, and belonging.

Note: This guidance is also relevant for 6-8th grade classrooms.

Classroom Meeting: A Daily Opportunity to Strengthen Relationships and Practice Social and Emotional Skills

In response to the global pandemic, economic crisis, and unprecedented social unrest in 2020, it is now more important than ever that our students' experiences in school (be they virtual or in person) transcend academic learning to provide a holistic, healing-centered experience that attends to the chronic stress and complex traumas that many are currently facing. Current neuroscience research has shown that, when our brain perceives physical or emotional threat, we have fewer cognitive resources to access our executive functioning skills needed for creativity, cooperation, problem solving, and learning (Holmes & Wellman, 2009). In contrast, establishing a supportive classroom environment with consistent routines and rituals, and strong relationships and high levels of mutual trust between and among adults and students, soothes and deactivates the lower centers of the brain primed to react unconsciously to threat. This, in addition to providing students with both explicit instruction and authentic practice to develop social and emotional skills, activate the executive functioning area of the brain (the prefrontal cortex), and are important buffers to both the immediate and long-term impacts of chronic stress and trauma (Thompson, 2014). What's more, taking time to connect and build relationships with students is also valuable for teachers and classroom communities as a whole, improving their relationships and interactions with students, decreasing disruptive and challenging behaviors, and increasing academic engagement and achievement (Durlak et al., 2011). In other words, safe and connected classroom communities are necessary for student learning, particularly in times of high stress.

This handbook was first created and compiled by OSEL in 2015, as a resource to support teachers with establishing community among students enrolled in the Chicago Public Schools Summer Bridge Program. It has since been shared and utilized as a helpful guide for connecting students and building a strong sense of community throughout the school year. This present version has been adapted with considerations for some of the challenges teachers are currently facing since the pandemic, including the need for no-contact activities and virtual and hybrid learning.

Converging Classroom Meetings with Foundational Universal SEL Strategies

Classroom Meetings should be a part of a cohesive approach to creating a safe and supporting classroom, community building and social and emotional development within a classroom. When launching classroom meetings, there are several strategies and approaches:

- Classroom Expectations and Shared Agreements:
- Adopted SEL Curriculum: Implementing your school-wide adopted SEL curricula and programs (PreK-8)
- SEL Integration into Academic Instruction:
- Trauma informed classroom strategies

What are Classroom Meetings?

Daily Classroom Meetings support the development of a positive social atmosphere by improving interactions in the classroom, leading to higher levels of instructional support (Curby, Rimm-Kaufman, & Abry, 2013); and by meeting students' developmental needs, for example peer acceptance, having a relationship with at least one caring and supportive adult, and opportunities to demonstrate competence (McNeely, Nonnemaker, & Blum, 2002). Classroom Meetings also provide an opportunity for students to build positive relationships with their peers, to actively participate and practice social and emotional skills through engaging activities, and to feel valued and connected to the school community, in conjunction with and as a support to the core SEL curriculum or other SEL models and approaches being implemented in the classroom.

During Classroom Meetings, students learn to greet and speak to each other respectfully, listen attentively and respond with empathy, and approach interpersonal conflicts calmly and restoratively, through fun and engaging activities and meaningful discussion. These skills are aligned with Illinois Social Emotional Learning Standards and are essential for academic achievement as well success in college and professional settings. When students begin their day with a Classroom Meeting, they feel welcomed and recognized for making a positive contribution to the group. This boosts confidence, encourages positive behavior, sets the tone for their learning throughout the day, and provides opportunities to reinforce concepts and practice skills taught through the core SEL curriculum.

Closing the day with a Classroom Meeting is equally important, providing students with the opportunity to self-reflect and integrate new learning and skills. Additionally, regularly implemented classroom rituals are extremely helpful for students impacted by chronic stress and trauma, particularly during highly stressful transitions. For many students, this includes the end of the school day and transition to home. Classroom Meetings at the end of the day (sometimes called "Sunset" Meetings) are a positive way to reinforce the enduring strength and connection of the classroom community, even as members disperse to their lives outside of school.

Daily Classroom Meeting Components At-A-Glance

Opening Meeting	**Greeting (3 min)**
	Community Check-In (2-5 min)
	Share and Respond (5-8 min)
Closing Meeting	**Activity and Debrief (15 min)**

What's in this Handbook?

This resource contains step-by-step instructions for a wide range of games, discussions, role plays, and reflection activities designed to increase student skill and application across the Illinois SEL Standards and CASEL's five social, emotional, and behavioral competencies. The table below shows a recommended scope and sequence by week, whether you are using this guide to build a new classroom community or to support an existing community in transitioning to a new learning format, including in-person, hybrid, or remote . However, although teachers ***should*** facilitate Themes 1 and 2 first, in order to establish strong routines and community among their students, the activities from this guide can also be facilitated in isolation, and any activity can be revisited throughout the school year.

Week	Theme	Objectives
Week 1	Getting to Know Each Other and Active Listening	▪ Build positive relationships with teacher and peers ▪ Learn names of others in the space. ▪ Discuss the importance of listening and being heard ▪ Practice focusing attention on the speaker and blocking out distraction
Week 2	Empathy and Respect	▪ Define and demonstrate ways of showing empathy and respect for others ▪ Practice interpreting the feelings of others through scenarios and reflection on personal experience ▪ Practice ways to make things right when one realizes they have done something hurtful
Week 3	Positive Self Talk and Goal Setting	▪ Recognize personal strengths ▪ Practice monitoring internal self-talk, and recognize the need to consciously encourage oneself and replace self-deprecating thoughts with supportive ones ▪ Set personal and academic goals and discuss how positive self-talk can help one overcome setbacks
Week 4	Keep Calm and Be Assertive	▪ Use a step-by-step strategy to calm down when experiencing an intense emotion ▪ Differentiate between assertive, aggressive, and passive actions ▪ Recognize that an assertive response typically leads to a preferred outcome ▪ Practice assertive body language and responses
Week 5	Solving Problems	▪ Practice communicating personal perspective, asking questions to check for understanding, and disagreeing respectfully ▪ Follow a step-by-step process for analyzing a problem and selecting the best solution ▪ Demonstrate how a complicated task can be broken down into more manageable parts

These recommended weekly themes were selected because of their connection to academic success. Students who are able to listen and focus well are better able to pay attention in class and complete assignments. Students who demonstrate empathy and respect get along better with their peers and teachers, enabling more productive academic behavior. Those who can manage strong emotions, communicate feelings and opinions assertively, and resolve problems peacefully are less likely to miss class for disciplinary reasons, and are better able to concentrate on learning. Finally, students who set goals and have positive mindsets about their ability to achieve through effort are more likely to persevere in the face of difficulty and self-advocate when they need help (Farrington et al., 2012).

Opening and Closing Meeting Structures in Detail

Based on *The Morning Meeting Book* by Roxann Kriete (2002)

Many teachers find that Classroom Meetings are most helpful at the very beginning of the day prior to starting academic instruction, and at the end of the day as students prepare to transition home. Each meeting lasts approximately 15 minutes. During the *opening* Classroom Meeting, you will start with a greeting, followed by student announcements and a pass-around question. During the *closing* Classroom Meeting, you will lead students in a themed activity and debrief discussion. Each component is described in more detail below. Refer to the sections above, *"Suggestions to Consider before Launching Classroom Meetings"* and "*Leading a Successful Classroom Meeting*" for additional guidance and tips depending on your specific classroom structure.

Morning/Opening Meeting Components:

Greeting (3 minutes)

The purpose of the greeting is to make students feel welcome and to communicate that it matters that they have come to school today. Having students greet each other by name each day can break down cliques and instill a sense of recognition and belonging. The act of offering a heartfelt greeting can also improve students' self-concept and prepare them for a successful, cooperative day.



During the first few days and as needed throughout the school year, take time to model how to greet appropriately. Eye contact and a sincere, friendly tone are important. Pre-teach these expectations with humor by

demonstrating counter-examples: a greeting should never sound mean, begrudging, bored, or sarcastic.

Community Check-In (2-5 minutes)

Community Check-In is an opportunity for students to tell the group anything that is on their mind. Students should be encouraged but not be required to make announcements. The check-in allows speakers to practice articulating their thoughts and feelings in a positive way, and listeners to practice active listening skills with their body language and responses. At the beginning, you may choose to have Check-Ins after posing a question to break the ice. Later, it may be better to have time for Check-Ins immediately after the greeting when students are best able to devote their attention to the speaker.

As students arrive or log on each morning, ask them to take a Check-In template (use this example or make your own. For hybrid or virtual Meetings, you might find it helpful to create a Jamboard or other forum for posting announcements, or have students submit them through a Google Form prior to your Meeting). This can be completed as a warm-up activity before the Meeting begins. In most cases, five minutes should be enough time for approximately three or four Check-Ins. Depending on your group, you may have more than four students who want to share each day, or you may have a few students who want to share multiple times a week. If this is the case, consider creating a schedule so that each student is able to share once per week. However, even if you do create a schedule, you might also remain somewhat flexible so that students can still share deeply personal Check-Ins when it's not their turn (for example, if they've experienced a loss). Although this depends on your own comfort level, providing a space both for students to share in this way and to offer and support to their classmates provides an authentic opportunity to develop empathy and other social emotional skills, and can be both healing and unifying for your entire class. In this case, you'll still want to develop and communicate a process by which students can bring special announcements to the Meeting, for example, by checking in with you first.



Begin by setting ground rules as to what type of news is appropriate. For example, students should not share news that another person would consider private or would be uncomfortable sharing, whether that person is present in class that day or not. Time permitting, allow students to respond with questions or supportive comments. Explain and demonstrate what kinds of comments and questions are helpful and supportive: in

essence comments should communicate that the commenter is listening and they care about how the person feels. Questions can be about something they didn't understand or something they would like to know more about. Comments should *not* be related stories that divert attention away from the student who made the announcement. Offer your own questions and empathetic comments to model this practice.

Share and Respond (5-8 minutes)
The pass-around question serves as a transition and also ensures that every student has contributed to the meeting. It may take the form of a question that each student answers (either to the whole group or to a partner, depending on time), a ritual action that involves everyone in the meeting, or inspiring words for students to reflect upon as they start their day. Think ahead about any procedures you want students to follow to transition to work time, such as cleaning the meeting area or moving chairs, and be sure to teach and practice these procedures from the first day onward.

Afternoon/Closing Meeting Components

Activity and Debrief (15 minutes)
The activity is the main vehicle for teaching the key social-emotional message of the week and practicing the targeted skill or behavior. It also serves to build community, encourages participation and engagement, and ends the day positively with a fun, shared experience. This resource provides more activities than you will have time to use, so you can select those that your students will be able to engage in successfully and that address student needs. Once you are acquainted with your students, think ahead about whether your students will do better with an activity that is energizing, calming, silly, or intellectual. This may change from day to day or week to week!

<u>Best practices for facilitating activities:</u>

1. Plan ahead so you can give clear and simple instructions, and check for understanding before you begin.
2. Tie the activity to the key message before and after engaging in it. Emphasize building relationships and practicing skills rather than competition. Debrief each activity by asking students questions that connect their experience with the key messages for the week.
3. Stop the activity if it isn't going well. Share what you are noticing and ask the group to reflect with you on what is happening. Take advantage of teachable moments, re-teach expectations, and start again if you judge that it is appropriate to do so.
4. Encourage students to challenge themselves, while also reminding them that they may pass at any time during the meeting.
5. Communicate with your grade-level colleagues to have consistency across morning and afternoon meeting components for students in block scheduling structures.

Facilitating a Successful Classroom Meeting

based on *The Morning Meeting Book* by Roxann Kriete (2002)

This resource is designed to give you flexibility to create a Classroom Meeting agenda that meets the unique needs of your students through fun opportunities to build relationships and practice social and emotional skills. However, there is more to facilitating a Classroom Meeting than just selecting the right activities. You are the timekeeper, the observer of social skills, the role model, and the monitor of respectful tone and body language. ***Your classroom supervision, discipline strategies, and facilitation style will shape the way students behave and participate in the meeting.*** Consider these guidelines for leading a successful Classroom Meeting:

1. ***Communicate the purpose for daily meetings.*** Let students know that the purpose of Meetings is to get to know each other, share experiences and ideas, have fun together, take care of each other, and support each other to reach their goals. Before giving instructions for any new activity, remind students about the key message for the week and explain how they will practice a skill during the activity.

2. ***Make sure that everyone can be seen and heard.*** Set up the meeting space to ensure that all students can see one another, keeping the most up-to-date CDC guidelines in mind. Use a talking piece to allow all voices to be heard. A talking piece should indicate who is speaking and is used to ensure that only one voice speaks at a time and that all focus is on that voice. (RP Toolkit, 2016) For all classroom settings, you can use touchless or even abstract talking pieces, including hand signals, two-sided color cards for each individual, an individual talking piece, or an imaginary object.



Recommendations to Ensure All Students are Seen and Heard

In-Person Meetings:

Although circles encourage participation and interaction, and differentiate the Classroom Meeting from direct instruction and independent work time, this might not be possible. Regardless of your present circumstance, you'll want to arrange your room so that students are able to easily turn and look at one another during the Meeting, even if they cannot sit in a circle. Consider these helpful tips:

- Pre-mark where chairs may be moved or where students may sit on the floor, as appropriate, with consideration for whatever is most comfortable for your students and the most current safety protocols and procedures.
- If you use an imaginary object as a talking piece, prompt students to pick it up from an imaginary center and say "I'm picking up the talking piece." Then say "I'm returning the piece to the center'' when finished.

Virtual Meetings:

- Instruct students to turn their cameras on so that their classmates can see them. Using a Chromebook, students can easily turn their cameras on (and off) using CTRL + E.
- If students do not feel comfortable showing their actual backgrounds, they can simply choose a virtual background by clicking the three dots on the lower right-hand corner of their screens, selecting "change background", and choosing the one they prefer.
- If students want to see more of their classmates, they can click on the same three dots and choose "change layout". Here they can select auto, tiled, spotlight, or sidebar, with "tiled" being the view that shows the most students. There is also a slider at the bottom of the "change layout" section that allows students to increase the number of students they are viewing to anywhere between 6 and 49.
- Students can "pin" the person speaking to the main screen if they can want to see that person in a larger view by toggling over the person's picture and clicking on the push pin icon.
- Write circle order in the chat box. Students can share their own talking piece on video, and use the hand raising feature in google meets. Once they have shared they can say, "I'm passing the talking piece to [name]."

Recommendations for Hybrid Meetings:

- Position your laptop and camera so that students logging in can see their entire class, and so that students attending school in-person can also see their classmates logging in from home.
- Consider projecting your computer screen at the front of the classroom.
- You may also find it helpful to change the settings on Google Meet so that the active speaker fills the entire screen while they are talking, and you might also instruct your students to do the same. In Google Meet, at the bottom of your screen, select "More"> "Change Layout"> "Choose Option">"Spotlight".

3. ***Establish Norms and Shared Agreements.*** Develop and teach procedures, agreements, and expectations, and use them consistently. All Classroom Meetings will involve discussion, small group work, or active participation. Even if your group is small, it is important to set clear expectations about when students need to listen to you or a classmate versus when they may speak with those around them. You may find it helpful to consult with Step 2 in OSEL's Restorative Practices Toolkit, which provides guidance for Developing Shared Agreements. Below are some additional suggestions to engage students both with developing and maintaining your Meeting norms.

All Meetings:

- Engage students as partners in developing your norms and shared agreements for Classroom Meetings, including how to respond to disruptions, challenging behaviors, and conflict with a spirit of community and support.
- Create a visual representation of your shared agreements to use during classroom meeting time.
- Explicitly teach, model, and practice specific scenarios and language that your class can refer to if and when something occurs, and consider showing and/or posting your visuals and language as reminders before or during the Meeting.
- Frame Meetings as a time for students to challenge themselves, learn, and grow as they build stronger relationships with one another, but acknowledge they might also choose to "pass" from time-to-time. It's important you explicitly teach, model, and practice how and when students might decide to pass and communicate their decision, and ways to support and encourage classmates when they make this choice, while staying focused on and continuing to participate in the discussion or activities.

In-Person Meetings:

Plan to use an attention signal or sound, pre-assign an order for sharing and pass an invisible or imagined talking object for group discussions if passing a physical object is not possible, and use a timer during activities. It's important that teachers consult the most current safety protocols and procedures when determining the most appropriate strategies for meetings held in-person.

Virtual and Hybrid Meetings:

In addition to establishing an attention signal or sound and pre-assigning an order for sharing between students attending in-person and virtually, you may also want to reiterate expectations specific to students logging into class from home, including muting and/or unmuting, or how to "pass" a talking object or turn to the next classmate. Healing Circles Global has created this helpful resource for **How to Host a Virtual Circle.**

4. ***Intentionally Pair Students to Build Relational Trust***

   Intentionally pairing students promotes ongoing interaction between diverse peers. Best practices emphasize the importance of promoting diversity in students' experiences, leading to positive peer relationships and overall school success. Being paired with a different student or assigning students to different groups enhances students' sense of connection, shared motivation, and social responsibility toward one another.



   Educators have a unique opportunity to foster an attitude of acceptance, inclusion, and caring so that all students feel welcome and connected. Educators can support the development of relational trust between students by

   - bringing pairs or groupings together often through structured activities,
   - expressing enthusiasm about new student pairings/groupings, and
   - creating space and encouraging student-to-student interaction.

   By providing opportunities for students to connect with one another through meaningful activities and shared experience, educators can foster a classroom environment where all students feel connected, comfortable, and part of an inclusive community.

   Harmony SEL's Everyday Practices provide some helpful ideas and tools to partner students during meetings and throughout the day, including Quick Connect activities.

5. ***Let the students lead.*** This can be done in a variety of ways and across all settings, whether using a **virtual, hybrid, or in-person model**. Below are a few practical examples of ways to encourage students to take on more ownership of the Meeting, and also ensure that all students get the opportunity to be leaders.

Recommendations for Engaging Students as Leaders

All Meetings:

- Create opportunities for leadership by implementing classroom "jobs".
- Ensure that all students have access to leadership opportunities.
- Encourage collaboration amongst students so that all parties will respect the student leaders.
- Give students the opportunity to express how they are feeling in the moment. Be sure that a trusting, safe classroom environment has been established first.
- Align leadership roles to the personality of the students so that they are more engaged and invested (e.g., a student who loves social media may be in charge of reporting on an approved hot topic).
- Allow students to take over duties typically performed by the teacher.
- Let students select meeting activities and/or design the agenda, as well as facilitate activities.
- Close Meetings by having students reflect on how the Meeting went and what they would like to change.
- If students are doing well after two weeks of Meetings, let students take turns leading different parts of the Meeting.
- Bring back students' favorite activities or let students suggest activities.

Virtual and Hybrid Meetings:

- When assigning roles, be sure to "spotlight" the speaker on Google Meet and shift to a support role during their time as the lead.
- Use websites or apps such as Class Dojo to randomize names so that each student gets a chance to lead the meeting.
- Provide students with an opportunity to send virtual shout-outs to their classmates using the chat feature on Google Meet, a Google Jamboard, a Padlet, or allow them to unmute themselves one at a time.
- Allow the students to take the lead in gauging their classmates moods by providing instructions on using the "mood meter" you display on the screen and then reading out some of the answers they type in the chat.
- Let a student provide a "commercial break" in the middle of the meeting, whether unmuting to tell a quick approved joke, reciting the goals for the day, or reading out an announcement that was pre-written by the teacher.
- If using visuals, such as a Google Slides/Powerpoint presentation in your meetings, select a student to present, share the document with them the night before, and this allows them to take ownership of how the information is presented to their peers.

In-Person Meetings:

- Select students who will take turns leading the greeting, announcements, and debrief.
- Use popsicle sticks or index cards, or cold call students to lead portions of the meeting.
- Create a board in the classroom where students can post shout-outs to their classmates. Designate time to view the board and celebrate.
- Allow the leader for the day to "take the classroom's temperature" using a mood meter on a board in the classroom or a thumbs up/down system.
- Assign a student to write out a short recap of the previous day's learning on the board.
- Let a student pass out materials needed for the activity (if this is within health and safety guidelines).
- Choose a new student each day to read the classroom mission statement (which all students should be involved in creating).
- Allow students to create individual anchor charts that display the rules/shared agreements to be posted in the classroom as a reminder.

6. ***Keep it positive!*** The best way to support and reinforce positive behavior is to consciously notice and explicitly narrate the specific ways you see students applying social and emotional skills to make positive and helpful choices for themselves and for their community; for example, "John you are using self management by stopping and taking deep breaths." Whatever you focus on, you will get more of! Conscious noticing requires presence, and is a powerful strategy for reducing our biases and increasing equity in our decisions (for example rewarding or disciplining students), because it ensures that we see and encourage students with the greatest needs and challenges more often when they're being successful, rather than mostly noticing and correcting them when they're doing something "wrong". As a result, we shower all of our students with positive attention, not just those who often behave well, and our students in most need of our support feel unconditionally valued and cared for. Positive interactions are *especially* helpful for students who struggle the most, and should outweigh your corrections by a ratio of at least 3 to 1!

7. ***Uphold your expectations.*** When challenges, disruptions, or conflicts occur, remain curious, consider possible root causes, and maintain a supportive tone. You may find it helpful to consult Step 4 in OSEL's Restorative Practices Toolkit: Address Problems and Questions Collaboratively. Below are some additional strategies to consider.

- We cannot hold students accountable to expectations we have not clearly communicated! Remind students about your expectations and shared agreements as you start each Meeting, and show them before you begin or post them in visual or written form where they can easily be referenced. These can include "Right to Pass" and supportive language and strategies to handle disagreements or conflict.
- Explicitly model the language, behaviors, and tone you hope students will also use throughout the Meeting time and in their interactions with one another, and demonstrate activities beforehand.
- Use visual hand gestures and symbols to remind students of expectations.
- When a challenge, disruption, or conflict does occur, it's important that you first take a breath yourself! Then, consider the root cause and refer to suggestions from your norms, wherever possible, while redirecting students to continue with the activity.
- If a problem persists, maintain a calm, supportive, problem solving tone, communicate your care for the student or students involved, and suggest a few minutes away from the Meeting to regulate and breathe until you can check in and provide additional help. Excluding students from any part of the Meeting should be framed as a supportive, rather than a punitive strategy.

8. ***Enjoy this time to connect with your students!!*** Classroom Meetings are of course a powerful way for students to develop trusting, supportive relationships with one another, but they're also an opportunity for teachers to get to know their students and deepen their connections with them as well! Consistently beginning the day with an opening

meeting communicates to your students that you see each new day as an opportunity to reset, refresh, and grow together, no matter what the previous day may have looked like! Closing each day with a meeting is a reminder that, no matter the challenges you faced that day, you are united as a community. Although being consistent with meetings can be challenging, carving out time to build a supportive, connected community will pay huge dividends over time. So breathe and enjoy this time with your students, because your enthusiasm is essential, and the positive tone and curiosity your students hear in your voice will encourage them to make meaningful connections in the classroom, come to school prepared and eager to learn, and understand that they are a valuable part of the school community.

Do you have a great Meeting idea you think other teachers will love? Let us know **here**! We'll monitor submissions and, if we add your idea to this handbook, we'll credit you for your brilliance!

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In-Person Meetings:

Week 1/Theme 1 – Getting to Know Each Other and Active Listening

Key messages for the week

Use these as talking points as you introduce an activity and be on the lookout for opportunities to refer to them throughout the session—for example, acknowledge students frequently by name, make a positive remark when you notice students using each other's names, and praise students for demonstrating active listening skills when you or their classmates are speaking.

1. It is important to know everyone's name and to know at least a little bit about everyone in the group, not just your best friends.
2. It is important to focus your attention on those who are speaking because you will learn more and show the person that you are listening to and respect them. When you really listen to others, it helps you learn better, make friends, and work with others more easily.

Greetings

This list of greetings was chosen because each will help students get to know the names of their classmates, practice listening to each other closely, and build norms of friendly group interactions. Select from this list, allow students to choose a greeting, or create your own greetings.

Teacher Greeting – for first day	**K-5**	1. Go to each student and greet each one by saying "Hello _____" and shaking their hand. 2. Offer a challenge – 'who can name two classmates? Three? Four?'

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Simple Greeting	**K-5**	1. Arrange the group in a circle. 2. Prompt each student to turn to a partner, make eye contact, smile, and say "Good morning, _____," using their first name. If you prefer to do simple greetings every day, consider adding these variations to keep it fresh: Handshake, wave, salute, bow, thumbs up, peace sign, handshake that students make up, high five
Little Known Fact	**ALL**	1. Have students think of a fact about themselves which many people may not know. Give students a few ideas, such as favorite hobbies, skills, favorite movies or music, etc. 2. Students take turns introducing themselves to the entire group. "Good morning. My name is _____ and a little known fact about me is _____." 3.The group responds "Good morning, _____." Continue around the circle until everyone has been greeted.
Paper Clips/ Guess Who?	**ALL**	1. Give each student 3 marbles, colored paper clips, or other small objects. 2. Remind students of expectations for a polite greeting (e.g., make eye contact, use their name, smile, and say good morning). 3. Explain that when you say "Go", students will mingle and greet any three people in the room. 4. Each time they greet someone, they will trade a paperclip. 5. When a student has three new paper clips, s/he sits down in the circle. Adapted from The Morning Meeting Book by Roxann Kriete

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Personal Motion	**ALL**	1.Greeting each person, beginning with the teacher, says, "Good Morning! I'm (name)" while demonstrating a physical motion to go along with their name. 2. In response, the entire class says, "Good morning, (Name)!" while copying their physical motion. 3. Next the teacher will select a student to say "Good morning, (Name)!" while creating a physical motion. 4. Physical motions will be with one's arms, legs, or body. Increase Challenge: 4. Teachers can also begin this greeting by modeling a motion or expression that demonstrates their particular feeling at that moment.
Name Cards	**ALL**	1. Before class, write each student's name on an index card and stack them in the middle of the circle so the names do not show. 2. When students are seated in the circle, turn over the top card. 3. The student whose name is on that card begins the greeting. That student turns over the next card in the stack and greets that student. 4. That student then turns over the next card, and so on. When all the cards have been used, the greeting ends with the last student greeting the first student. Adapted from The Morning Meeting Book by Roxann Kriete

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Bean Bag/ Invisible Ball Toss	**ALL**	**Before you begin this activity, explain all the instructions to your students and demonstrate a safe way to toss a bean bag.** 1. One person starts by tossing the bean bag (or other safe, throwable object) to someone after saying "Good morning, _____." 2. The bean bag continues to get tossed around the circle, each time naming the student to whom it is being tossed. 3. The students must remember who they tossed the bag to and who they received it from. 4. After everyone has been called, the first round is complete. 5. Do a second round in the same order, but try to pass the bean bag faster. 6. For the third round, challenge the class to reverse the pattern from the first round.

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Matching Numbers	**ALL**	1. Before students arrive, write numbers on scraps of paper so that there is one for each student and there are doubles for each number, and then place them in a container. 2. Pass the container around the circle, and instruct students to pull a number out. 3. Set clear expectations by reviewing a positive greeting that all students should demonstrate: use the student's name, make eye contact, smile, and say "Good morning", etc. 4. When all students have a number, call out one number at a time. 5. The two students with that number get up and greet each other by name in the middle of the circle, then place their numbers in the container in the middle of the circle. Adapted from The Morning Meeting Book by Roxann Kriete

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Share and Respond

Before breaking down the circle and beginning on an academic task, use the Pass-Around to ensure that everyone has participated in the Meeting and is ready to begin the day's work in a positive frame of mind.

Pose a question to the group or read a quote, and allow a moment for students to think before responding. Pass a talking piece around the circle, allowing each member of the Meeting to answer the question or share their thoughts about the quote. Each student speaks only when they have the talking piece --- there is no calling out, interrupting, or commenting about what someone else has said. Students may choose to pass the talking piece without speaking. After everyone has had the chance to share, summarize the main themes that came up, thank students for participating, and give instructions for how students will transition from the Meeting to academic work.

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Questions	**ALL**	**Questions to repeat weekly** What's your goal for the morning/day/week? What's one thing you are going to do to get closer to achieving your goal? What was the best thing that happened so far today/this week?
	ALL	**Questions for Week 1** What brings you joy? What's one healthy food, exercise activity, or relaxing activity that you like which helps you stay healthy? Do you prefer to write in a journal, talk to a friend, or create art when you want to express your thoughts? Name someone you admire and why. What makes someone a good friend? What friendly message can you text to someone who needs a boost today? What kind of weather do you feel like today? What kind of animal do you feel like today? What kind of music do you feel like today? What kind of food do you feel like today? What color do you feel like today? If you were a superhero, what would your power be? If you were hired to paint a mural, what would you paint?

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		Tell a short story about one item of clothing that you are wearing. Tell a short story about one item in your backpack or in your pocket. What is your favorite book and why? What's your favorite song and why? If you were on a deserted island and could only have 3 things with you, what would they be?
Quotes **Read one of these quotations or find your own, and ask students to volunteer their interpretation or associated thoughts.**	**ALL**	"What lies behind you and what lies in front of you, pales in comparison to what lies inside of you." – Ralph Waldo Emerson "Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you." – Princess Diana "If you accept the expectations of others, especially negative ones, then you never will change the outcome." – Michael Jordan

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Other Share and Respond Ideas **If you prefer, you can use these alternative ideas each week to build a sense of community and teamwork.**	**ALL**	**Clap in Unison** The teacher/leader begins by closing and rubbing his or her hands together, and students follow along and do the same. When everyone is rubbing their hands together and watching the leader, s/he claps, and everyone in the circle attempts to clap at the same moment. **High Fives All Around** Everyone in the circle stands. The leader gives a high five to the person on his or her left, and that person gives a high five to the next person until the high fives have gone all the way around the circle. When the high five comes back to the leader, the whole group claps at the same time. **Free Read** Let students know early in the week that they will be invited to read a poem or a paragraph from a favorite book aloud during Pass-Around on a particular day. Have students let you know in advance what they would like to read and how long the passage is. Allow 1-3 students to read an approved passage on your selected day. **Theme Song** Choose a song for your class or allow students to vote on a song, then play this "Theme Song" one day each week to close the Meeting. If you prefer, allow students to vote on a new song each week. While the song plays, students can begin transitioning, rearrange chairs, or just dance!

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Activity and Debrief (Closing Meeting)

The activities for this week were selected because they present opportunities to practice skills of active listening and relationship building while also developing a stronger and more trusting group culture as you're beginning to establish your community. Most are appropriate for students of all ages, although you may choose to adapt language to be more accessible for your students. Select activities that you believe will be engaging and appropriate for your group.

The Three E's **SEL Standard 2C.1b. – Demonstrate appropriate social and classroom behavior.**	**ALL**	1. Explain to students that there are **three components to actively listening** to others: We use our: **-E**yes (look at the person who is speaking), **-E**ars (listen to the speaker and block out other noises), and **-E**nergy (don't try to do two things at once—your energy should be focused on the person you are listening to). Eyes, Ears and Energy are the Three E's of active listening. 2. Model each of the three E's for students. You may invite a student to share about their weekend or something they're looking forward to while you demonstrate. 3. Demonstrate the opposite of active listening (distracted, looking away, etc.). Ask students to reflect on what they notice about the difference. 4. Pair students up and have them practice the Three E's, using their eyes, ears, and energy to listen to each other. Present a question that all students will be able to talk about for about 30 seconds to one minute. Each student listens as their partner answers, then they switch roles. 5. Debrief by asking a few students to tell the group about their partner's response, and compliment the group's use of the Three E's as they share.
Paying Attention		1. Explain your structure for having a group discussion.

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Discussion **SEL Standard 2A.3b. – Analyze how one's behavior may affect others.**	**ALL**	For example, **if you have a group that needs a lot of structure**, you might ask a question, allow a set amount of time for students to discuss their answers with a partner or a group of 3, then you call on each group to have them report their main point. **For a group that does not need a lot of structure**, you might ask students to raise a finger if they want to speak or have students write their answers first and share out. **For small groups where students are very comfortable sharing**, simply remind students to step back if they see someone else wants to talk and they've already shared, avoid interrupting and criticizing others' opinions, and allow the conversation to occur organically without raising hands.
	ALL	2. Ask the following questions and provide students with time to discuss. Do you ever find it hard to pay attention in class? What makes it easier to pay attention? What makes it more difficult? What can you do to block out distractions? How does it feel when others don't listen to you? Can you give an example of a time this happened? How can you tell if someone is listening to you? What do they do or say? How do you think others feel when they can tell you aren't listening to them?

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		3. Debrief by agreeing upon a set of "active listening expectations" that both students and teacher will try their best to meet throughout the coming weeks. Write these on chart paper and reference them before beginning a new activity or any time students need a reminder.
Freeze! **SEL Standard 2C.1b. – Demonstrate appropriate social and classroom behavior.**	**K-8**	Use the "Freeze Game" so students can practice freezing when a bell rings or another signal is given. 1. Invite the students to chat and move around the room. 2. When students are making some noise, raise your hand, ring a bell, or use your own favorite signal to let students know they should freeze. 3. Count in a normal tone of voice to see how long it takes all the students to stop their movement, look at you and be quiet. 4. Then, challenge the class to lower their time or exceed a target time. 5. Debrief by explaining how this skill will help the group make good use of time and ensure that everyone can be heard when they have something to say.
My Suitcase **SEL Standard 2A.2b. – Describe the expressed feelings and perspectives of others.**	**ALL**	This game is designed to engage students' listening and focusing skills, and can also be used to remind students of each other's names and help them get to know each other. 1. The teacher begins by saying, "We are going on a trip, and we need to pack a suitcase." 2. The first student then says what he/she will pack in the suitcase. For example, "We are going on a trip, and I am taking a bike."

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		3. The next student says "We are going on a trip. Eric is taking a bike, and I am taking my sneakers." (note that the next student used the first student's name) 4. Each student in the group then adds one item to the suitcase, after repeating in order who else is going and what is already packed in the suitcase. "We are going on a trip and Eric is taking a bike, Janet is taking her sneakers, Dwayne is taking his Yankee's hat, and I am taking my toothbrush," and so on, until all the students have had a turn. 5. Debrief by asking students if they learned anything new about another student based on what they chose to bring on the trip. Ask a few students to explain why they chose their specific item. Adapted from The Morning Meeting Book by Roxann Kriete
Who Has It? **SEL Standard 1C.2b. – Monitor progress on achieving a short-term personal goal.**	**Pre-K through 3rd Grade**	This is primarily a name-learning activity, and is better for younger students. 1. Distribute 3 to 6 small objects that can be safely tossed from student to student, such as a stuffed animal, to students in different places in the circle. 2. Instruct students who have objects to hold them so that they are visible to everyone. 3. Begin the activity by choosing someone in the circle and asking a simple question, which will be repeated in the same way throughout the activity. "Jasmine, who has the rabbit?" Jasmine then looks around the circle and answers, "Gary has the rabbit." Gary tosses the rabbit to Jasmine who then says, "I have the rabbit." 4. Everyone who has an object now passes it to the person sitting to the right. 5. The person sitting next to the teacher chooses someone and asks, "Diana, who has the dog?" and the

		activity continues until each person in the circle has asked the question and each person has held at least one object. 6. Debrief by asking students to look around the circle and count how many people they now know by name. Remind them of the goal that everyone will know the name of every other student in the group, and compliment them on how they have learned so many names already. Adapted from The Morning Meeting Book by Roxann Kriete
3 Question Interview **SEL Standard 2A.2b. – Describe the expressed feelings and perspectives of others.**	**ALL**	The purpose of this activity is to provide an opportunity for students to get to know each other better and also to show each individual that they are known by the group, to increase feelings of school connectedness. 1. Each student in the circle should have a pencil and paper. 2. Have students pair up with someone they don't know very well. Each pair interviews each other, asking three simple questions, such as "What is a movie that you like?" or "What do you like to do after school?" or "What kind of music do you listen to?" The interviewer writes down the partner's answers, and they reverse roles. 3. When they have each asked and answered the three questions, they find other partners and repeat the process. 4. After five minutes, or when each person has had a chance to interview 3-4 others, everyone returns to the large circle. 5. Debrief by going around the circle – each student says his/her name, after which you ask the group "What do people know about _____?" All students who interviewed that person share one of the answers they learned.

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		Adapted from The Morning Meeting Book by Roxann Kriete
Shoe Talk **SEL Standard 2A.4b. – Use conversation skills to understand others' feelings and perspectives.**	**K-5th Grade (or Higher)**	This activity provides a fun way to encourage students to get to know someone new. This works best with a group of about 20 or more students. Remind students about how to show another person that they're actively listening before you begin, and reinforce the behavior by calling out strong examples of active listening that you observe during this game. 1. Split the group into 2 teams, and have the groups gather on opposite sides of the room. 2. Prompt each student to take off one shoe and put it into a pile. 3. When each team has made a pile of shoes, have the teams switch sides. 4. Each student picks up a shoe from the pile of the other team. 5. Students then find the person the shoe belongs to. 6. Once they have found the shoe's owner, provide the students with a few questions to discuss. 7. Debrief by recounting the active listening skills you observed, such as asking clarifying questions, following up with related comments, making eye contact, and nodding.
Say My Name! **SEL Standard 1C.2b. – Monitor progress on achieving a short-term**		Play this game after students have had the opportunity to learn everyone's names. 1. Review names before playing. You will need a bed sheet, a piece of butcher paper, or something else that can be used as a barrier and moved easily. 2. Ask two volunteers to hold either end of the sheet.

personal goal.	**ALL**	3. Divide the remaining students into two teams, and ask them to sit on either side of the barrier in the middle of the room. 4. The volunteers pull up the sheet, hiding both teams from each other's view. Both teams select a player silently, and the player moves so they are facing the sheet, only a few inches away. 5. When they are ready, the volunteers drop the sheet. The first player to say the other person's name wins a point for their team. 6. Keep playing until everyone has had at least one turn. 7. Debrief by asking students to look around the circle and count how many people they now know by name. 8. Remind them of the goal that everyone will know the name of every other student in the group, and compliment them on how they have learned so many names already.
In-Out-Right-Left: Prefrontal Lobe Activity	**2nd-12th Grade**	1. Begin with your class in a circle. 2. Say, "For this first round, when I say, 'Left, you'll say 'Left' and move to your left; Right, you'll say 'Right' and move right; In, you'll say 'In' and move in; and Out, you'll say 'Out' and move out." Check for understanding. 3. Lead a round where participants move right, left, in, or out, in accordance with your directions. 4. For the second round say, "This time, you'll say exactly what I say, but you'll do the opposite. So, if I say, "Right" you'll also say 'Right'; but you'll MOVE left. If I say "Left", you'll also say 'Left' but you'll MOVE right. In: You'll say 'In', but move out; Out: You'll say 'Out', but move in.

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		5. Lead a round where participants say right, left, in, or out but move in the opposite direction. 6. For the third round say, "This time, you'll SAY THE OPPOSITE, BUT DO WHAT I SAY. So, if I say, "Left", you'll SAY "RIGHT", but still MOVE left. If I say, "Right", you'll SAY "LEFT", but still MOVE right. If I say "In", you'll say "Out" but still move in; and if I say "Out", you'll say "In", but still move out." 7. Lead a round where participants say the opposite of right, left, in, or, out, but move the correct direction. 8. Debrief about what this activity was like for them.
Personal Motion	**ALL**	1. Each person, beginning with the teacher, says, "Good Morning! I'm (name)" while demonstrating a physical motion to go along with their name. 2. In response, the entire class says, "Good morning, (Name)!" while copying their physical motion. Then, they pass the turn to the next person. Teachers can also begin this greeting by modeling a motion or expression that demonstrates their particular feeling at that moment.
Pizza Delivery **SEL Standard 2C.1b. – Demonstrate appropriate social and classroom behavior.**	**ALL**	This is a fun activity that gets students moving and interacting face to face with everyone else in the room. It works best with a group of at least 15. 1. Before you begin, review expectations for an appropriate handshake. 2. Teach everyone a secret handshake that looks like a normal handshake but feels different. For example, use your middle finger to tickle the palm of the person you are shaking hands with. Demonstrate this with one student, and have students pass the secret handshake around the circle so everyone knows how to do it and what it feels like.

		3. Students stand in a circle with their eyes closed while you tap one student to be the Pizza Delivery Person. When you have chosen and returned to your spot in the circle, tell students to open their eyes. 4. Students then mingle and shake hands. The Pizza Delivery Person gives the secret handshake while everyone else shakes hands normally. 5. When a student feels the secret handshake, they sit down and pretend to eat pizza. They no longer shake hands. 6. The game continues until a player who has not yet felt the secret handshake raises their hand to guess who the Pizza Delivery Person is. If they are correct, the game is over. If they are incorrect, everyone keeps playing. 7. Debrief by asking students if they found it difficult to greet each other politely when they were thinking about the possibility of receiving the secret handshake. Was it difficult to make eye contact, smile, or say hello?
Use the Last Word **SEL Standard 2A.1b. – Use listening skills to identify the feelings and perspectives of others.**	**5th-12th Grade**	This activity works best with older students. 1. Introduce this activity by explaining that when we listen to others, it is important that we focus on what they are saying—sometimes we might be distracted as we listen, or we might be busy thinking about what we are going to say next. Active listening means that we are completely focused on hearing and understanding the other person. This activity calls on students' active listening skills. 2. Give students a simple discussion topic, such as "what are you going to do this weekend?" or "if you could go on a vacation anywhere in the world, where would you go?" or "what is your favorite school subject and why?" 3. Divide students into pairs, and tell them which person will answer the question and which will follow up.

		4. The first student must answer the question in a single sentence. The second student must follow up by asking a question, adding to their comment, or giving their own opinion—but the trick is, they must BEGIN their sentence with the LAST WORD of their partner's sentence. They continue the conversation as long as they can or until you say stop. For example: "My favorite subject in school is science, because I like to do experiments." "Experiments are fun, but aren't they sometimes dangerous?" "Dangerous experiments don't happen in my science class." "Class work is easiest for me in subjects like English and reading." 5. Debrief after the activity by asking students what was challenging about the activity. It may not feel natural to wait until the end of someone's sentence before deciding what you will say next, but it is good practice for listening closely and focusing!
Alibi **SEL Standard 2C.3b. – Demonstrate cooperation and teamwork to promote group effectiveness.**	**5th-12 Grade**	This challenging activity reinforces listening and teamwork, and can also be used to review names. It works best with older students. Explain how the game will go from start to finish before you begin playing. 1. Ask all students to close their eyes. While their eyes are closed, tap one student on the shoulder. That student is "the culprit." 2. Tell students to open their eyes, and inform them that a crime has been committed (e.g. your clipboard was stolen). Each student will think of an alibi— what they were doing at the time the crime was committed. The culprit must think of 2 alibis that are similar, but differ in one small detail. For example "I was in the bathroom" and "I was in the restroom." Or "I was at the White Sox game" and "I was at the Cubs game." 3. Acting as a detective, ask each student to state their name and their alibi. Remind students to listen closely, because the culprit will be lying--- they will be able to catch the lie because the second time you go around the circle, the culprit will give a slightly different alibi.

		4. When all students have given their alibi, go around the circle a second time. Everyone should give the EXACT SAME alibi, except the culprit. The culprit will change something minor about his or her answer. 5. Ask students to raise their hand if they know who the culprit is. If no one can guess, go around the circle a third time. The innocent students should repeat their alibi exactly the same way, while the culprit should change his or her answer slightly again. 6. Debrief by emphasizing that this game only works when everyone cooperates—all students must close their eyes when directed, each student must agree to play their role and concentrate in order to repeat the exact same alibi so that the culprit can be caught, and everyone must listen closely so they can detect the culprit. Adapted from The Morning Meeting Book by Roxann Kriete
Here's my rhythm **SEL Standard 1C.1b. – Identify goals for academic success and classroom behavior.**	**3rd-12th Grade**	Remind students of the reasons we listen actively: it is the respectful thing to do, it helps us learn better, and it helps us make friends and get along with others more easily. This game demonstrates how listening closely helps us learn. Sometimes we listen closely so that we understand, remember, and can learn to do something new. In this activity, students will listen to a rhythm so that they can learn it and repeat it. 1. Students are seated in a circle. The first person starts the chant, "Here's my rhythm so check my beat." Using the chair or the floor, s/he creates a short pattern. 2. The group repeats the pattern. The next student says the chant, invents a different rhythm, and the class repeats it. 3. Players continue around the circle, alternating between chant, rhythm, repeat, until all players have had a turn to initiate the chant and rhythm. 4. Debrief by complimenting students on their respectful listening skills, or by asking students what made it

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		difficult for them to focus.
Interview the Teacher **SEL Standard 1B.2b. – Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.**	**ALL**	1. Help students get to know you better by allowing them to interview you. 2.Have students work with a partner to decide on one question to ask (have them write their question on an index card and pass it to you if you are concerned about appropriateness). 3. Set expectations first by giving your students examples of the topics you will answer questions about (e.g., family, interests, hobbies, college, etc.). 4. Debrief by letting students know you are here to help them be successful, and that they are welcome to come to you with questions at any time.
Life with the Wright Family **SEL Standard 1C.3b. – Analyze why one achieved or did not achieve a goal.**	**ALL**	1. Students stand in a circle, fairly close to one another. 2. Each student holds an object, like a pencil or a book. 3. Tell them you will be reading them a story about the Wright family– any time they hear the word "right" they will pass their object to their right, and they will pass their object to the left when they hear the word "left". 4. When you finish the story, debrief by asking some comprehension questions: **Where was the Wright family going?** **Who didn't go on the vacation with the family?** **What was left in the driveway?** **Why did Tommy have to run back home?** **Who got sick in the car?** Most likely, students will have difficulty with these questions. Ask students why they think it was difficult to concentrate on the details of the story. Students will most likely mention they were focused on listening for "left" and "right" and were distracted by all the passing.

		Use this experience to emphasize the importance of focused listening and reading. It is very difficult to learn or listen to someone when you are doing something else. There are times when it's fine to talk or multi-task, and other times when it makes it difficult to learn. **Life with the Wright Family** One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately yelling, "It will be a right cold day before I return." The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got in the car and left. Unfortunately, as they turned out the driveway someone had left a trash can in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry; he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

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In-Person Meetings:

Week 2/Theme 2 – Empathy and Respect

Key messages for the week

Use these as talking points as you introduce an activity and be on the lookout for opportunities to refer to them throughout the session—for example, give students positive feedback when you hear them make a kind and caring statement, when they apologize, or when they demonstrate respect for a peer or an adult. Rather than merely thanking them, give specific feedback about what skill they demonstrated.

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1. Empathy is when you understand and care about the feelings of others.
2. Respect is *showing* that you appreciate others and value their feelings, needs, and rights.

Greetings

This list of greetings was chosen because each will give students an opportunity to practice respectful interactions and reflect on what it means to feel empathy. Select from this list, allow students to choose a greeting, or create your own greeting.

Naming Challenge	**ALL**	1. With pencil and paper, each student silently attempts to write down the names of everyone in the classroom. 2. After 1 minute, ask if anyone believes they have every name correct. If so, allow them to name each student aloud. 3. After everyone has been named, ask students to take the next 30 seconds to mingle and greet anyone they were not able to remember, emphasizing that from this day on, everyone is expected to know each member of the group.
Silent Greeting	**K-8th Grade**	1. Tell students that people communicate with their bodies and faces just as much as they do with their voices— actually, about 54% of what is understood by others—the meaning others make from our communication—is based on body language. Sometimes we need to communicate with body language to greet others. (For example, we can nod heads, smile, make eye contact, wave, etc.) 2. Ask students to give examples of times when we would use a silent greeting. (For example, the teacher is in the middle of a lesson and our friend returns from a doctor's appointment, or we see a friend and he is in a conversation with someone else and we don't want to interrupt, etc.) 3. Brainstorm different ways students can respectfully greet someone without speaking.

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		4. Ask one student to begin by greeting the student to the left silently. Then that student turns to the next person and greets them silently (can do a variation or the same greeting).
Electricity	**K-8th Grade**	1. One way to describe empathy is that it means to feel what someone else is feeling. This greeting can be used as a metaphor for empathy. 2. Students hold hands in a circle and will pass an "electric squeeze" greeting around the circle. 3. Pre-correct by reminding students not to squeeze so hard that it is uncomfortable for anyone. 4. The first student passes a squeeze, or a short pattern of squeezes, to his/her neighbor. The neighbor then passes the same squeeze (not harder or softer) to the next person down the line. 5. Eventually the squeeze returns to the original squeezer.
Formal Greeting	**ALL**	Students greet other students using last names: "Good morning, Ms. Jones," "Good morning, Mr. Marquez." Adapted from The Morning Meeting Book by Roxanne Kriete
Scholar Greeting	**ALL**	1. Students take turns sharing a job title they would like to have. 2. The class then says good morning, using their future job title. For example, "Good morning, Nurse Samantha" or "Good morning, Engineer Tracy."
Multilingual Greeting	**ALL**	This greeting demonstrates respect for people with different language backgrounds. Teach students to say good morning in a different language. Here are a few options: Bonjour (French) Buon giorno (Italian) Shalom (Hebrew) Buenas dias (Spanish)

		Ohaiyo (Japanese) Guten morgen (German) Jen dobre (Polish) Habari ya asubuhi (Swahili) Kalimera sas (Greek) Sign language As-salamu alaykum (Arabic) Zao an (Chinese) Adapted from The Morning Meeting Book by Roxann Kriete
Favorite Number		1. Have every student write down their favorite number between 1 and 6 (make this number larger or smaller based on the size of your class— you want each number to be chosen more than once). 2. Students hold up their number and mingle, greeting everyone who chose the same number.

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Share and Respond

Before breaking down the circle and beginning on an academic task, use the Pass-Around to ensure that everyone has participated in the Meeting and is ready to begin the day's work in a positive frame of mind.

Pose a question to the group or read a quote, and allow a moment for students to think before responding. Pass a talking piece around the circle, allowing each member of the Meeting to answer the question or share their thoughts about the quote. Each student speaks only when they have

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the talking piece --- there is no calling out, interrupting, or commenting about what someone else has said. Students may choose to pass the talking piece without speaking. After everyone has had the chance to share, summarize the main themes that came up, thank students for participating, and give instructions for how students will transition from the Meeting to academic work.

Questions **Starting with the group leader, everyone takes a turn answering 1 or 2 questions selected from this list.**	**ALL**	Questions to repeat weekly What's your goal for the week? What's one thing you are going to do this week to get closer to meeting your goal? What was the best thing that happened this week? Questions for Week 2 What progress have you made so far? Name one person you have helped or who has helped you. How many compliments can you commit to giving today? What is one way a teacher can show respect for students? What's one way a student can show respect for a teacher? In what situations is it difficult to show respect? What's one good reason to show respect for a person, even if you don't really like him or her? What do other students do and say that bothers you or makes you angry (no names please)? How can you respond in a way that is responsible and respectful? Finish the sentence: A friendship is equal when both people… What do you wish people would say to you more often? What's one thing you can do for a family member today to show you care? On a scale of 1 to 5, how well do you think our group is doing at being respectful toward one another? One a scale of 1 to 5, how well do you think our group is doing at supporting each other to learn?
Quotes **Read one of these quotations or find your own, think of quotes that are representative**	**ALL**	"Our character is what we do when we think no one is looking." – H. Jackson Brown, Jr. "Empathy is about standing in someone else's shoes, feeling with his or her heart, seeing with his or her eyes…it makes the world a better place." – Daniel H. Pink "My definition of a free society is a society where it is safe to be unpopular." – Adlai E. Stevenson

of your classroom and ask students to volunteer their interpretation or associated thoughts.		"One of the most sincere forms of respect is actually listening to what another has to say." – Bryant H. McGill
Other Share and Respond Ideas **If you prefer, you can use these alternative ideas each week to build a sense of community and teamwork.**	**ALL**	Clap in Unison The leader begins this closing by rubbing his or her hands together, and students follow along and do the same. When everyone is rubbing their hands together and watching the leader, s/he claps, and everyone in the circle attempts to clap at the same moment. High Fives All Around Everyone in the circle stands. The leader gives a high five to the person on his or her left, and that person gives a high five to the next person until the high fives have gone all the way around the circle. When the high five comes back to the leader, the whole group claps at the same time. Free Read Let students know early in the week that they will be invited to read a poem or a paragraph from a favorite book aloud during Pass-Around on a particular day. Have students let you know in advance what they would like to read and how long the passage is. Allow 1-3 students to read an approved passage on your selected day. Theme Song Choose a song for your class or allow students to vote on a song, then play this "Theme Song" one day each week to close the Meeting. If you prefer, allow students to vote on a new song each week. While the song plays, students can begin transitioning, rearrange chairs, or just dance!

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Activity and Debrief (Closing Meeting)

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The activities for this week were selected because they present opportunities for students to discuss the meaning of empathy and respect and apply these terms to the way they behave toward others. Most are appropriate for students of all ages, although you may choose to adapt language to be more accessible for your students. Select activities that you judge will be engaging and appropriate for your group.

Empathy Scenarios **SEL Standard 2A.5b. – Demonstrate ways to express empathy for others.**	**ALL**	1. Introduce or review the meaning of empathy, and explain that we can show others that we feel empathy by saying or doing something to show that we care. 2. Ask students to give examples of what they would do to show empathy in the following scenarios: -Your best friend's grandfather passed away, and he seems angry and quiet at school. -In gym, two captains are picking teams for flag football. Everyone knows which student will be picked last, because she is always picked last. - One student in your class really struggles in reading, and your teacher asked you to be her partner to complete an assignment. It is her turn to read aloud and she seems frustrated and embarrassed. -A new student is eating lunch alone in the cafeteria. 3. Debrief by asking students how they were able to understand the feelings of the character in each scenario. Commend students for their natural empathy skills.
Mirror Image **SEL Standard 2A.1b. – Use listening skills to identify the feelings and perspectives of others.**	**ALL**	1. Divide students into pairs, each standing face-to-face. 2. One student in each pair is the designated "mirror." This student observes his/her partner very closely and tries to imitate the partner's movements simultaneously, as though the partner were looking in a mirror. You can even encourage the leaders to be very subtle in their movements. 3. Debrief by asking: - What was difficult about being a mirror?

		- Did your partner make it easy or difficult for you to follow him or her? - How is this like a conversation with a friend? What might a friend or family member do that makes it difficult to understand what they are feeling? What makes it easier? - When someone comes to you and tells you something that's bothering him or her, how can you be like a mirror and reflect what they are saying? What kinds of things can you say or do to show empathy? 4. Guide students to differentiate between trying to "cheer someone up" (this is not behaving like a mirror, this is trying to change the way someone feels) and simply seeking to understand and expressing that you care (this is empathy).
Empathetic Notes **SEL Standard 2A.5b. – Demonstrate ways to express empathy for others.**	**ALL**	1. Pass out an envelope and paper to each student. 2. Once students have learned the meaning of empathy and discussed ways to show empathy, ask them to think of someone they know who is in need of compassion, and then write that person a note that expresses empathy. 3. Give students an example by narrating an empathetic note that you would like to write. (I appreciate … I notice … You're great at … Thank you for … (Be specific.) I'm impressed with … You help us get where we want to go when you … You're making progress on … You encourage others when … Great effort when you … Congratulations on … You're making a difference for …)

		4. Generate a list of situations when it would be a good idea to write someone a note to show you care. 5. Ask students to choose a person to write a note to. They can choose to send the note or use this opportunity for practice.
Inflated or Deflated? **SEL Standard 2A.3a. – Predict others' feelings and perspectives in a variety of situations.**	**4th- 12th Grade**	This activity helps students think about how words and actions impact relationships. Each student will need a balloon for this activity and will need to be able to inflate it without help, so this is best suited for older students. 1. Pass out a balloon to each student. 2. Tell them to blow into the balloon each time you mention something that would make them feel good about themselves, and let out a little air each time you mention something that would make them feel bad about themselves. 3. Read these statements: - Someone takes your opinion seriously. - Someone gives you a hug. - Someone laughs at your joke. - Someone takes advantage of you. - Someone discriminates against you. - Someone believes you can do something and tells you so. - Someone rejects you.

		- Someone thanks you for doing something for him or her. - Someone expects too much of you and you can't meet their expectations. - Someone calls you a name. - Someone ignores you. - Someone forgives you. - Someone invites you to hang out. - Someone is distracted when you are trying to tell them something important. - Someone is too busy to help you. - Someone writes you a note thanking you for being a good friend. 4. Debrief by asking students how it felt to see their balloon grow or shrink, and what they can do to encourage each other and themselves to keep their "balloon" full. Adapted from The Best of Building Assets Together by Jolene Roehlkepartain
Expressing Concern **SEL Standard 2A.5b. – Demonstrate ways to express empathy for others.**	**ALL**	1. Begin the activity by reminding students about the definition of empathy: understanding and caring about how someone else feels. 2. Explain that it is important to go one step further— once you feel empathy for someone else, an important skill is to be able to show another person that you feel empathy by expressing concern. 3. Sometimes we feel shy or anxious to tell someone that we care about them. For example, we might

		struggle to find the best words, or we might not feel sure about how they'll respond. Share a personal story about a time you expressed concern for someone else, and ask students if they have had this experience. 4. Depending on available time, either pass out scenarios on slips of paper so students can discuss them in pairs, or choose 2 or 3 to discuss with the whole group. 5. With each selected scenario, prompt students to think about how they can express concern with words or actions and provide them an opportunity to practice. 6. If you discuss whole-group, then you might assign one student to roleplay the person with the challenge and the other expressing empathy, and then switch roles. -Your friend lost a new pair of shoes. -A new student is crying in the bathroom. - You see someone get hurt on the playground. -Someone is bumped in the hallway and their papers go everywhere. -You see someone who is left out of a game at recess. -Your parent/guardian isn't feeling well. -Your friend just found out that he has to move to a new neighborhood. -Your parent/guardian seems like s/he is having a bad day. -Your friend got a low grade on a test.

		7. Debrief by asking a few groups to share some of their empathetic responses. Adapted from Second Step by Committee for Children (2002)
Showing Respect **SEL Standard 3A.2a. – Demonstrate the ability to respect the rights of self and others.**	**4th-8th Grade**	1. Ask students to write down or think of three people they respect: -A famous person -An adult they know personally -Someone about their age they know personally 2. Allow students to share if they would like. 3. Ask students (select or alter questions that are appropriate for your age group): -Do you respect these three people for the same reasons or for different reasons? -How do you show someone you respect them? Do you show respect differently to different people? -What's the difference between admiration, appreciation, and popularity? -Can you respect someone you don't like? -Can you show respect toward someone even when you don't agree with them? 4. Debrief by emphasizing that everyone has the right to be treated with dignity. Highlight the people they mentioned who are respected because of the way they treat others. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber

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Apologies Discussion **SEL Standard 2A.3a. – Predict others' feelings and perspectives in a variety of situations.**	**ALL**	1. Explain your structure for having a group discussion. For example, if you have a group that needs a lot of structure, you might ask a question, allow a set amount of time for students to discuss their answers with a partner or a group of 3, then you call on each group to have them report their main point. For a group that does not need a lot of structure, you might ask students to raise a finger if they want to speak or have students write their answers first and share out. For small groups where students are very comfortable sharing, simply remind students to step back if they see someone else wants to talk and they've already shared, avoid interrupting and criticizing others' opinions, and allow the conversation to occur organically without raising hands. 2. Pose the following questions to the group: Have you ever done something to hurt someone's feelings? How did you know you had hurt their feelings? How does it feel to know that you made someone feel bad? How should you react when you realize you have made a mistake? Is saying you're sorry always enough? When is it not enough? What else can you do to make it right? 3. Debrief by explaining how this skill—being able to empathize with someone when they have hurt them and being strong enough to apologize—can help them make and keep friends.
Human Camera **SEL Standard 2A.1a. –**	**ALL**	This activity can be used to build group trust and to demonstrate that in order to have empathy for others, sometimes we try to "see through their eyes" to understand how they think and feel. Divide students into pairs.

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Recognize that others may experience situations differently from oneself.		1. Partners face one another with one person facing a screen where you'll project images while the other has their back to the screen. 2. Project an image on the screen. The partner facing the screen describes the image to their partner in as much detail as possible. After a minute or two, allow the students whose backs were to the screen to turn around and view the image described by their partner. 3. Alternate partners describing and listening a few turns. When both have "taken photos", allow the partners an opportunity to discuss the experience and share their impressions of the pictures taken. 4. Debrief by asking students what they learned about their partner after seeing through their eyes. Alternatives: Partners can describe "pictures" or scenes from their own imagination or memory. Provide some prompts like, "A really happy moment", "An exciting trip", etc. Show your class an image or two and give them a few minutes to think about or write down how they would describe them ("dual images" or images that look different depending on how you see them; e.g., two faces or a candlestick in the middle can work well for this too!) Then, pair students to share their responses and reflect on what was the same or different about what they saw.
Pass the Face/ Emotion **SEL Standard 2A.2a. – Identify verbal, physical, and situational cues that indicate how**	**3rd-12th Grade**	1. The person who begins the activity makes a face, then "passes" that expression on to the next person in the circle. 2. That person first imitates, then changes the first expression and passes the new expression on to the next person, and so on around the circle. 3. Use this activity as a hook before debriefing: Explain that a person who feels empathy for another does not necessarily feel the same way, but they seek to understand the feelings of the other person and

others may feel.		demonstrate respect by showing that they value their feelings. 4. Ask students if they can think of a time they felt empathy for someone even though they didn't have the same feeling. Adapted from The Morning Meeting Book by Roxann Kriete
Pass the Smile **SEL Standard 2A.2a. – Identify verbal, physical, and situational cues that indicate how others may feel.**	**Pre-K-5th Grade**	This activity is similar to Pass the Face, but is a simpler version for younger students. 1. The leader turns to the player on his/her right and frowns. This player turns and frowns at the person on his/her right and so on around the circle. 2. The leader now smiles to the person on his/her left and that person passes a smile to the left. The smile is passed until all have received it. The smile should be genuine. 3. Debrief by explaining that sometimes we can guess how others are feeling based on the expression on their face. 4. Ask students to think of (and demonstrate) other facial expressions that might give a clue to how someone is feeling, or name a few other emotions (shy, embarrassed, excited, angry, frustrated, etc.) and have students demonstrate what each face may look like. Adapted from The Morning Meeting Book by Roxann Kriete
Encore **SEL Standard 2C.2b. – Analyze ways to work effectively in groups.**	**3rd-12th Grade**	This is a fun and quick activity that calls for teamwork. Tie it in with the weekly theme by reminding students what kind, respectful behavior looks like during a group activity (e.g., including- and not excluding- anyone, encouraging others to participate, speaking using indoor voices, using respectful language toward each other and toward other teams, etc.) 1. Students divide up into several teams based on where they are sitting in the circle.

		2. The teacher calls out a word, and within 2 minutes each team tries to come up with as many songs as they can that use that topic or word. 3. Use words that are relatively common in music your students will know (e.g., love, beautiful, dance, music, summer). Debrief by asking students to think of how they would rate their group on a scale of 1 to 5, based on how well they met expectations for respectful behavior. Based on the game Encore by Endless Games
Common Traits **SEL Standard 2D.1b. – Identify approaches to resolving conflicts constructively.**	**ALL**	This is a get-to-know-you activity that is good for leading into a brief conversation about conflict resolution. 1. Pass out a sheet of paper to each student, and have them divide the sheet into 2-4 columns, depending on how long you want to spend on the activity. 2. Have students pair up with the person who is directly across the circle from them, and give them 1-2 minutes to write in one column things they have in common (can be physical traits, personality traits, likes and dislikes, etc.) Set students up for success by giving a few examples before they begin. 3. After one minute ask students to form a circle again, sitting in a different place this time. Have students repeat the process, filling in the second column. 4. As time allows, have students pair up with up to 4 different people. 5. Debrief by asking students: How many similarities did you find during round 1? Round 2? ... Did it get easier the more times you paired up? Why do you think that happened? 6. Remind students that it is especially important to look for things you have in common when you have a disagreement or conflict with someone. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber

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Friends or Friendly? **SEL Standard 2C.2a. – Describe approaches for making and keeping friends.**	**ALL**	1. Ask your students to brainstorm differences between being "friends" and being "friendly", and write student responses on chart paper or on the board. 2. Debrief by explaining that it is not required that everyone in the class become friends, although that might happen and it's great if it does. However, it is expected that everyone is friendly so each individual feels safe and comfortable enough to share their thoughts and have a good learning environment this school year. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Wall of Support **SEL Standard 1B.2b. – Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.**	**ALL**	Before students arrive, hang a butcher paper banner along a wall of your room and bring enough crayons or markers so that each student will have at least one. Title the banner "Ways Others Support Us." 1. Have the class think of all the ways others show them love and support. As they think of ideas, have them write or draw pictures on the paper. Use these questions to get your students started: -What are some of the most common ways individuals show support? What are some unusual ways? -When is it most important to feel that others support you? When has someone's support made a difference for you? -Some people don't have as much support in their lives as others. How can students support each other? How can people support each other within a school? 2. Debrief by calling out several examples from the wall, and asking students to tell the group about why they chose to draw or write that. Adapted from The Best of Building Assets Together by Jolene Roehlkepartain

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In-Person Meetings:

Week 3/Theme 3 – Positive Self Talk and Goal Setting

Key messages for the week

Use these as talking points as you introduce an activity and be on the lookout for opportunities to refer to them throughout the session—for example, remind students of the goals they have made and the progress they are making, and model positive self-talk by "catching yourself" aloud when you are feeling frustrated and revising your self-talk so that it is encouraging and productive.

1. Everyone has strengths that they should be proud of, and everyone has things to get better at. It is important to accept and encourage yourself, especially when you catch that little "voice in your head" that is overly critical.

2. When you set a goal, be specific about when and how you will work towards accomplishing it and who you can go to for help. Tell other people about your goals. All this will make you more likely to succeed!

Greetings

This list of greetings was chosen because they encourage students to talk about their future goals, invite peer reinforcement for goal-setting, or simply because they will help students feel connected with the group. Select from this list, allow students to choose a greeting, or create your own greeting.

Daily Goal	**ALL**	1. Count the number of students who are present and divide that number by half (include yourself if you have an odd number). 2. Have students count off around the circle by that number, e.g., if there are 24 students, they will count off until they get to 12, and then start over again at 1. This way every student will have a partner who said the same number. 3. Students find and greet their partner, telling them one goal that they hope to accomplish by the end of the day or the end of the week, and then return to their place in the circle.

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Aspirational Greeting	**ALL**	One at a time, students introduce themselves saying, "Good morning everyone. After I graduate, I want to become a _____" filling in the blank with a profession.
Alliteration Greeting	**ALL**	1. Each student thinks of an adjective that positively describes them that also starts with the first letter of their name. Make sure to give younger or struggling learners ideas. For example, Dynamic Diana, Super Sam, Active Alicia, Outgoing Omar. 2. If any student's name begins with an especially difficult letter, please help them out. If students are struggling with this, give them ideas or words to choose from to help them. 3. Go around the circle, having each student introduce him or herself with their alliteration. Example: " Hi, I am friendly Frankie."
Compliment Greeting	**2nd-12th grade**	1. Prior to students coming into class, place sticky notes on each student's desk and number them according to how many students you have. For example, if you have 25 students then number sticky notes 1-25. 2. Model for students how to give a compliment, explaining that the best compliments are about things we do, not what we look like, or what we have, or what we're wearing. **For example, "I like the way you shared about your sister during Announcements yesterday," or "I thought it was really cool how you shared your lunch with Andrea last week," rather than "Nice Jordans."** 3. Pair or group the different students however you would like. All odds in one group, all evens in another. Or, you can pair #1 & # 2, then #3 with #4, etc. 4. Students should begin complimenting their partner and then vice versa. Students can return to their seats once they and their partner have shared. Adapted from The Morning Meeting Book by Roxann Kriete

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Baseball Greeting	**3rd - 8th grade**	1. Students decide if they will hit a single, double, triple or a home run. -If they choose a single they will shake hands and greet by saying, "Good morning, ____," to the person next to them. -For a double they will pass the person next to them (1st base) and greet by saying "Good morning, _____" to the second person from them. -For a triple they will pass two people (1st and 2nd base) and greet by saying, "Good Morning, _____, " to the third person from them. - for a home run they will pass three people (1st, 2nd, and 3rd) and greet by saying "Good morning, ____" to the 4th person from them. 2. The people they pass will give them a high five. 3. When students have shaken hands, they join the circle in a new spot and put their hands in their pocket to signal that they have already been greeted. 4. At the end, ask students why they may have chosen a single, double, triple, or home run. What does that say about how they are feeling today? Adapted from The Morning Meeting Book by Roxanne Kriete
Ice Cream Scoop	**Prek - 2nd Grade**	1. Students decide if they would eat one scoop, two scoops or three scoops of ice cream. -If they choose a single scoop they will shake hands and greet by saying, "Good morning, ____," to the person next to them. -For a double scoop they will pass one person and shake hands with the next person.

		-For a triple they will pass two people scoops -For three scoops they will pass three people . 2. The people they pass will give them a high five. 3. When students have shaken hands, they join the circle in a new spot and put their hands in their lap to signal that they have already been greeted. 4. At the end, ask students why they may have chosen a single, double, or triple scoop of ice cream. What does that say about how they are feeling today? How does the size of your cone make you feel?
Cheer Greeting	**All Grade Levels**	Going around the circle, students do the following call and response greeting: Student: My name is (first name). Group: (repeats first name) Student: And I like to (activity). Group: (repeats activity) Student: And I'll be a (person who does this activity). Group: (repeats the last word) Student: Every day of my life. Group: Every day of (his/her) life. For example: My name is Eddy. Eddy! And I like to sing. Sing!

		And I'll be a singer. Singer! Every day of my life. Every day of his life. Adapted from The Morning Meeting Book by Roxann Kriete
Funny Voices	**All Grade Levels**	1. The first person to start the greeting says, "My name is _____ and I want you to greet me in a _____ voice." 2. The class then responds by saying in that voice, "Good Morning _____." Some possibilities for different voices are: spooky, robot, whisper, loud, soft, baby, tough guy, squeaky, sing song, evil, low, slow, excited, etc.

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Share and Respond

Before breaking down the circle and beginning on an academic task, use the Pass-Around to ensure that everyone has participated in the Meeting and is ready to begin the day's work in a positive frame of mind.

Pose a question to the group or read a quote, and allow a moment for students to think before responding. Pass a talking piece around the circle, allowing each member of the Meeting to answer the question or share their thoughts about the quote. Each student speaks only when they have the talking piece --- there is no calling out, interrupting, or commenting about what someone else has said. Students may choose to pass the talking piece without speaking. After everyone has had the chance to share, summarize the main themes that came up, thank students for participating, and give instructions for how students will transition from the Meeting to academic work.

Questions	**ALL**	**Questions to repeat weekly** What's your goal for the morning/day/evening/week/weekend?

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Starting with the group leader, everyone takes a turn answering 1 or 2 questions selected from this list.		What's one thing you are going to do to get closer to achieving your goal based on the skills you have already learned? What was the best thing that happened so far this morning/afternoon/day/week/weekend? **Questions for Week 3** What's one thing you're looking forward to this weekend? What have you accomplished this week? What was your best class experience this week? What is one thing you understand better now than you did when we started? When you feel discouraged or frustrated, what will you say to yourself to keep going? What kind of school subjects, activities, and homework are easy for you? What kind of school subjects, activities, and homework are hard for you? What can you do to get better? What makes someone a good teacher? What makes someone a good student? What is one thing you will do to make your school a better place? What is one thing you will do to stay organized when school starts? What's your best tip for completing projects and homework? What is one thing that helps you concentrate and learn? Who is the best teacher you've had and how did that person help you learn? When have you gone above and beyond on an assignment or project, and what motivated you?
Quotes **Read one of these quotations or find your own, and ask students to volunteer their interpretation or**	**ALL**	"Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly." – Langston Hughes "You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it." – Maya Angelou "A goal is a dream with a deadline." – Napoleon Hill "Believe you can and you're halfway there." – Theodore Roosevelt

associated thoughts.		
Other Pass-Around Ideas **If you prefer, you can use these alternative ideas each week to build a sense of community and teamwork.**	**ALL**	**Clap in Unison** The leader begins this closing by rubbing his or her hands together, and students follow along and do the same. When everyone is rubbing their hands together and watching the leader, s/he claps, and everyone in the circle attempts to clap at the same moment. **High Fives All Around** Everyone in the circle stands. The leader gives a high five to the person on his or her left, and that person gives a high five to the next person until the high fives have gone all the way around the circle. When the high five comes back to the leader, the whole group claps at the same time. **Free Read** Let students know early in the week that they will be invited to read a poem or a paragraph from a favorite book aloud during Pass-Around on a particular day. Have students let you know in advance what they would like to read and how long the passage is. Allow 1-3 students to read an approved passage on your selected day. **Theme Song** Choose a song for your class or allow students to vote on a song, then play this "Theme Song" one day each week to close the Meeting. If you prefer, allow students to vote on a new song each week. While the song plays, students can begin transitioning, rearrange chairs, or just dance!

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The activities for this week were selected because they present opportunities for students to think about goals, set goals, and discuss their goals with others. They also reinforce the skill of positive self-talk by presenting practical scenarios when this skill can be used. Most are appropriate for students of all ages, although you may choose to adapt language to be more accessible for your students. Select activities that you judge will be engaging and appropriate for your group.

Character Trait Qualities **SEL Standard 1B.2a. – Describe personal skills and interests that one wants to develop.**	**All ages (modify list for younger students)**	1. Give students this list (or a modified list that is more appropriate to your age group). 2. Define unknown words. 3. Ask them to underline 5-10 words that describe them, star 3 words that describe qualities they would like to work on and improve, and exclamation points next to any words they don't know. Word List: Appreciative Assertive Attentive Careful Caring Collaborative Committed Communicative Compassionate Confident Cooperative Courageous Creative Curious Determined Detail-oriented Efficient Empathetic Energetic Encouraging Enthusiastic Ethical Fair Flexible Forgiving Friendly Generous Gentle Goal-oriented Hardworking Helpful Honest Humorous Imaginative Inclusive Independent Joyful Kind Leader Loyal Open-minded Optimistic Organized Patient Perceptive Prepared Principled Problem-solver Responsible Reflective Reliable Respectful Self-disciplined Self-motivated Spirited Studious Supportive Tactful Thoughtful Trustworthy

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		4. Debrief by emphasizing the first key message of the week—that all people have qualities to be proud of and some they want to work on. It's good to consider your strengths when setting a goal so you can make use of them as you work toward achieving it, and also to remind yourself of all your strong qualities. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Goal setting **SEL Standard 1C.1b. – Identify goals for academic success and classroom behavior.** **SEL Standard 1C.2a. – Describe the steps in setting and working toward goal achievement.**	**ALL**	This activity emphasizes that students can and should set goals in different parts of their lives. Each student will need paper and something to write with. 1. Tell students that they will not be asked to share these goals with the group. Ask them to write: -One goal related to how you will do in a specific subject in school next year. -One goal related to a work habit you will get better at next school year -One goal related to a behavior you want to improve or use more often with your friends, family, or teachers. -One goal about an activity you want to participate in or lead next year. -One personal goal that isn't related to any of the above. 2. To debrief, lead students in silent reflection about the following questions, emphasizing that by having answers to questions like these, they are more likely to achieve their goals: - What steps will help you accomplish these? - Who can help you?

		- How will you know you're making progress toward your goal? How long will it take to accomplish? - How will you know you're halfway there? ****Reworded Goals for K-2:** - Which subject would you like to get better at this year, Reading, Math, Writing, Science, Social Studies? Which one? Is there something you want to learn in that subject? Pick one or think of one not on the list. - Would you like to get better at asking for help? Finishing your work? Working Quietly? Writing neatly? Adding color and drawing to your work? Pick one or think of one not on the list. -Would you like to work on speaking when it is your turn? Staying in your work space? Using an inside voice? Working with classrooms or other people? Pick one or think of one not on the list. -What is something you would like to participate in next year? STEM club, a Sport, Dance, Art, Music, Yoga, Learning a new language? Pick one or think of one not on the list. - What is something you want to get better at, feel more comfortable with or learn? Meeting new friends, helping others, completing chores at home, skateboarding, bike riding? Lego building? ****Reworded Debrief for K-2:** -What are things you can do to accomplish these goals? Go to the library, make a plan, sign up for a class or program. -Who can help you accomplish these goals? -How will you feel when you start to work on these goals? Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Personal assets **SEL Standard 1B.3a. – Analyze how personal**	**ALL - younger students may need sentence**	1. Ask students to write down or think of something they are good at that has nothing to do with school. 2. Then, ask them to write or think about the personal skills and qualities they have that help them be successful with this particular thing. 3. Finally, ask them to think about ways these personal skills and qualities can help them in school as well.

qualities influence choices and successes.	**stems**	4. Share with a partner or with the whole group. For example, Yesenia is good at soccer. She is good at soccer because she is determined, she is strong, and she cooperates with her teammates. She can use these same skills in the classroom by cooperating with group members when assigned a group project, by staying determined to get the grades she wants, and by staying strong and trying her best even when her homework is very difficult. 5. To debrief, explain how different students succeed in school in different ways—some may be really good at remembering what their teacher says, others may have the determination to stay after school for extra help on homework, still others might be highly organized with taking and reviewing notes and keeping track of assignments—we make use of our strengths to find our own way to be successful. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
10 ways to support yourself **SEL Standard 1A.3a. – Analyze factors that create stress or motivate successful performance.**	**Grades 2-12**	1. Before students enter the room, create four signs and tape one up in each corner of the room: "I already do this a lot" , "I'd like to do this more often" , "I'd like to try this" , "This doesn't work for me" 2. Explain that the purpose of this exercise is to think about and learn some new strategies for taking care of yourself when you feel stressed out, nervous, angry, sad, or you have a problem you don't know how to solve. 3. When you read the 10 statements below, tell students to move to the sign that describes how they feel. *When I'm feeling down, I can imagine myself in a place that feels safe and calming. *When something is hard for me, I try to picture myself doing that thing successfully. *I have some favorite music I listen to that helps me feel calm when I'm upset. *Sometimes I write down my thoughts to get a clearer sense of what I'm thinking or feeling.

		*Sometimes helping other people or doing something nice for someone makes me feel better. *When I can't solve a problem by myself, I go to someone I trust to ask for help. *When I've made a bad choice, I know I can make a better choice next time. *When things are bothering me, I feel okay letting someone know. *After I've done something well, I like going over it again in my mind. *I share my opinions even when I know others disagree with me. 4.Debrief by asking students to share about their favorite strategy or the strategies they plan to use in the future. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Positive self-talk discussion **SEL Standard 1A.4a. – Analyze how thoughts and emotions affect decision making and**	**ALL (adapt language for younger students)**	1. Explain your structure for having a group discussion. For example, if you have a group that needs a lot of structure, you might ask a question, allow a set amount of time for students to discuss their answers with a partner or a group of 3, then you call on each group to have them report their main point. For a group that does not need a lot of structure, you might ask students to raise a finger if they want to speak or have students write their answers first and share out. For small groups where students are very comfortable sharing, simply remind students to step back if they see someone else wants to talk and they've already shared, avoid interrupting and criticizing others' opinions, and allow the conversation to occur organically without raising hands.

responsible behavior.		2. Ask your class the following questions: - What does it mean to be self-critical? (for example, saying "I'm so bad at ___" or "I hate the way I ___") - What types of things are people your age most self-critical about? (For example, looks, artistic or athletic ability, intelligence, voice, etc.) - What do you think: are people more critical about themselves than they are toward other people? Why? - Are people harder on themselves than they should be? Why do you think people often underestimate themselves? 3. Refer to this self-critical thinking as the "voice in your head" or "self-talk." Explain that it is important to make the voice in your head say encouraging, supportive things rather than things that tear you down. 4. Use these scenarios to demonstrate: - You are taking a test, and it's really hard. The little voice in your head is thinking, "I'm so bad at this, everyone else gets it but me, I'm dumb, I hate this subject, this is impossible." What will be the results of this thinking? How could you change this negative self-talk into positive self-talk? - You transfer to a new school, and you're alone at lunch. The little voice thinks, "They already have friends, they don't want me hanging around, they don't like my clothes, they think I talk funny, if I talk to them they'll just ignore me or make fun of me." What will be the results of this thinking? How could you change this to positive thinking? - To debrief, emphasize that our thinking impacts our actions. Too much negative self-talk can make us feel more stressed and less likely to try our best. Positive self-talk encourages us to keep trying, even when things are difficult and there are obstacles in our path.

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Tap Someone Who…/ Shout Out Someone Who… **SEL Standard 1B.1b. – Identify family, peer, school, and community strengths.**	**Grades 1-8**	This activity promotes positive peer attention and support for success to build confidence and strengthen group relationships. 1. Divide the group in two. The first group will be the "tappers", and the second group will form a circle. 2. Explain that you will be calling out categories, after which tappers will gently tap people on the shoulder if, in their opinion, they fit the stated category. 3. Have the second group close their eyes. Tell the tappers that they may gently tap one or more people after each statement. You will also be a tapper to ensure that every student is tapped. 4. State the categories listed below, pausing after each to give the tappers time to tap people. After the first round, the tappers and the students who were tapped switch roles. 5. Debrief with these questions: - How did it feel being tapped? Why? - How did it feel being the Tapper? Why? - Do you have other ideas for questions we can ask? - How does this activity help us to make a more caring classroom? Categories: Tap someone who… Is a good listener Will grow up to do a job where they help people Will donate money to charity

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		Will invent something You trust Has helped you Is a good friend Can keep a secret Has great style Is good at cheering others up You don't often work with, but would like to get to know better Can make you laugh Would make a good . . .leader, accountant, computer repair specialist, dancer, comedian You'd like to hang out with You'd like to play with at recess You admire You would take on an all-expenses-paid trip to Florida, New York City, Hawaii, etc. Has taught you something You have seen showing empathy You have seen being kind You respect Will achieve his or her goals
The Marshmallow Experiment **SEL Standard 3B.3a. – Analyze how decision-making skills improve**	**ALL**	1. Read this passage to your students: *"Imagine that you're 4 years old, and participating in a little experiment. A friendly adult welcomes you into a room and sits you in front of a marshmallow. "This is for you," she says. "Before we start, I have to do something down the hall. You can eat the marshmallow any time you like. But if you wait until I get back, I'll give you two marshmallows."* *The researcher leaves the room. It's just you and that marshmallow.* *Children react differently to this situation. Some grab and gobble the marshmallow by the time the door closes behind the researcher. Others seem fixated on it -- looking, smelling, touching -- but hold back from eating it. Others*

study habits and academic performance.		*take steps to distract themselves -- singing, walking around, listening by the door.* *Black-out. Lights up -- fourteen years later. You and hundreds of other kids who took the marshmallow test are tracked down by the researchers.* *The findings are dramatic. The youngsters who, at four, had waited to win the second marshmallow, tended to be rated high on the skills that make for success -- in school, at work, in life. They had many of the "habits of successful people" -- confidence, persistence, capacity to cope with frustration.* *On the other hand, the one-third who had wolfed the marshmallow had a different overall profile. They had trouble setting aside distractions and impulses to achieve long-term goals. When it was time to study for the big test, they tended to get distracted by their favorite tv show." (this summary of the famous experiment is from ronaldgross.com)* 2, Ask students: What strategies would they use to stop themselves from eating the marshmallow? In what kinds of situations do they have to delay gratification in order to reach a long-term goal? What strategies would they use to avoid distractions or temptations in real life situations? 3. To debrief, tell students that they are going to participate in their own marshmallow experiment this week, and they will show their ability to stay focused on their goals. Give each student a piece of (non-melting) candy and ask them to carry it around for the rest of the week. 4. Reflect with students about what this was like for them. Begin by letting your class know that it takes awareness and practice to strengthen our social emotional skills, and we all have areas where we're really strong, and others where we're growing. Emphasize that, regardless of their outcome, everyone in your community can celebrate and encourage one another. Ask, "How were those who didn't eat the candy able to abstain?" "In what ways was it hard for others?"

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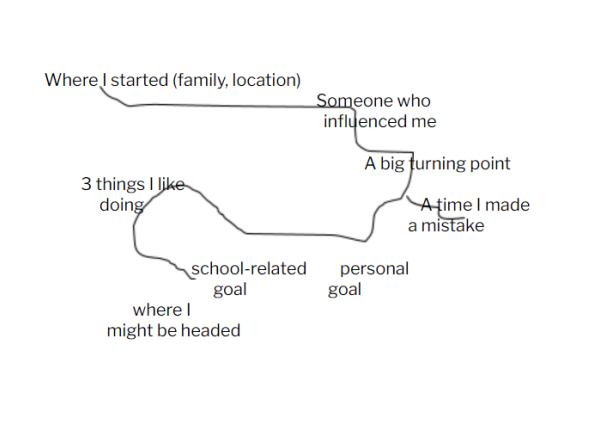
Encouragement **SEL Standard 2C.3a. – Analyze ways to establish positive relationships with others.**	**Prek - 2nd grade**	This game is a variation on the traditional "hot vs. cold" game, where one volunteer looks for a hidden object while onlookers let them know if they are "hot" (nearer to the object) or "cold" (further from the object). Instead of hot and cold, students cheer on the volunteer to varying degrees. This activity is designed with younger students in mind, although older students may also enjoy it. This is a great way to introduce students to the idea of positive self-talk. 1.The volunteer leaves the room while the rest of the students choose a hiding place for the object. 2. When the volunteer returns, she begins to search the room for the object while the class gives feedback (see below for examples— you may want to give students ideas before you begin). 3. This continues until the seeker finds the object. It is good to have enough time for two or three seekers to find an object. **"Cold" encouragement phrases:** So far so good. Nice try. Keep trying. Good effort. Keep it up. **"Warm" encouragement phrases:**

		That's better. You're improving. Looking good! You're getting there! "Hot" encouragement phrases: Great! Awesome! Wooo! Fantastic! Impressive! Debrief by explaining the concept of positive self-talk. Also compliment students for their positive participation and express your hope that they will continue to encourage each other this summer.
The Bus Driver **SEL Standard 1A.4b. – Generate ways to develop more**	**Grades 4-12**	1. This can be used as a daily journal writing that also helps students socially and emotionally. 2. Have students take out their journals and something to write with. Have them turn to the next clean page and put their names and the date at the top. 3. Read and discuss the story below: *It was an unbearably steamy August afternoon in Chicago, the kind of sweaty day that makes people grumpy with*

positive attitudes.		*discomfort. There was a woman who was coming home from work. She was tired and wished she was home already.* *As she stepped onto the bus, she was startled by the bus driver, a middle aged man with an enthusiastic smile, who welcomed her with a friendly, "Hi! How are you doing?" This was the greeting he gave to everyone who entered. Each passenger was just as startled as the woman, and few returned his greeting.* *But as the bus crawled uptown through the thick traffic, a slow, rather magical transformation occurred while the driver gave a running monologue for the benefit of the passengers. He made upbeat comments on the passing scene around them: "there's a terrific sale at the Macy's department store, a wonderful exhibit at the Art Institute, and if you're still here on Saturday, don't miss the Farmer's Market! Did you hear about the new movie that just opened at the theater down the block?"* *His delight in the rich possibilities the city offered was contagious. By the time people got off the bus, each in turn had shaken off the grumpy mood they had entered with, and when the driver shouted out a "so long, have a great day!" each gave a smiling response.* *That bus driver, whether he knew it or not, was responsible for spreading a good feeling that must have rippled through the city, starting from passengers on the bus.* *(Adapted from a passage in Emotional Intelligence by Daniel Goleman (1995))* 4. Next, switch to the slide that will have the following questions posted. Debrief with these discussion questions: How can we be more like the bus driver? How will you behave around other students to spread good feelings? With your family after they have had a hard day? With people who work at the restaurants/Laundromats/stores you go to? With your teachers?

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		How do you feel after you've behaved positively toward someone? How do they react to you?
Bag of Metaphors **SEL Standard 1B.1a. – Identify one's likes and dislikes, needs and wants, strengths and challenges.**	**Grades K-8**	1. Bring a bag of small objects such as toys, magnets, keychains, or other things you find around the house. 2. Spread the items out in the middle of the circle, and have each student choose an object that represents something about them: The best thing they bring to the group A personal strength or skill A contribution they have made to the community An attitude that helps them get through hard times A way they have helped someone else 3. Debrief by expressing appreciation for the diversity of the group, and that each has contributed his or her strengths and qualities. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Life Maps **SEL Standard 1C.4a. – Identify strategies to make use of resources and**	**Grades 4-12**	1. Give each student a sheet of paper and draw a model like this one on a piece of chart paper OR project it on the smartboard if you want to use one from the internet.

overcome obstacles to achieve goals.		 Here is a link to use as an example: https://k12.thoughtfullearning.com/sites/k12/files/minilesson/images/lifeMap.jpg 2. Have students create their own life map, drawing, or writing about important people and events in their past or future. 3. Allow students to share if there is time or save sharing for the next day. 4. Debrief by summarizing that each student has already shown how strong and smart they are by overcoming obstacles and detours, and can draw upon their influential people, interests, and determination to reach their goals to stay on a positive path. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Two truths and a goal **SEL Standard**	**Grades 4 - 12**	This activity is best for older students, as it requires abstract thinking. 1. A student tells three things about him/herself -- two facts and one thing that isn't true yet but they would like it to be true. For example, the student might say, "I've been to France. I play the tuba. I've got three cats." 2. Students take a vote on which claim is a goal, and then the student reveals the answer.

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2B.1a. – Describe the ways that people are similar and different.		3. To debrief, reflect on the diversity and similarities of goals and accomplishments presented by students, highlighting areas where there is common ground and where students are unique.
Twenty things **SEL Standard 2B.2b. – Demonstrate how to work effectively with those who are different from oneself.**	**Grades 1-8**	1. Collect 20 objects and set them in the middle of the circle. 2. Cover them with a sheet before students join the circle. 3. Explain that this is an experiment to see how we are similar and different in the way that we remember and learn things. After you lift the sheet, students will have 2 minutes to silently look at the objects, using whatever strategy they want to memorize what is there. 4. After two minutes, cover the objects again and give students 2 minutes to write down as many objects as they can remember without talking. 5. After working alone, have students work with a partner to see if they remembered different things. 6. Ask them to describe what was easiest to remember, what was hardest to remember. To debrief, explain how we often use prior experiences to remember things. 7. Ask students whether they were more successful when they worked with a partner. 8. Have a few students share their remembering strategies, and compare how different students think in different ways. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber

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Tearing down walls **SEL Standard 1C.4a. – Identify strategies to make use of resources and overcome obstacles to achieve goals.**	**Grades 4-12**	This activity fits in well the day after students have identified their goals. 1. Before students arrive, hang a piece of butcher paper on the wall. 2. Explain that this represents a wall—it's the obstacle that gets in the way of reaching our goals. 3. Give each student a marker, and ask them to write something on the paper that can get in the way of achieving their hopes and goals. Examples could include: not enough time, not enough money, discouraging people, too busy, etc. 4. When students have had a few minutes to write, ask: Which obstacles are the easiest to get past? Which are the hardest? What's one thing you can do to work around a barrier? 5. As a group, tear down the wall to symbolize how they will overcome obstacles to achieve their goals. 6. Debrief by asking students how it felt to tear through the barrier. Then ask them to think ahead to how they will feel when they accomplish their goals. Adapted from The Best of Building Assets Together by Jolene Roehlkepartain

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In-Person Meetings

Week 4/ Theme 4 – Keep Calm and Be Assertive

Key messages for the week

Use these as talking points as you introduce an activity and be on the lookout for opportunities to refer to them throughout the session—for example, by reminding students to think of assertive ways to state their needs and opinions, by prompting students to use calming strategies, and by positively recognizing when students speak calmly and assertively.

1. To be assertive, speak calmly but firmly, make eye contact, stand or sit straight, and face the person with whom you are speaking. People who behave assertively communicate their opinions and needs respectfully and seek to understand the perspective of others. People who behave passively accept what others do and go along with it, even if they don't like it or don't understand. People who behave aggressively act in an angry way and try to force others to do what they want.

2. When you are having a strong emotion, it can trigger impulsive behavior that will have bad consequences. It is important to realize when this is happening so that you can calm yourself down to make a more responsible decision.

3. When someone asks or tells you to do something that makes you uncomfortable or feels wrong, it is okay to say "no." If the person is a friend, he or she will respect you no matter what you choose. The opposite is also true—if someone says "no" to you, be a good friend by respecting his or her response.

Greetings

This list of greetings was chosen because each reinforces group familiarity, respectful interactions, and shows each student that they are a valued participant in the class. Select from this list, allow students to choose a greeting, or create your own greeting.

Assertive Greeting	**Grades 2-12**	1. Teach students to do an assertive, mature greeting, which they might use when there's a visitor in the classroom, when they meet a new teacher, or when they are interviewing for a job, internship, or volunteer opportunity.

		2. Students should practice making eye contact, shaking firmly, and saying, "Hello, I'm (first and last name), it's good to meet you." Demonstrate with a student volunteer first, then have students mingle and shake hands with 3 people.
African Greeting	**ALL**	1. Pre-teach two phrases of a traditional greeting from the Natal tribes of South Africa: "Sawa bona," which means, "I see you," and "Sikhona," which means "I am here." This greeting is significant because it communicates that humans are interconnected; we acknowledge each other's presence and pause to appreciate them. 2. All members of the circle close their eyes. 3. The person who begins the greeting opens his/her eyes, turns to the person to the right or left, says "Sawa bona, (neighbor's first name)." That student then opens his/her eyes and responds, "Sikhona, (greeter's first name)." The greeting then continues around the circle until all members have been greeted. Adapted from The Morning Meeting Book by Roxann Kriete
How are you, really?	**ALL**	Most of the time when we ask someone "how are you?" we don't expect a detailed or even an honest response. This morning, tell students that they will greet just one partner, but their goal is to truly find out how they are doing. 1. When the first student asks, "How are you?" the second student must answer with at least two words that describe how they are feeling WITHOUT using the words good, tired, or fine. 2. The first student must then ask at least one follow-up question to learn more about how the person is feeling and why they feel that way. 3. The students switch roles.

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		** Kinder- 2nd may need some help with new vocabulary besides, good, tired and fine. (Maybe excited, worried, upset, nervous, curious) Words could be posted on the board or word wall
Spider Web Greeting		The teacher or student who begins the greeting holds a ball of yarn. This person greets someone across the circle and gently rolls the ball to that person while firmly holding on to the end of the string. The person who receives the ball of yarn greets another person across the circle and rolls the ball of yarn to that student, making sure to hold onto the unraveling strand with one hand. This continues until everyone has been greeted and the yarn has created a web across the circle. When the web is complete, cut the string into pieces and invite students to wear a piece of the string as a bracelet. Adapted from The Morning Meeting Book by Roxann Kriete
It's Good to See You; I'm Glad You're Here	**ALL**	1. This is a simple greeting that will begin the day with a positive peer interaction. 2.Before students enter, write on the board or on chart paper "It's good to see you; I'm glad you're here." 3. Students greet the person on the right and the left, saying this phrase.
Snowball Fight	**ALL**	Tell students that today's greeting is designed to help them release their frustration— they get to throw things! (Albeit small, harmless balls of paper that they will clean up afterward). 1. Pass around a small pad of white paper and ask students to take a piece and write their name on it. Instruct students to crumple their paper to look like a snowball. 2. Set a timer for 20 seconds. Explain that while the timer is running, everyone can throw any "Snowball" they pick up (review first how students should throw the snowballs, e.g., not in anyone's face, throw toward the middle of the circle rather than the corners of the room, and don't choose this greeting if your group is not prepared to abide by these rules). 3. When the timer rings, each person finds a snowball and returns to the circle. 4. Moving around the circle, students stand up and cross the circle to greet the person named in their

		snowball. On the way back, they return the snowball to a recycling bin in the middle of the circle. Adapted from The Morning Meeting Book by Roxann Kriete
Crazy Walk Greeting	**ALL**	Now that students are more comfortable with each other, this is a fun way to let students show their individuality and creativity. 1. Each student thinks of a way to move across the circle. They could crab walk, disco walk, skip, hop on one foot, walk on their knees, etc. 2. Choose one person to begin the greeting. The person who starts will pick someone from across the circle to greet. The first person then does a crazy walk across the circle and greets the other person with a handshake, and then returns to her/his seat. The greeting continues until everyone has been greeted. **If you expect students will be reluctant to participate, first brainstorm ideas for different ways to walk across the circle.

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Share and Respond

Before breaking down the circle and beginning on an academic task, use the Pass-Around to ensure that everyone has participated in the Meeting and is ready to begin the day's work in a positive frame of mind.

Pose a question to the group or read a quote, and allow a moment for students to think before responding. Pass a talking piece around the circle, allowing each member of the Meeting to answer the question or share their thoughts about the quote. Each student speaks only when they have the talking piece --- there is no calling out, interrupting, or commenting about what someone else has said. Students may choose to pass the

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talking piece without speaking. After everyone has had the chance to share, summarize the main themes that came up, thank students for participating, and give instructions for how students will transition from the Meeting to academic work.

Questions **Starting with the group leader, everyone takes a turn answering 1 or 2 questions selected from this list.**	**ALL**	**Questions to repeat weekly** Questions to repeat weekly What's your goal for the morning/day/evening/week/weekend? What's one thing you are going to do to get closer to achieving your goal based on the skills you have already learned? What was the best thing that happened so far this morning/afternoon/day/week/weekend? **Questions for Week 4** What was one time you were frustrated this week and how did you overcome your frustration? What's one thing you can do to calm down when you're angry or upset? What can you do when you see someone being mean to others? When you get in trouble for something you did, how do you react? What's the best way to react? When you feel stressed, what is one thing you can do to take care of yourself? When you have difficulty or get stuck, what can you do to get extra help? Tell a short story about a time you stood up for someone or stood up for what you believe in. Name someone you trust. How does someone show that they are trustworthy?
Quotes **Read one of these quotations or find your own, and ask students to volunteer their**	**ALL**	""No" can be one of the most positive words in the world. No, I will not be defeated. No, I will not give up." – Martha Williamson "You have to stand for what you believe in. And sometimes you have to stand alone." – Queen Latifah "Be sure you put your feet in the right place, then stand firm." – Abraham Lincoln "When adversity strikes, that's when you have to be the most calm. Take a step back, stay strong, stay grounded and press on." – LL Cool J

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interpretation or associated thoughts.		
Other Pass-Around Ideas **If you prefer, you can use these alternative ideas each week to build a sense of community and teamwork.**	**ALL**	Clap in Unison The leader begins this closing by rubbing his or her hands together, and students follow along and do the same. When everyone is rubbing their hands together and watching the leader, s/he claps, and everyone in the circle attempts to clap at the same moment. High Fives All Around Everyone in the circle stands. The leader gives a high five to the person on his or her left, and that person gives a high five to the next person until the high fives have gone all the way around the circle. When the high five comes back to the leader, the whole group claps at the same time. Free Read Let students know early in the week that they will be invited to read a poem or a paragraph from a favorite book aloud during Pass-Around on a particular day. Have students let you know in advance what they would like to read and how long the passage is. Allow 1-3 students to read an approved passage on your selected day. Theme Song Choose a song for your class or allow students to vote on a song, then play this "Theme Song" one day each week to close the Meeting. If you prefer, allow students to vote on a new song each week. While the song plays, students can begin transitioning, rearrange chairs, or just dance!

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Activity and Debrief (Closing Meeting)

The activities for this week were selected because they present opportunities for students to practice calming strategies, learn and apply the skill of assertive communication, and discuss practical ways to use these skills in their lives. Most are appropriate for students of all ages, although

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you may choose to adapt language to be more accessible for your students. Select activities that you judge will be engaging and appropriate for your group.

Passive, Aggressive, or Assertive **SEL Standard 1A.2b. – Describe and demonstrate ways to express emotions in a socially acceptable manner.**	**Grades 4-12 (adapt scenarios to be age appropriate)**	1. Write the words Passive, Aggressive, and Assertive on the board or chart paper and ask students what each word looks like and sounds like (or tell them if they are not sure). Aggressive sounds like: voice is loud, language is mean, negative, rude, sarcastic. Words are blaming, arguing, stereotyping, and interrupting. Aggressive looks like: getting in someone's face, eye-rolling, threatening, ready to fight, pointing Passive sounds like: doesn't say what they feel, want, or need, goes along with what others want, silent or speaks so softly that others can't hear, apologize a lot, or whining. Passive looks like: shrugging shoulders, no eye contact, trying to hide or blend in, pouting. Assertive sounds like: being honest and open about feelings, needs, and wants, attentive listening to others, taking responsibility for actions, voice is even and calm, language is respectful. Assertive looks like: relaxed face and body, ready for conversation, straight posture, eye contact Assertive behavior is sharing your perspective, letting others know how you feel or what you need, telling people when you're frustrated, angry or upset so they don't have to guess your mood, explaining how someone else's action impacts you, being firm about what you will or won't do, asking questions to help you understand someone else's view, and asking for help when you need it. 2. Read these sentences to your students, asking them whether it describes a passive, aggressive, or assertive action: *You say mean things to get back at someone.*

		You don't say your opinion. *You tell someone how you feel when they did something that bothered you.* *You do what your friends are doing even if you don't want to.* *You say no when you're not comfortable with what your friends are doing.* *You give someone the silent treatment after an argument.* *You say what you want to do when you and your friends are deciding what to do on the weekend.* 3. Debrief with these key points: You have the right to say what's bothering you in a strong way without being mean or aggressive. Assertive responses give other people information they need—they can't read your mind. When you communicate assertively, you are doing something good for you and for your relationship. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Assertive Behavior Scenarios **SEL Standard 2D.3a – Evaluate strategies for preventing**	**Grades 4-8**	1. Describe and demonstrate assertive, aggressive, and passive behavior for your students, or if you have already done so ask students to review the meaning of each. 2. Pose the following scenarios to students and ask the questions that follow: *Your teacher is explaining something new and she keeps using a word you don't know, so you don't really understand the lesson. When you start your assignment, there's that word again, right in the question you are supposed to answer. What is the passive response to this situation? (you try to do your homework the best you can, you don't want to ask what the word means because you don't want anyone to judge you for not knowing) What is the aggressive response? (not doing the assignment, getting angry and giving up) What is the assertive thing to do? (Ask the teacher what the word means!)*

and resolving interpersonal problems.		*Your friend/brother/sister is playing Monopoly with you, and keeps cheating by stealing money from the bank when he/she thinks you aren't looking and changing the rules to his/her advantage. What would be an assertive response? An aggressive response? A passive response?* *Your teacher is explaining how to do a new kind of math, and it is really confusing. No one else is asking questions, so you assume you must be the only one who doesn't get it. What would be an assertive response? An aggressive response? A passive response? What's the best response if you want to get an A in math?* *Your friend is pressuring you to _____ (choose an age appropriate example of negative peer pressure), but you really don't want to do it. What's the assertive thing to do? Aggressive? Passive?* 3. Debrief the discussion by asking students which type of response usually achieves the best outcome, emphasizing that an assertive person communicates how s/he feels and what s/he is thinking in a respectful way, which helps to solve a problem or resolve a conflict with another person.
Assertive Statements **SEL Standard 3B.3b. – Evaluate strategies for resisting pressures to engage in unsafe or unethical**	**Grades 3-8**	1. Prepare slips of paper with these sentences for your students act out: *I'm feeling upset about what happened yesterday. Can we talk about this?* *Here's what I need right now. Can you live with that?* *I'd really like some help with this.* *I see your point, and here's how I see the situation.* *I need to say no for right now. That's how it's going to be.* *Help me understand your perspective. Can you tell me more about why you feel that way?* *I didn't mean any disrespect, I'm sorry.*

activities.		*It really bothers me when you do that. I'd prefer you do this instead.* 2. Review the meaning of the words assertive, aggressive, and passive and review/model what assertive body language looks like. 3. Ask for student volunteers to act for the group— they will read a line with their best assertive voice and best assertive body language. 4. Debrief with these questions: How do bullies react when you are aggressive? Passive? Assertive? How do teachers react when you are aggressive? Passive? Assertive? How does your family react when you are aggressive? Passive? Assertive? Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Being assertive in response to bullying **SEL Standard 2B.3b. – Analyze the effects of**	**ALL**	1. Review the definitions of assertive, aggressive, and passive. 2. Ask students what a passive person would do if s/he saw a student picking on another student, and what an aggressive student would do. Acting as the narrator, ask for volunteers to act out a scene that follows the outline below: **When someone else is being targeted…** Respectfully say the person's name. Name what you see, why you don't like it, and tell the person to stop.

taking action to oppose bullying based on individual and group differences.		If the person does not stop, help the targeted person leave the scene, go with them to report the incident, or report the incident yourself. **When you are being targeted…** Stop what you're doing and pause. Think: what can I say to take care of myself, send a strong message, and de-escalate the situation? Respectfully say the person's name, say I don't like it when you ___ and I want you to stop. Don't wait for an apology—now that you've responded assertively, it's time to walk away or direct your attention to something else. 3. Debrief by asking students how the actors behaved in an assertive way. Ask them how the outcome might have been different if they had acted aggressively or passively, emphasizing that assertive behavior typically leads to a better outcome. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Managing Accusations **SEL Standard 2D.2b. – Apply constructive approaches in resolving conflicts.**	**ALL**	1. Before students arrive, write scenarios on slips of paper (adapt these as necessary to be relevant for your students). Students will discuss these scenarios in groups of 2 or 3: *You are accused of breaking a sibling's toy.* *You are accused of talking about a friend behind her back.* *You are accused of not cleaning up a mess you made.* *You are accused of eating all the cookies and not leaving any for your family.*

		You are accused of not returning a book you borrowed from the classroom library. *You are accused of not inviting a friend to the movies when you went with a group.* *You are accused of not responding to an important text.* *You are accused of lying.* *You are accused of writing on the bathroom wall.* *You are accused of losing your friend's hoodie.* 2. Introduce the activity by defining an accusation: when someone blames you for something or claims you did something wrong. 3. Ask students: Have you had to deal with an accusation? What happened, and how did you feel? How did you respond? What would you do differently now? 4. Allow a few students to share. 5. Explain that it is normal to feel some anger when accused of something, especially when accused of something you did not do. When we feel angry, we should first try to calm down by taking deep breaths, counting backward slowly, or taking time to figure out if what the person said is true. If they're right and you did do something wrong, apologize and do something to make it up to them. If they're mistaken and you didn't do anything wrong, wait until you feel calm enough to explain assertively that you were not involved. 6. Pass out the slips of paper to students and give them a few minutes to discuss the scenario with a partner or group of 3. Ask students to consider how they would respond if they HAD done what they are

		accused of, and how they would respond if they HAD NOT done what they are accused of. Have each group report out briefly. Debrief by reminding students that assertive behavior means not only communicating your own perspective, but also seeking to understand the perspective of the other person. Adapted from Second Step by Committee for Children (2002)
Managing Emotions **SEL Standard 1A.3b. – Apply strategies to manage stress and motivate successful performance.**	**ALL**	1. Choose one of the following strategies for managing strong emotions (select those that are appropriate for your age group): - Name your feeling. Think of one or more words to describe how you feel. The act of thinking through your feeling helps you calm down and do the right thing. Have students list as many feeling words as they can besides mad, sad, and happy. - Know your anger signals. What happens to your body when you feel angry? Have students draw a picture showing the effects of anger on the body. Knowing the signals that you are getting angry helps remind you to slow down and take time to analyze the situation before reacting. - Learn and practice a cool-down statement or action. What phrase can you say to yourself when you notice you are angry? (e.g., be cool, chill out, take a minute, etc.) What can someone else say to help you? What activity can you do to calm down? (e.g., count on your fingers, write the words to a favorite song or poem, count backwards from 20, take your pulse etc.) 2. Communicate: Practice saying your feeling and explaining why you feel that way without attacking or blaming someone else. 3. Introduce alternative responses to stress including deep breathing, physical exercise, and creative expression. S – Stand back T – Talk it over R – Read

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		E – Exercise S – Slow down S – Sing (or listen to music) 4. Debrief by sharing your own calming strategy, and how it has helped you to make better decisions. 5. Prompt students to use their calming strategies throughout the remaining weeks.
Anger Management Scenarios **SEL Standard 1A.2b. – Describe and demonstrate ways to express emotions in a socially acceptable manner.**	**Grades 3-8**	1. Before students arrive, write scenarios on slips of paper (adapt these as necessary to be relevant to your students). Students will discuss these scenarios in pairs or groups of 3. *Someone walks past your desk and knocks all your materials onto the ground.* *Your sibling changes the t.v. channel while you were in the middle of watching something.* *After the bell rings, one of your group members leaves the room right away and doesn't help clean up the mess from your project.* *In the cafeteria, someone takes something from your lunch without asking.* *Someone steps on the back of your shoe so that it comes off.* *Someone cuts in front of you in line.* *A friend is constantly trying to get your attention in class by acting up and making stupid jokes.* *Someone grabs your hat and plays keep away with a few others.* *Some other students won't let you join their game at recess.* 2. Introduce the activity by explaining that everybody gets angry. Feeling angry is not bad, but how you act

		when you're angry is important. Behavior that hurts people—physically or emotionally— is not okay, and often makes a problem bigger. We can use calming down strategies and assertive communication to resolve situations in a peaceful way. 3. Pass out a scenario to each pair or group, and ask them to rate how they would feel on a scale from 1 to 5 (1 means just a little annoyed, 5 means furious). 4. Then ask them to think of a way they could calm down and an assertive sentence they would say (remind students that an assertive response is one that communicates your opinion in a polite but strong way). 5. Debrief by having each group share their rating, calming strategy, and assertive phrase. Adapted from Second Step by Committee for Children (2002)
Saying No **SEL Standard 3B.2b. – Generate alternative solutions and evaluate their consequences for a range of academic and social situations.**	**All Grades** **Scenarios are adapted to fit each grade level.**	1. Introduce the activity by talking about how it is hard to say no to friends. When friends are pressuring you to do something you don't want to do, saying no in an assertive way takes courage. An assertive "no" statement lets people know what you think or want in a polite, strong way. You stand tall, look them in the eye, and speak firmly. 2. Choose a peer pressure scenario below that is relevant for your students. 3. As a class, walk through this process using your chosen scenario: Is it safe? What could happen? What could you say? What can you do instead? Is it against a rule? What are the risks? How would you say it? Do you need to tell an adult? 4. Debrief by explaining the benefits of following a process when making a decision: it forces you to slow down, brainstorm alternatives, and consider longer-term consequences. All of these steps reduce the

		chances that you'll do something you'll regret later. 5. Discuss the scenario in the whole group setting guiding the students to answer the questions below. 6. Ask students to create new scenarios where it would be important to know how to say "no". 5. Place students into small groups to write a short script which includes a solution to one of the new scenarios. 7. Have each group act out the script in front of the class. SCENARIOS (Grades 6th-8th) A friend wants you to drink a beer, a friend wants you to skip class, a friend wants you to take something from your mom's drawer. (All grades) A friend wants to borrow your homework to copy it. (K-5th) A friend wants to watch a movie that you're not allowed to see, etc.) Adapted from Second Step by Committee for Children (2002)
Take Sides	**Grades 2-12**	This activity encourages students to make quick decisions about their preferences and communicate them to others.

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SEL Standard 3B.1a. – Identify a range of decisions that students make at school.		1. Prepare a list of contrasting statements about student preferences. Here are just a few examples: *I like to sleep late in the morning / I like to get up early* *I like sweet foods / I like salty foods* *I like to swim in a lake / I like to swim in a pool* *I eat meat / I'm a vegetarian* *I like to take my time / I like to hurry* *I like rainy days / I like sunny days* 2. Call out a pair of statements and designate a side of the room on which students should stand to indicate their preference. For example, "All who like rainy days go to the left. All who like sunny days stand, go to the right." 3. After students have had a chance to see who else is on their side, call out another pair of choices. In this fashion, players take a side, grouping and regrouping themselves repeatedly. Occasionally, say, "If neither is true for you, go to the middle." 4. Debrief by asking students: How did it feel to choose a side? When was it difficult? When was it easy? How did it feel to be on the same side as most others? How did it feel to be on a different side? Has someone ever asked you to make a decision right away, but you needed more time to decide? What is an assertive thing you can say in that situation?
Responding to	**Grades 2-12**	Make copies of the bulleted list below to pass out to students.

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teasing **SEL Standard 3B.3b. – Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.**		1. Review the definitions of assertive communication and either model or ask students to demonstrate an assertive tone of voice and assertive body language. Have students practice saying these sentences in pairs or groups of three: *Don't go there. This isn't funny anymore.* *That's bothering me. I don't like it and I want it to stop.* *It looks like you're harassing him/her. Don't do that anymore.* *We don't say that around here, so knock it off, okay?* *I wouldn't want anyone to say that to me. Cut it out.* *This is getting old. Will you please drop it?* *I know you think this is just playing around, but it crosses the line of respect.* 2. Debrief by asking students to underline the sentences that they would feel most comfortable saying next time they are teased or see someone being teased. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Abstract Art **SEL Standard 1A.2b. – Describe and demonstrate**	**Grades 4-8**	1. Show students three examples of abstract art that show emotion (Search artist names in Google images at http://www.google.com/imghp) Here are a few suggestions: Franz Kline painting of thick, straight black strokes against a white background, Sonia Delaunay painting of curved brightly-colored stripes with soft edges, Willem de Kooning painting of wild slashes of reds, Morris Louis painting of soft blues). 2. Ask students to describe how the pictures make them feel, or how they think the artists were feeling

ways to express emotions in a socially acceptable manner.		when they painted it. 3. Debrief by asking students to draw a picture that illustrates how they are feeling if time allows, or ask them what they like to do to express their emotions if time is short.
Relaxation techniques **SEL Standard 1A.3b. – Apply strategies to manage stress and to motivate successful performance.**	**Grades 3-12**	1. Explain to students that being stressed can make a person feel tired or cause headaches, and it can make a person take an action they might regret, like yell at someone when they don't mean it, quit an activity that they actually enjoy, or cause physical harm. 2. Ask students: *What makes you feel stressed?* *How does your body feel when you are stressed?* *What do you do to calm yourself down?* 3. Lead the students in practicing relaxing breathing techniques or doing a relaxing stretch or exercise (see http://healthland.time.com/2012/10/08/6-breathing-exercises-to-relax-in-10-minutes-or-less/ for ideas). Play relaxing music while students practice. 4. Debrief by telling students that anxiety and frustration can get in the way of learning and make it difficult to get along with friends. By managing your stress, it is possible to think more clearly to make better decisions.
De-escalation	**All (modify for younger**	This activity illustrates the concept of de-escalation by placing different emotions on a staircase, from most intense at the top to most calm at the bottom.

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SEL Standard 1A.1a. – Recognize and accurately label emotions and how they are linked to behavior.	**students)**	1. Before class begins, fold in half 5-8 pieces of cardstock to make tents. 2. Take your class to the nearest staircase, and put a card tent on each step. 3. Have students think of a word to describe an emotion for each step (e.g., the word calm at the bottom step, the word furious at the top step). 4. Ask a volunteer to write the word of one emotion on each tent and place back on each step. 4. Give an example of an event that is relevant to your students, and have them stand on the step that describes how they would feel. For example: *Your parent or guardian won't let you go to your best friend's party.* *The bus pulled away just as you got to the bus stop even though the bus driver saw you running.* *Your brother/sister wore your shirt without asking and got a stain on it.* *Your teacher gave only you a detention for talking during class when you weren't the only one talking.* 5. Discuss how different people react differently to the same event (students likely weren't all on the same step). 6. Debrief by defining the word "de-escalate" (to reduce intensity). Help students generate strategies for de-escalating (i.e. when you are near the top of the stairs, what can you do to "de-escalate" and come down to a step where you can think more clearly?).
Rhyme Charades	**Grades K-2**	This is a good game for younger students to give them the opportunity to communicate their thoughts without the fear of being wrong. It encourages students to voluntarily act out their idea in front of the group which can build confidence and trust.

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SEL Standard 3B.1b. – Make positive choices when interacting with classmates.		1. Think of a simple, one syllable word that has several rhyming words. Give the students a clue about your word, and have them "guess" by acting out the word. For example: Begin by saying, "I am thinking of a word that rhymes with cat." 2. Players who think they know a word will raise their hand and pantomime their guesses when called on. For example, a player may flap his arms like a bat. 3. The others in the circle try to guess what the player in the center is miming. 4. Either congratulate the student for pantomiming the word you were thinking of, or give another clue. 5. Debrief by asking students to think about how they would rate their participation on a scale of 1 to 5 – did they participate actively and respectfully?

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In-Person Meetings

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Week 5/Theme 5 – Solving Problems

Key messages for the week

Use these as talking points as you introduce an activity and be on the lookout for opportunities to refer to them during these final days—particularly when conflicts or problems arise naturally during the day. Model your own process of thinking through problems, and walk students through the problem solving steps (see #3) if they are faced with a decision.

1. Fights and arguments are often based on misunderstandings; people act on their assumptions. It is important to cool down first, explore what you are thinking and feeling, then communicate with others about your feelings.

2. If you disagree with someone, it is still important to respect their opinion. First, make sure you understand what the person means, then explain your point of view, and finally keep an open mind—you might be able to compromise or find common ground.

3. To solve a problem, first make sure you know what the problem is, then brainstorm solutions, then think through the consequences of each solution, and finally pick the best solution.
   Clarify the problem → Brainstorm solutions → Identify consequences → Pick the best option.

Greetings

This list of greetings was chosen because they hook students' interest with the challenge of solving a problem and activate their thinking. Select from this list, allow students to choose a greeting, or create your own greeting.

Daily Decisions	**Grades 3-5**	1. If applicable, tell students what a decision is and provide an example of a decision you made this morning. For further application, you may differentiate between a decision that was easy, hard, impacted more than one person, etc. 2. Tell students they will be sharing a decision they made with people within the class. You can challenge students to think of differentiated decisions if needed. 3. Have students greet each other (either each student takes a turn greeting the whole group, or if time is short all students greet one person at the same time), they tell about one decision they have made so far that morning.

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		This emphasizes how often we make decisions every day, and can lead into a number of pass-around questions.
Alphabetical Order	**Grades 2-12**	This greeting activates students' problem solving skills and reinforces name recognition. 1. In this greeting, students say "Good morning" to each other in alphabetical order, being sure to use each other's first name. 2. For younger students, ask students to figure out together who will go first, second, and so on until they are confident about choosing on their own. 3. With older students, you can begin anywhere in the circle. For example, if Lindsey is the first greeter, she greets Martin, who then looks for the person whose name would be next in alphabetical order. But when it gets to Will, he might find that he needs to go back to the beginning of the alphabet and greet Angelique. Adapted from The Morning Meeting Book by Roxanne Kriete
Affirmations with Movement	**ALL**	1. Share a "positive affirmation" with students, and demonstrate how to add corresponding movements to go along with each line. Example: " We are Smart, We are Strong, We are Working all day long" 2. Ask them to work with a partner for the next 1-2 minutes to come up with their own positive affirmation and a set of movements to go along with their words. 3.Have each pair demonstrate their affirmation and movements for the class. Extensions: Rotate through students' affirmations and movements to begin and end your class each day, and or select student-created affirmations for particular challenges that arise (for example, before taking a test). Allow students to vote on the top 3 ideas and incorporate these across the school day.

The Classroom Meeting Handbook

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Math Facts	**ALL**	1. Before the day begins, prepare one flashcard per student (Relate problems to grade-level standards or overall fluency review): 1a. Half of the cards should have number sentences (i.e., 1+1, 12*2, 20/5, 10-3) 1b. Half of the cards should have answers to the number sentences. 2. Have students take out a dry erase marker to use on their desks for notes or reflection 3. Hand out all cards to students, and have all students show their card to the group 4. Have students get up and take turns greeting the person who has either the matching number sentences or the answer (e.g., 1st person's card says 20/5; she greets the person with the card that has "4" on it).
Human Equation	**Grades 1-5**	1. Before students arrive, divide your number of students by 3. This will be the number of groups you will create. For each group, write an equation of 3 numbers that will equal 9 on an index card, and then cut that index card in 3. For example: 3+ 3+ 3, 2+ 5+ 2, 1+ 6+ 2, etc. 2. Each student is given a piece of an index card, and must find 2 partners who will help them equal nine. They greet each other and sit next to each other in the circle.
Backwards Name	**Grades 1 - 4**	This greeting presents the challenge of sounding out unfamiliar words. 1. Each student will need a sticky name tag. 2. Students write their names backwards on their nametag and wear it. For example, Claire would write "Erialc". 3. Going in order around the circle, students greet each other using their backwards names. For example, Claire would greet Lauren saying "Good morning, Nerual," and Lauren would say "Good morning, Erialc."

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		Adapted from The Morning Meeting Book by Roxanne Kriete
Famous Pairs	**Grades 3 - 8**	1. Before students arrive, think about famous pairs your students may know and are relevant to their lives. 2. Prepare enough name tags so each student has one, each naming one half of a famous pair. 3. Pass out a name tag to each student and have them find and greet their match. 4. Allow students to use either their computers or phones to help if they get stuck or need further support.

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Share and Respond

Before breaking down the circle and beginning on an academic task, use the Pass-Around to ensure that everyone has participated in the Meeting and is ready to begin the day's work in a positive frame of mind.

Pose a question to the group or read a quote, and allow a moment for students to think before responding. Pass a talking piece around the circle, allowing each member of the Meeting to answer the question or share their thoughts about the quote. Each student speaks only when they have the talking piece --- there is no calling out, interrupting, or commenting about what someone else has said. Students may choose to pass the talking piece without speaking. After everyone has had the chance to share, summarize the main themes that came up, thank students for participating, and give instructions for how students will transition from the Meeting to academic work.

Questions **Starting with the group leader,**	**ALL**	**Prepare a powerpoint that can be used weekly that lists the following questions:** - What's your goal for the morning/day/evening/week/weekend? - What's one thing you are going to do to get closer to achieving your goal based on the skills you have already learned?

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everyone takes a turn answering 1 or 2 questions selected from this list.		- What was the best thing that happened so far this morning/afternoon/day/week/weekend? **Possible Additional Questions:** - What is one difficult thing that you are going to get better at today? - When you're mad at someone, what is one positive alternative to fighting? - When you disagree with someone, what's one positive thing you can do?- What's one thing you'd like to change about the way you handle conflict? - What's one thing that happened in this class that you will remember for a long time? - What have you learned about yourself recently that surprised you? - Which Classroom Meeting activity have you liked the most, and why did you like it? - On a scale of 1 to 5, how prepared do you feel for your test? - One thing I learned to do well this summer was ____. - What is one thing you are going to do to get a good start when school starts in August?
Quotes **Read one of these quotations or find your own, and ask students to volunteer their interpretation or associated thoughts.**	**ALL**	1. Before students arrive, think of famous quotes your students may know and are relevant to their lives. You may also have students think of and find their own. 2. If students want to find their own, provide students with the opportunity to use their computer or phones to conduct some research. 3. Have a student read aloud their quote and share their own interpretation or associated thoughts. 4. Extension: Students may add their quotes to a quote board within the classroom when they are done. Examples of quotes: "We realize the importance of our voices only when we are silenced." - Mala Yousafzai "The path from dreams to success does exist. May you have the vision to find it, the courage to get on to it, and the perseverance to follow it." - Kalpana Chawla

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		"What I want young women and girls to know is: You are powerful and your voice matters." - Vice President Kamala Harris "Every moment is an organizing opportunity, every person a potential activist, every minute a chance to change the world. " - Dolores Huerta
Other Pass-Around Ideas **If you prefer, you can use these alternative ideas each week to build a sense of community and teamwork.**	**ALL**	**Review the Pass-Around Ideas and choose one use in class for your closing activity.** **Pass Around Activity One: Clap in Unison** 1. Have students choose a student leader. 2. The student leader begins this closing by rubbing his or her hands together. 3. Students follow along and do the same. 4. When everyone is rubbing their hands together and watching the leader, they clap, and everyone in the circle attempts to clap at the same moment. *This activity may need a couple rounds of practice for students to understand how to participate. **Pass Around Activity Two: High Fives All Around** 1. Everyone in the circle stands. 2. The leader gives a high five to the person on his or her left, and that person gives a high five to the next person until the high fives have gone all the way around the circle. 3. When the high five comes back to the leader, the whole group claps at the same time. *This activity can be timed to see how fast students can make it around the circle. **Pass Around Activity Three: Free Read** 1. Let students know early in the week that they will be invited to read a poem or a paragraph from a favorite book aloud during Pass-Around on a particular day. 2. Students may need a written and/or verbal example for assistance. The teacher can record themselves reading a paragraph or poem. Other staff could be utilized to help too, such as, City Year, para-professionals, co-teachers, or another student.

		3. Have students let you know in advance what they would like to read and how long the passage is by having students put their poem or quote on a Jamboard with their name. 4. Allow 1-3 students to read an approved passage on your selected day or at the end of each day for a week. **Pass Around Activity Four: Theme Song** 1. Discuss with students that you will be working with them to select a theme song for the class. 2. Give students 5 minutes to research songs on their phone or computer. 3. Some students may need more support. Providing websites students can browse to look for songs. You can even model the thinking process behind a song or provide a sentence stem to assist students in being able to verbalize or write their choice and explanation. 4. Place all the songs on a list without the students' names by them. 5. Have students vote on a song. 6. Then play this "Theme Song" one day each week to close the Meeting. *If you prefer, allow students to vote on a new song each week. While the song plays, students can begin transitioning, rearrange chairs, or just dance!

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Activity and Debrief (Closing Meeting)

The activities for this week were selected because they allow students to practice a logical and thoughtful approach to problem-solving in school, with peers, and at home. They invite students to work together to solve problems collaboratively, and introduce important concepts for resolving interpersonal conflicts. Most are appropriate for students of all ages, although you may choose to adapt language to be more accessible for your students. Select activities that you judge will be engaging and appropriate for your group.

Choices	**Grades 3-8**	1. Write the following on the board:

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SEL Standard 3B.1a. – Identify a range of decisions that students make at school.		"I made a decision to _____ because _____. I could have made a choice to _____ or _____." 2. Give your own example, and then ask students to fill in the blanks for these sentences using a decision they have made in the past 3 days. 3. Invite students to share their sentences, explaining why they think they made the best choice (model this first). Ask: *What kinds of decisions are easy to make?* *What kinds of decisions are hard to make?* *What kinds of decisions would you want to talk about with someone else to help you decide?* *What goes through your mind when you are making a tough decision?* 3. Debrief by summarizing students' statements to show what factors make decisions difficult, what strategies they can use and what resources they can access for help. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Making Things Right **SEL Standard 3A.4a. – Demonstrate**	**ALL**	Reconciliation is an important social skill that includes apologizing, taking responsibility, making amends, and forgiving. When someone treats someone badly, they have harmed their relationship, and they need to figure out what they could say or do to restore the relationship. Likewise, the person who was hurt has the option of accepting the apology, making a request, or holding a grudge. It is important that students understand that forgiving is not forgetting, giving in, or giving up. It doesn't mean the other person "won", that you were wrong, or that what they did was okay.

personal responsibility in making ethical decisions.		Forgiving is a choice to accept that the person is sorry and they will do their best to do better in the future. 1. Ask students: "What would you do if you said something to a friend that hurt his or her feelings?" Most likely they will respond that they would apologize. Push them further: Would any apology work? Act out an apology that might make the situation worse. Act out an apology that would work well. What's the difference? If you apologize, does the other person have to accept it? What if someone insulted you in front of the whole class? Is "I'm sorry" enough? What if you lost something that belonged to someone else? Would "I'm sorry" be enough in that case? 2. Introduce the idea of "making things right." Sometimes an apology is not enough--- things can still feel out of balance. What kinds of actions could restore balance? 3. Give students the following scenarios: A friend borrowed your class notes and then lost them. Two friends went to see a movie that they knew you wanted to see, and didn't invite you. Someone spread a rumor about you. You borrowed your friend's bike and damaged it. You don't have enough money to fix it, and he doesn't either.

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		The person who sits next to you in class was given a detention because of something you did—the teacher thought it was her, and you didn't come forward. 4. Conclude the discussion by talking about what to do when you are on the receiving end of an apology. Ask: What are good reasons for accepting someone's apology or their attempt to make things right? What would you gain? Why might you not accept it? What would you gain? What are the consequences of accepting or rejecting an apology? Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Solving Academic Problems: Scenarios **SEL Standard 3B.2b. – Generate alternative solutions and evaluate their consequences for a range of academic and social situations.**	**Grades 3-6**	Students can practice taking a problem-solving approach when they face academic challenges. 1. Pose the following scenarios to your group and write students' responses on the board. Ask the students to star 1 or 2 ideas that are most likely to result in a good outcome. **You can encourage students to come up with their own scenarios for an extension to the activity.* *Your teacher gave an assignment today to write a five page story, and you have to turn it in one week from now. How will you divide it up so you don't end up writing it all the night before it is due?* (Guide students to consider something like: outline the story on the first day, write half on the second day, half on the third day, edit on the 4th day, and leave one day just in case of an emergency.) *For your final project in history, you and your friends decided to make a video about the life of Roberto Clemente. How are you going to make sure each of your friends share the workload to get the video done on time?*

		(Guide students to consider something like: set aside time to work on the video where all of you can be together at once, list tasks that will need to be accomplished such as doing research, writing the script, making props, getting the video equipment, shooting the footage, and editing) 2. Debrief by evaluating the value of taking time to generate solutions and make a plan by listing the complications that could arise when students don't take a problem-solving approach.
Decision making checklist **SEL Standard 3B.2a. – Identify and apply the steps of systematic decision making.**	**Grades 3-8**	1. Model for students using an important decision you need to make, or have made in the past. 2. Ask students to write down an important decision they need to make. Students will not need to share what they write. 3. Underneath the decision, ask students to write two possible choices they could make. *You may lead the checklist with students or break out students into small groups and have students lead. 4. Read the following checklist aloud to students, while they make a checkmark or an X on their paper for every condition their choice meets or doesn't meet. *Does this meet an important need?* *Do I have the time, skills, and resources to do this right?* *Is it moral (not harmful or destructive, it is fair and just for everyone)?* *Is it safe?* *Is it healthy?* *Is it responsible?*

		Is it legal? *Does it respect the rights and needs of other people who may be affected?* *Will it benefit the future me?* *Does this make me a better student, friend, family member, worker, or citizen?* 5. Debrief by asking students whether this checklist makes it more clear which choice is best. If not, ask students to suggest additional questions for the checklist. Adapted from The Advisory Guide by Rachel Poliner and Carol Miller Lieber
Logic Problem **SEL Standard 2C.2b. – Analyze ways to work effectively in groups.**	**Grades 3-8**	1. Choose an appropriately challenging logic problem and print copies or have students use their computer, ipads, or phones so that students can work on it in small groups. ***Extension: You may have students self-select a logic problem in small groups.*** 2. Give them about 7 minutes to solve it — it's okay if they don't finish, because the important part is debriefing the process of problem solving. 3. After going over the solution(s), debrief by asking students the following questions or having them discussion the questions with each other. *What strategies did you use to solve the problem?* *Did you work together or did one person take the lead?* *Who was a leader during this game, and what did they do that was helpful?*

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		What kind of behavior was helpful? *What kind of behavior was unhelpful?* *What prevented you from giving up?* *What was the turning point when you figured out a process to solve the problem?* *How was this logic problem different from the process of solving a problem between you and a friend, family member, or someone you don't get along with?*
Collaborative Art **SEL Standard 2C.2b. – Analyze ways to work effectively in groups.**	**Grades 2-8**	This activity requires students to communicate and cooperate to complete a picture (you may tell them what to draw or leave it up to them). 1. Before you begin, clarify expectations for how students should work together. Try and position students as leaders within this conversation. For example: Students should listen to each others' ideas, ask follow up questions to get more information, compromise on an idea, encourage everyone to participate, and express any disagreements with respect. 2. Divide students into small groups. Give the group a piece of paper and a crayon or marker box. 3. Ask them to draw one picture as a group. 4. Watch and comment on their use of clarifying statements and respectful disagreement. Support groups that may need further assistance with making a cohesive drawing together. Provide visual examples. 5.Debrief by having them show their artwork and explain how they worked together. Ask what happened that made the task easier or more difficult.
Inkblots	**Grades 3-8**	1. Prepare supplies for inkblots. Each student should have a piece of paper and a set of paint, with a brush

SEL Standard 2A.4b. — Use conversation skills to understand others' feelings and perspectives.		and water. Napkins should also be provided. 2. Provide students with an example of how to complete an inkblot drawing. 3. Have students make ink blots using paint and paper (dribble paint onto the page and fold it over). 4. Break students out into small groups or pairs to have them discuss the inkblots using phrases that reflect listening and respectful disagreement. Provide students with an anchor chart that has the following sentence stems available for their discussion: *"I can understand how you see that, but I also see…"* *"I can't see that right now, but some things I see are…"* *"I want to add…"* *"I disagree because…"* 5. Debrief by commenting on students' use of phrases that show respectful disagreement and asking for examples of other times when this skill is useful.
Silent Birthday Lineup **SEL Standard 2C.3b. — Demonstrate cooperation and teamwork to**	**Grades 3-8**	The birthday line-up activity requires students to work together to solve a problem. The goal is for students to line-up in order of when they were born without speaking or touching each other. 1. Before the game starts, brainstorm ways the students can communicate with one another without using their voices. They may suggest holding up fingers, mouthing the words, tracing the numbers with their finger, etc. 2. Challenge students to line up according to their month and day of birth, without speaking or writing.

promote group effectiveness.		If you expect this will be too challenging, consider these variations: Line up according to the number of letters in your name, alphabetical order, or number of siblings. 3. Debrief by complimenting students' creative use of nonverbal communication and teamwork, and also ask how they would approach the activity differently if they could try again to line up more quickly.
Someone I Know **SEL Standard 2D.2b. – Apply constructive approaches in resolving conflicts.**	**Grades 2-8**	This game is a fun hook for introducing a brief conversation about problem-solving, as students will be using critical thinking skills to solve a puzzle. * This activity can be delivered in a whole group or small group setting. 1. The student leader who begins the activity (also can be the teacher, if a modeled example is necessary) identifies a person they know very well and decides on a category such as "hot" but does not tell anyone else in the group. Instead they give several examples to demonstrate the category by telling things that their "person" likes and doesn't like. For example, if the category is "hot", the student leader might say, "My mom likes going to Mexico, but doesn't like Chicago during the winter. My mom likes soup but doesn't like ice cream. My mom likes using lots of blankets, because she doesn't like just using one thin blanket." 2. The other players try to figure out the category. When they know the category, they raise their hand to give an example of something the "person" likes and doesn't like. 3. The student leader who began the activity acknowledges whether the guesser is right or not about what their person likes and doesn't like. The student leader keeps giving examples and listening to others' guesses until many of the students have the category. 4. To keep this activity from feeling frustrating, end one round and begin another before there are only a handful of students still guessing. You can also set a limit at 5-10 guesses until the student leader tells the category and students select a different student leader.

		5. Debrief by connecting the game to a problem-solving skill: Sometimes problems come from misunderstandings. It is important to ask clarifying questions to understand the perspectives of others. Compare the feeling of understanding the Someone to Know puzzle to the feeling they might have when they truly understand the perspective of a person they may have a conflict with. Adapted from The Morning Meeting Book by Roxann Kriete
What did I do? **SEL Standard 2A.4b. – Use conversation skills to understand others' feelings and perspectives.**	**ALL**	This activity can be used to illustrate the importance of looking closely and investigating another person in order to understand their opinion better— it can be tied in with the second key message for this week. 1. One student stands in the middle of the circle. The rest of the students look closely at him or her. 2. That student then leaves the circle and, without being seen by the group, changes one thing about his/her appearance. For example, s/he might tuck in a shirt, roll up pant legs, unbutton a sweater, etc. 3. The student then returns to the circle, and others try to guess what has been changed. Variations: You can vary the amount of time allowed for observation and/or the number of things changed (to two or three things). You can also have students change some things in an area of the classroom rather than something about themselves. Or you can have students do this activity in pairs, with one partner changing something and the other guessing what has changed. 4. Debrief by reiterating the second key message for this week: If you disagree with someone, it is still important to respect their opinion. First, make sure you understand what the person means, then explain your point of view, and finally keep an open mind—you might be able to compromise or find common ground. Students should take a close look, as they did in the game, at another person's perspective so that they understand it and can resolve the conflict respectfully.

The Classroom Meeting Handbook

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		Adapted from The Morning Meeting Book by Roxann Kriete
Everybody Up **SEL Standard 2C.3b. – Demonstrate cooperation and teamwork to promote group effectiveness.**	**ALL**	This activity requires students to cooperate, strategize, and communicate to accomplish a goal. It is a fun way to introduce a key point about problem solving. 1. Begin with pairs of students sitting on the ground, hands clasped, feet touching. Their job is to work together to raise themselves from sitting to standing. 2. When twosomes succeed, students work in threesomes, foursomes and occasionally even higher numbers. 3. Debrief by sharing your observations about how students cooperated to be successful, comparing their strategies with ways they can work with others to accomplish academic or personal goals.
What would you do? **SEL Standard 3B.2b. – Generate alternative solutions and evaluate their consequences for a range of academic and social situations.**	**Grades 2-12**	This activity is a fun way to talk about the problem solving steps, particularly brainstorming solutions since the students will be generating many possible solutions to the same problem. 1. One student volunteers to be the Guesser, and leaves the room while the rest of the players decide on a problem. For example, you've jumped from an airplane and your parachute fails to open. 2. The Guesser returns and asks students one by one, "What would you do?" They respond with their ideas. They may reply; "I'd scream!" There is no limit to the number of students the Guesser can ask. The Guesser has three guesses to figure out the original problem. **A sample game may go something like this:** Guesser returns and asks "What would you do?" Student 1: "I'd scream!"

		Student 2: "I'd try the emergency one." Guesser guesses: "Are you in an elevator that's falling?" Group answers: "No!" Student 3: "I'd close my eyes and review my life." Student 4: "I'd aim for a river." Guesser guesses correctly and the group says "Yes!" 3. Debrief by reiterating the 3rd key message for this week, focusing on the importance of brainstorming multiple solutions before making a decision. Adapted from The Morning Meeting Book by Roxann Kriete
Win, Lose, or Draw **SEL Standard 1B.2b. – Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.**	**ALL**	This is a quick game inspired by the game show. 1. Before class, you will need to make a few cards with words that your students will be able to illustrate and guess successfully but not too easily. 2. Arrange students so everyone is facing the board or chart paper. 3. Ask for a volunteer to pick a card with a word on it. The volunteer illustrates the word by drawing while the rest of the group guesses the word. 4. Whoever guesses the word first is the next to draw. This time, offer the student the opportunity to draw alone or with a partner. If they choose to draw with a partner, they may whisper ideas to each other and both may contribute to the drawing. 5. After 4 or 5 drawings have been guessed, debrief by leading students in reflection: *What were the benefits of working with a partner to make the drawing?* *In what situations can it be useful to ask someone for help with a problem you are facing?*

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		What did Guessers say that was helpful or not helpful to the person who was drawing? *How can we help others who are trying to solve a problem?*
Awards Ceremony (final 2 days of class) **SEL Standard 2C.2b. – Describe positive qualities in others.**	**Grades 1-8**	1. Prior to the last week of school, hold a meeting with students to discuss the end of the year Awards Ceremony. 2. Share with students that celebrating each other is important and share with them that you want everyone to work together to create a space of joy. 3. Have students brainstorm ideas for what to call the Awards Ceremony and ways for which they could celebrate. **You can either continue on and move to the next activity or come to the next activity another day.* 4. After gathering additional ideas from students to help support the Awards Ceremony, discuss with students that everyone will be working together to create a list of award categories so that everyone in the group can win an award. Provide some examples of past award categories that students have chosen. 5. After the award categories have been selected, have students volunteer to design the certificates for the awards. Students may use online resources, like powerpoint or Canvas. Students may also design the awards by hand. This can be done in the same time period or over the course of a week with a due date in mind. **Extension: Older students could design a TikTok or Youtube video introducing the award!* 6. Prior to the awards ceremony, give out ballots, and have students write in the names of the students they believe should receive each award. Write the selected names on the appropriate certificates. If there is a tie, ask students what they would prefer to do.

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		7. Hold an awards ceremony in the final Meeting and celebrate students. *Extension: Prior to the awards ceremony, students can help decorate the classroom, create a class playlist, decide if they want to invite their families, and discuss the possibility of food.

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Classroom Meeting Planning Template

	Opening Meeting			Closing Meeting	
Date	Greeting	Announcements	Sharing & Responding	Activity	Notes (materials needed, student responses, estimated time)

Click HERE for your own 4 week copy of the planning template.


Frustrated
Disappointed
Excited
Calm
Types of lines
Kk
Ll
Pp
Qq
Rr
Ss
Tt
Uu
Vv
Ww

Sample Announcements/ Check-In Template

News!

Concerns

I'm concerned about…

Because...

Shout-Outs

I would like to give a shout-out to…

For…

Apologies

I would like to apologize to…

Because..

Click HERE for a printable version of this template.

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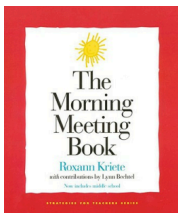
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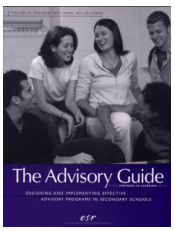
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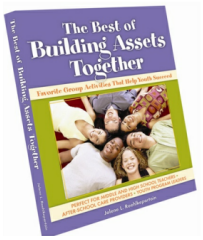
www.responsiveclassroom.org



www.esrnational.org



www.cfchildren.org
or search "OSEL Second Step" on
CPS University to attend a training



www.searchinstitutestore.org

Interested in continuing Classroom Meetings with your students during the school year? Check out these websites to find the books we referenced and more!