

I. Establish clear goals for Afternoon Meeting (*Cooperative Learning, Youth Work Methods*)  
5 minutes

- Explain to youth that we will be starting each afternoon in the program with a meeting called “Afternoon Meeting”



### Ideas for Facilitation

- “What are some kinds of meetings you know about?” - “Meetings that your parents or someone you know have been to?”
- “What kinds of things happened at those meetings?”

**Sample Script:** *Good afternoon everyone, I am so excited to share that we will be starting our time together by doing something special: Afternoon Meeting! We will have Afternoon Meeting every day in a special area. The Afternoon Meeting will look like the Morning Meeting you do with your teacher during the morning in the classroom.*

- Describe the “why” behind having Afternoon Meetings  
(The goals of the meeting)



- “One of the reasons we will be doing Afternoon Meeting each day is so we can create a community within our program.”
- “We will all get to know each other, not just our best friends.”
- “We will also share important information, different experiences, and ideas with each other.”
- “It is also a place where we will be having fun and working together.”
- “Would anyone like to share something they think the meeting might help with?”

**Sample Script:** *One of the reasons we will be doing Afternoon Meeting is so that we can make sure everyone feels like they are a part of our school and afterschool program. I hope we will all get to know each other, not just our best friends. We would also like to share important information, things we have done, and ideas we have with each other. We all have a lot to learn from each other. This is a time for us to learn and have fun together. Is there anyone who would like to share something they think the meeting might help us with?*

2. Establish the routine for Afternoon Meeting (*Structure & Clear Limits, Youth Work Methods*)  
10 minutes

- Explain that when it is time to move to the Afternoon Meeting circle each day there will be a signal that will mean “Stop what you are doing and give me your attention.”



“Does anyone have any ideas what that signal could be? For example: a bell, chime, triangle?”

- If you don’t already have one, decide on what the signal will be and practice using it.
- Establish another signal (if you don’t have one already) to gain the youths’ attention once in the circle and throughout the Afternoon Meeting if needed. This could be a “quiet hands up” or a “responsive clap”
- Use Interactive Modeling to facilitate moving chairs to Afternoon Meeting



Ask youth divergent (open ended questions) during process (*Ask, Listen, Encourage, Youth Work Methods*)



Follow page 27 in *The Morning Meeting Book*

**Sample Script:** *Every afternoon when you come into the classroom you are expected to ... (Set expectation of what you want students to do in the afternoon as they arrive after the transition time. This might look different in the first few weeks as some youth may need extra attention and reminders).*

*I will use our group signal (show your specific attention signal) to get your attention. When you hear/see this signal (show signal) kindly stop what you are doing and give your full attention. That means your hands are empty, your mouth is quiet, and your eyes are on the person speaking. I will call you over to our Afternoon Meeting area. (Explain to students that they will be sitting in a circle in your meeting area).*

*Let’s practice how we will enter the classroom and our Afternoon meeting area. (Show youth how you want them to come into the classroom, wait for the signal, and walk to the Afternoon Meeting area and sit down. Model this with a child who would demonstrate this well or another staff member).*

*Let’s talk about what we noticed. (Ask open-ended questions to youth during the demonstration) How did you respond to the attention signal? How did you come over to the Afternoon Meeting area? What else did you notice? (Follow up the responses by clarifying or restating: the person stopped what they were doing, gave full attention, hands were empty, mouth quiet, and eyes were on the person who was speaking. Mention that the child waited for the person to call them over to the special area to sit on the carpet).*

*Now, I want us to practice entering our Afternoon Meeting space one more time. Here's what we are going to do. In a minute, I am going to have you go back to your seats and pretend that we*

haven't started yet. When I give the attention signal (show signal) I want you to stop what you are doing and give your full attention. Remember: that means your hands are empty, your mouth is quiet, and your eyes are on me. Okay, you may quietly tiptoe back to your seats and whisper with your friends. (Wait until all youth are back at their seats and then give your attention signal). I noticed the way that you (point out the child or group) stopped what you were doing and gave me your attention right away. [Child/Group] are doing the same!

Let's see if we remember how to enter of Afternoon Meeting circle. I am going to call [each group] one at a time. If it's not your turn yet, let's watch and learn from other groups! (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group goes to space give feedback.)

### 3. Closing 2 minutes

There will be four parts to our Afternoon Meeting: Greeting, Sharing, Group Activity, and Morning Message. We will start with the greeting tomorrow and then add each additional part over time so we can build our community!

**Sample Script:** Thank you for participating! You all remembered how to stop what you are doing and give your full attention when given the attention signal. Then, as I called each group, you carefully walked to the meeting area and formed a circle. Today we also worked together to come up with the rules and expectations for our Afternoon Meeting. There will be four parts to our Afternoon Meeting: greeting, sharing, activity, and message. Tomorrow, we will learn the first part of the Afternoon Meeting: The Greeting. We add another part on a different day. Give your neighbors a high five for being such attentive members of our afterschool family.

## REFLECTION

(For afterschool practitioners to fill out)

A Rose, A Bud and a Thorn (Planning and Reflection, Youth Work Methods)

1. Rose- What went well?

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2. Bud- A new idea that you can try next time

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3. Thorn- What didn't work well?

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## I. Practice moving into circle 2 minutes

### Ideas for Facilitation



- Use the signal established yesterday to get youths' attention and ask them to move to circle
- Review any components of the routine if needed
- Ensure everyone can be seen and can see (*Building Community, Youth Work Methods*)

**Sample Script:** *Let's practice entering our Afternoon Meeting circle. Here's what we are going to do. In a minute, I am going to invite you to go back to your seats and pretend that we haven't started yet. When I give the attention signal (show signal) you will know it's time to stop what you are doing and give your full attention. Remember, that means your hands are empty, your mouth is quiet, and your eyes are on me. Okay, you may quietly tiptoe back to your seats and whisper with your friends (wait until all youth are back at their seats and then give your attention signal).*

*Let's see if we remember how to enter our Afternoon Meeting circle. I am going to call each [child/group] one at a time. If it's not your turn yet, let's watch and learn from the others (call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space give feedback).*

## 2. Establish guidelines for Afternoon Meeting (*Structure & Clear Limits, Youth Work Methods*) 5 minutes



- "To make our Afternoon Meeting respectful, safe and fun what guidelines do you think we need?"
- Youth brainstorm ideas as one youth writes them on a chart. (*Planning & Reflection, Youth Work Methods*)
  - Refer to pgs. 29-30 of *The Morning Meeting Book* for some sample guidelines.
  - Once everyone in the class has agreed on the expectations (3-5 essential guidelines), hang the chart in the Afternoon Meeting area.

**Sample Script:** *One of the most important things about Afternoon Meeting is that it is a safe place for us to share and a space in which we are respectful of each other. (If you have not covered what "respectful" means prior to this you may want to stop and explain.) Right now, we are going to decide on what rules and procedures we should have for OUR Afternoon Meeting. (Recommendation: Respect yourself, respect your peers, and respect your environment. You can refer to pages 29-30 of *The Morning Meeting book* for more ideas. Once the class has agreed on the 3-5 expectations, write them on chart paper and keep them in the Morning Meeting*

area. You may want to add illustrations later to help students remember the expectations.)

*Wow! Notice how we all worked together to come up with our rules and expectations for Afternoon Meeting.*

## First Component of Afternoon Meeting

### 3. Introduce Greetings- First component of Afternoon Meeting 5 minutes

- Greetings help us connect with each other and set the tone for a positive afternoon. It is important everyone is greeted so no one feels left out and everyone feels welcome. (*Building Community, Youth Work Methods*)



Model with one of the youth how to greet someone and discuss with group what they noticed was friendly in the greeting. (Smiling, eye contact, friendly tone, waiting turn, speaking in a clear, audible voice, using person's name)

"Every day we will begin by greeting each other in a friendly and respectful way."  
"What are some reasons why it is important that we greet each other every day?"



Follow page  
76 in The  
Morning  
Meeting Book

**Sample Script:** *Today we are going to learn about the first part of the Afternoon Meeting: the Greeting. A greeting is a way of saying hello to someone. Every day we will begin by greeting each other in a friendly and respectful way. It is important that we greet each other every afternoon. Greetings help us to feel like a family in our afterschool program! Who can tell me some other reasons why it is important to greet each other every day?*

### 4. Practice Greetings 5 minutes

- Explain that we will learn and practice many different ways to greet each other and today we are going to use a simple greeting to start out.



We are going to go around in a circle and the first person will turn to her left and introduce herself by saying, "Good Afternoon, my name is \_\_\_\_\_."  
And the person to her left will say "Good Afternoon \_\_\_\_\_."

**Sample Script:** *There are many ways we can greet each other. Today we are going to use a simple greeting. We are going to go around in a circle and everyone is going to introduce themselves turning to the person on their left and saying, "Good Afternoon, my name is \_\_\_\_\_." It is important that when you introduce yourself you make eye contact, use a friendly voice, and speak loud enough so everyone can hear you. Then, the person to that person's left will say "Good Afternoon, \_\_\_\_\_." Let's try. (Go around the circle. Each youth should introduce themselves to the person on their left).*

5. Closing- Reflection 2 minutes

- Ask youth to give you thumbs up, thumbs down or thumbs sideways to show you how they feel about the Afternoon Meeting.

**Sample Script:** *Today we did the first part of our Afternoon Meeting: the Greeting. On another day, we will add in the second part: sharing. Now, give me a thumbs up, thumbs down, or thumbs sideways to show me how you feel about today's Afternoon Meeting.*

- **Address any concerns youth may have about the Afternoon Meeting.**

## REFLECTION

*(For afterschool practitioners to fill out)*

A Rose, A Bud and a Thorn *(Planning and Reflection, Youth Work Methods)*

1. Rose- What went well?

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2. Bud- A new idea that you can try next time

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3. Thorn- What didn't work well?

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Follow page 101 in  
The Morning Meeting  
Book to facilitate  
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## 1. Move Into Circle 2 minutes

- Use the established signal to get youths' attention
- Practice routines and clarify expectations if needed

**Sample Script:** *Let's see if we remember how we enter our Afternoon Meeting circle. I am going to call each group one at a time. If it's not your turn yet, let's watch and learn from other groups! (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each enters the space give feedback.)*

## 2. Review Guidelines for Afternoon Meeting - Structure & Clear Limits, Youth Work Method 2 minutes

**Sample Script:** *Let's read our group guidelines. Remember, the rules and expectations for Afternoon Meeting are to make sure that we are treating each other in a fun and respectful way while we learn. (Review rules.)*

### Ideas for Facilitation

- Review guidelines on the chart and ask if any of the youth have questions about the guidelines and address the questions.
- Remind youth that these guidelines will help everyone to get to know each other and work together to have fun and learn.



## 3. Review Greetings 3 minutes

- Reflect on how the greeting activity went yesterday. Ask open-ended questions such as: What are some components of a friendly and respectful greeting? (smiling, eye contact, friendly tone, waiting turn, speaking in a clear, audible voice, using person's name)
- Practice greeting and add a wave. Go around circle and the first person will turn to her left and introduce herself by saying, "Good Morning, my name is \_\_\_\_\_." And wave while she does it. The person to her left will say "Good Morning \_\_\_\_\_ and wave back. Go around the whole circle.



**Sample Script:** *Who remembers the greeting from the last group? What did you like about the greeting? Today, we are going to go around in a circle and everyone is going to introduce themselves by turning to face the person on their left saying, "Good Afternoon, my name is \_\_\_\_\_." Remember that when you introduce yourself you make eye contact, use a friendly voice, and speak loud enough so everyone can hear you. (Introduce yourself to the person on the left). Have the person on your left respond with "Good Afternoon, \_\_\_\_\_." Let's try. (Go around the circle. Each youth will take turns introducing themselves to the person on the left)*

## Second Component of Afternoon Meeting

### 4. Introduce Sharing 2 minutes

Sharing helps us to get to know each other and allows us to practice speaking and listening respectfully to one another.” (Ask, Listen, Encourage, Youth Work Methods)



Review how youth share in your program currently, informally or formally. Explain that they will do this as part of Afternoon Meeting after the greeting.

“Every day after the greeting, we will be sharing some news or information about ourselves.” “What are some things you share with your friends or family?”

**Sample Script:** *The second part of Afternoon Meeting is Sharing. During this time, we will have the opportunity to share news or information about ourselves or a specific topic. Your classmates will have a chance to respond. Sharing helps us learn about each other's interests inside and outside of school. It allows us to recognize what we have in common.*

*Today we are going to do an around-the-circle sharing. I'm going to ask a question. You are going to think about your answer. Then we will go around the circle and each of you will have a chance to answer the question.*

*When it is your turn to share, it is important that you speak in a loud, clear voice so that everyone can hear you. When you are not sharing, you are a listener. A listener's job is to listen attentively. That means your eyes are on the speaker and you are giving them your full attention. Over the next few weeks, we will talk about different ways we can respond to show that we are listening attentively.*

### 5. Practice Sharing 10 minutes

Go around circle and practice sharing an answer to a specific question relevant to youth in your program or a topic you are discussing in the program. For example: “What is one healthy food you like?”



Model answering the question in one sentence:

“One healthy food I like is \_\_\_\_\_.”

Have youth take one minute to think about it and then when all thumbs are up showing they are ready, go around the circle.

**Sample Script:** Interactive Modeling of "Around-the-Circle-Sharing: Favorites," *The Morning Meeting Book*, p. 120:

*Today you are going to share one answer to my question, "One healthy food I like is \_\_\_\_\_." First, watch and notice how I share my answer to this question. "One healthy food I like is \_\_\_\_\_." What did you notice about the way I answered? (Invite students to share). Notice how I stuck to the topic, used a complete sentence, spoke loudly, and looked around the circle?*

*Now it's your turn. Take a minute and think about your healthy food choice. Once you have your answer give me a quiet thumbs up. (Wait for feedback that they are ready).*

*Now we will go around the circle and share. If someone has the same food choice as you, you can*



respond by using the sign language for "me too." It looks like this (sign "me too," if they do not already know this).

(Group leader begins by sharing their healthy food choice and reminding youth to use a complete sentence). "One healthy food I like is \_\_\_\_\_." (Youth go around the circle and share).

#### 6. Reflection 2 minutes

Reflect with youth on how they liked the sharing. Ask youth if they have any other ideas on questions that they would like to ask the circle in a future Afternoon Meeting. Write on a chart paper.

**Sample Script:** *Thank you for sharing! I noticed when you heard someone say they liked the same food as you that you responded with a quiet "me too" sign instead of shouting out! I can't wait for us to share more tomorrow! What did you like about the sharing? What questions do you think we can ask the group during our sharing next time?*

#### 7. Counting Breaths - Discuss "concentration" 2 minutes

Why is it important? Facilitate counting breaths, explain that when we count breaths it helps us to develop concentration and we can practice to concentrate better, just like when we practice a sport, we get better at it.

**Sample Script:** *Who can tell me why it is important to count our breaths? We count breaths to develop focus. Just like playing a sport or an instrument, the more we practice, the better we are at focusing. I am going to give you some directions on how to count your breaths. You may count breaths with your fingers. Copy your movements with mine as I hold up one, two, and three fingers. Let's begin.*

1. *Sit with your back straight and body relaxed, resting your hands gently on your knees.*
2. *Breathe in naturally and silently say, "One" in your mind. Then relax your forehead as you breathe out. (Raise one finger and wait for everyone to breathe in and out as they raise their one finger).*
3. *Let's do it again. Breathe in naturally and silently say, "Two" in your mind. Then relax your neck and shoulders as you breathe out. (Raise two fingers and look for everyone else to raise their two fingers).*
4. *Now breathe in and silently say, "Three" in your mind and relax your tummy as you breathe out. (Raise three fingers and look for everyone else to raise their three fingers).*
5. *Let's try it again, but this time I'm not going to talk. Copy your breath and hand motions to my hand motions, counting silently on your own. Don't forget to relax as you breathe out.*
6. (Talking points) *Did your mind get quiet when you were counting breaths? Did you feel relaxed? How long did it take? Did your mind get busy again, or did it stay quiet?*

# REFLECTION

*(For afterschool practitioners to fill out)*

A Rose, A Bud and a Thorn *(Planning and Reflection, Youth Work Methods)*

1. Rose- What went well?

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2. Bud- A new idea that you can try next time

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3. Thorn- What didn't work well?

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1. Reflect on the first two components of the Afternoon Meeting (greeting and sharing) (*Planning and Reflection, Youth Work Methods*) 5 minutes

### Ideas for Facilitation




- Have youth pair up and discuss one thing they liked about greeting and sharing and one suggestion to make it better (if they have one).
- Model answer: "I liked learning everyone's name. I would suggest more time to greet everyone."
- Ask open ended questions such as: "How did you feel when you shared yesterday?" "What is one thing you learned about someone yesterday that you didn't know before?"

2. Move into circle 2 minutes

- Use the established signal to get youths' attention
- Practice routines and clarify expectations if needed

**Sample Script:** *Let's see if we still remember how move into our Afternoon Meeting space. I am going to call each group one at a time. If it's not your turn yet, let's watch and learn from other groups! (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space give feedback.)*



Pages 76 and 77  
in *The Morning Meeting Book*  
have ideas for  
varied greetings

3. Greeting around the circle 3 minutes

**Sample Script:** *Today we are going to use the same greeting from our last Afternoon Meeting and add a handshake. We are going to go around in a circle and everyone is going to introduce themselves by saying, "Good Afternoon, my name is \_\_\_\_\_" and gently shake our neighbor's hand. It is important that when you introduce yourself you make eye contact, use a friendly voice, and speak loud enough so everyone can hear you, and give a gentle handshake. (Introduce yourself to a neighbor and demonstrate what the greeting should look and sound like. Key things to model are eye contact, friendly voice, and gentle handshake. After modeling the greeting, ask the children to share what they noticed you said and did. )  
Let's try. (Go around the circle. Each child introduces them self and shakes their neighbor's hand.)*

#### 4. Sharing 5 minutes



Share around the circle with a youth-led question.

Practice taking turns, listening respectfully and speaking in a clear, audible voice.



Pages 101 and 119 in *The Morning Meeting Book* have more information about sharing

**Sample Script:** *Today for sharing we're going to pair up with our neighbor and talk about the topic of something we like to do for fun. Remember to stick to the topic, share one key idea, take turns, speak loudly, and make eye contact. After one minute, I am going to ring the attention signal so that we can get back to the circle and we can go to the next part of our afternoon meeting.*

### Third Component of Afternoon Meeting

#### 5. Introduce Group Activity- Third component of Afternoon Meeting 5 minutes

- Group Activity contributes to the group's sense of community and group identity. (*Building Community, Youth Work Methods*)



#### PURPOSES OF GROUP ACTIVITY

- ✓ Fosters active and engaged participation
- ✓ Encourages inclusion and cooperation
- ✓ Can help youth learn the values of persistence and practice

**Sample Script:** *The third part of our Afternoon Meeting everyday will be doing an activity together as a whole group. During the greeting and sharing, you are sitting quietly and listening carefully. Our group activity will allow you to move around and have fun with everyone in our group while using good behavior and being respectful. Sometimes we will be singing, acting, chanting, or playing a game. It is important that we follow our group rules during this time and respect each other. Who can share with the group our rules? (Remind the group of the group rules).*

#### 6. Practice group activity 5 minutes



See pages 138-141 in *The Morning Meeting Book* for more information on modeling appropriate behaviors during group activity



“What are some things we need to do to make sure we are all safe and having fun together?”

Have youth take 1 minute to think about it and then when all thumbs are up showing they are ready, go around circle with answers.

- Facilitate the group activity you chose modeling steps and giving youth opportunity to engage in activity.

**Sample Script:** *Today for our activity we're going to play "What Are You Doing." I am going to choose one of you to go the center of the circle and you are going to mime a simple action such as brushing your hair. Then, that person's neighbor on the right will come to the person in the circle and ask "What are you doing?" The person who is doing the action responds by saying something completely different such as "I am washing the floor." Then the neighbor will pretend to wash the floor. The neighbor on the right of that person will come to the center of the circle and ask "What are you doing?" This will go on until everyone has had a turn.*

(After giving the directions, demonstrate the activity using your neighboring child to the right or another adult in the room. Demonstrate the key elements of pantomiming the activity, and emphasize asking the question and stating a different action from what you are pantomiming. Then check for understanding by asking the group what they noticed and for questions.)

Now that we understanding how to play the game, let's start with \_\_\_\_\_ (choose a child).

## 7. Closing 2 minutes



**Feeling my feet** - When we pay attention to the bottoms of our feet, we relax, concentrate and become aware of what is happening in this moment.

**Sample Script:** *Before we go, we are going to practice a Mindful Game called Feeling my Feet. When we pay attention to the bottoms of our feet, it can help us to relax, focus, and become aware of what is happening in this moment. Let's practice Feeling My Feet together now. Follow along as best you can as I give the instructions.*

1. Sit [or stand] with your back straight and your body relaxed, breathe naturally and notice what's happening in your body and mind right now.
2. Keep your body relaxed. If you're standing, keep your knees soft.
3. Now move your attention to the bottoms of your feet and notice how they feel against the ground. Let the thoughts and emotions that bubble up in your mind come and go.
4. Are you feeling your feet now? If not, don't worry. It's natural for our minds to wander. Just move your attention back to the bottoms of your feet and start over when you get off track.
5. (Talking points) How did you feel when you were feeling your feet? Was your mind busy or quiet? What did you do when you lost focus?

# REFLECTION

*(For afterschool practitioners to fill out)*

A Rose, A Bud and a Thorn *(Planning and Reflection, Youth Work Methods)*

1. Rose- What went well?

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2. Bud- A new idea that you can try next time

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3. Thorn- What didn't work well?

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1. Move Into Circle 2 minutes
  - Use the established signal to get youths' attention
  - Practice routines and clarify expectations if needed
2. Greeting around the circle 2 minutes



#### Ideas for Facilitation

- Try “Knock, Knock Greeting” on page 78 of *The Morning Meeting Book*
- Go around the circle until everyone has been greeted.

**Sample Script:** *We are going to do a different version of the “Knock, Knock” game with a twist for our sharing today. This greeting will allow for us to learn each other’s first and last names. The Knock Knock is our greeting and it goes like this:*

*Greeter: “Knock, knock”*

*Receiver: “Who’s there?”*

*Greeter: (Says their name)*

*Receiver: “name who?”*

*Greeter: “(says their name (first and last or just first again))”*

*Receiver: “Good afternoon, name!”*

*Then the Receiver becomes the next Greeter. We will go around the circle until everyone has been greeted.*

3. Sharing 5 minutes



“Bounce the Ball” (pg. 38 in *Planning & Reflection, Youth Work Methods*)

Reflect on first three components of Afternoon Meeting: greeting, sharing and group activities.  
“What is your favorite part of the Afternoon Meeting so far?”

- Follow directions on pg. 38 of *Planning and Reflection* guide.

**Practice taking turns, listening respectfully and speaking in a clear, audible voice.**

**Sample Script:** *We are now going to play “Bounce the Ball for our sharing. (Use a ball, either a tennis ball or a larger, bouncy ball.)*

*I am going to begin by asking the group, “What is your favorite part of the Afternoon Meeting so far?” Then, I will have you answer the question when the ball is bounced to you and you catch it. Then, you will bounce it to someone else in the group and the person who catches it will answer the question. We will then continue bouncing the ball around the circle until I let the group know when we are done. Try to bounce the ball to someone who has not had a chance to answer the question.*

#### 4. Group Activity 5 minutes



Two fun, short activities for this lesson are “Cooper Says” or “Oliver Twist”

Choose a group activity in the “Beginning of the Year” column on pages 152, 153 in the *Morning Meeting Book*



**Cooper Says:** The leader is “Cooper.” Cooper gives the group instructions. Group members follow the instructions only if the instructions are preceded by “Cooper says...” For example, if the leader says, “Cooper says touch your toes,” group members touch their toes. However, if the leader says, “Touch your toes,” group members stand still. Keep the activity moving quickly. You can increase the difficulty by challenging the group to follow ten directions correctly. This activity is similar to “Simon Says,” except that no one is ever “out.”

### Fourth and Last Component of Afternoon Meeting

#### 5. Introduce afternoon message 2 minutes

Explain that an afternoon message activity will be done each day after group activity and the youth should read and interact with the message that they will see as they walk in the room each afternoon (after today).



Reflect with youth: “Think of some things that are written?” (Messages, letters, lists, emails, texts, etc. ...)


Youth begin the program each day engaging with a shared written communication in an inclusive experience- the message pertains to all and we expect all to read and use it.

**Sample Script:** *Did anyone notice this message that I wrote on the board (or chart paper)? Every day I will write an afternoon message for you to read as you walk into our area and we will do this after our activity. Sometimes there will be important directions asking you to do something before our Afternoon Meeting begins. Sometimes I might ask a question and leave an area on the afternoon message for you to answer as you walk in. The last part of our Afternoon Meeting will be reading the afternoon message together. Let’s practice reading our message.*




6. Practice afternoon message activity 5 minutes
- Make the message current, engaging and inclusive

Choose a message and an idea for working with the message from samples messages on **Pages 190-209** and see **Appendix** for samples to use in **OST programs**.



When crafting the afternoon message, look at **pages 181-182** in the *Morning Meeting Book* for elements to use.



**Sample Message:**

[Date]
Dear Friends,
Today, we took time to greet, share, and play. Now, we will read our message. The message will always be after we play. Now we know the four parts of the meeting.
Yours truly, [Your Name]

**Sample Script:** *Who would like to read the Afternoon Message? (Choose a volunteer). Everyone read along with your eyes while he/she is reading. What do you like about the afternoon message?*

7. Closing *1 minute*

Revised “Hopes and Fears” (page 50- *Planning & Reflection, Youth Work Methods*) each youth holds up a card (Like or Don’t Like) to a series of questions about the Afternoon Meeting.

**Sample Questions:** *How do you feel about having Afternoon Meetings? How do you feel about the greeting we did today? How do you feel about the sharing we did today? How about the activity?*

## REFLECTION

*(For afterschool practitioners to fill out)*

A Rose, A Bud and a Thorn (*Planning and Reflection, Youth Work Methods*)

1. Rose- What went well?

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2. Bud- A new idea that you can try next time

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3. Thorn- What didn’t work well?

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1. Move Into Circle 2 minutes
  - Use the established signal to get youths' attention
  - Practice routines and clarify expectations if needed

**Sample Script:** *Let's move into our Afternoon Meeting circle. I am going to call each group one at a time. If it's not your turn yet, remember to wait your turn quietly. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each enters the space give feedback if needed.)*

2. Reflect- Discuss the four components of Afternoon Meeting 3 minutes

### Ideas for Facilitation

"What are the four components of Afternoon Meeting?" (greeting, sharing, group activity, afternoon message)

"How are these components alike?"

"How are they different?"



3. Greeting around the circle 2 minutes

Model and practice greeting skills: speaking in a clear, audible voice, using friendly body language, waiting your turn and listening while others greet



Try "Name Card Greeting" or "Greeting with a pinky shake" (Pages 76 and 79 in *The Morning Meeting Book*)



**Sample Script:** *We are now going to do a "Name Card" greeting.*

(Leader will place students' name tags or index cards with names in a basket in the center of the meeting circle. Make sure names are facing down and are not visible.) *For this greeting you will choose a name tag from the basket, find the named person in the circle, turn to that person, and says a friendly "Good afternoon, \_\_\_\_\_," using the person's first name. The person just greeted then chooses a nametag from the basket and the greeting continues until everyone has been greeted.*

*First, watch and notice how I do the greeting. (Choose a name tag from the basket, find the named person in the circle, turn to that person, and says a friendly "Good afternoon, \_\_\_\_\_," using the person's first name).*

*What did you notice about the way I did the greeting? (Invite youth to share). Notice how I stuck to the topic, used a complete sentence, spoke loudly, gave eye contact, and looked around the circle?*

#### 4. Sharing 5 minutes



Choose a sharing activity that helps the youth continue to get to know each other.

Use a “Get-to-know-you” question on page 24 of *Ask, Listen, Encourage, Youth Work Methods Guidebook*

#### 5. Group Activity 5 minutes

Choose a group activity in the “Beginning of the Year” column on pages 152, 153 in the *Morning Meeting Book*

**Sample Script:** *“Clapping Names” found on page 158 of The Morning Meeting Book. For our activity, we are going to do “Clapping Names.” You will clap out the number of syllables in each person’s first name while the person chants the name.*

*First, watch and notice how I do the activity.* (You can begin with your own name, chanting the name and clapping once for each syllable.)

*What did you notice about the way I did the activity?* (Invite youth to share). *Notice how I stuck to the topic, used a complete sentence, spoke loudly, gave eye contact, and looked around the circle? Who would like to go next?* (You can vary the activity by having children clap out last names or self-chosen nicknames. This is a good activity to do at the beginning of the year when children are learning each other’s names. It is also a good activity to do if a new child joins the group later in the year.)



Remember: Group activities should allow all youth to take part. It should be accessible to all and not too challenging or too easy. (*Active Learning, Youth Work Methods*)

Continue modeling appropriate behaviors pertinent to that activity. For example, making everyone feel included, what to do if someone makes a mistake, etc..

#### 6. Afternoon Message 3 minutes

Write a message that will help the youth learn about each other. For example, “What month is your birthday?” Youth write their name in the chart on the corresponding month. Discuss similarities and differences in the group. (Pages 196-197 in *The Morning Meeting Book*)

Good Afternoon!

Today is Tuesday, October 21<sup>st</sup>.

We will learn about each other by sharing our birthday. What month is your birthday? Write your name next to the month in the chart below:

Month	Name
JANUARY	
FEBRUARY	
MARCH	
APRIL	
MAY	
JUNE	
JULY	
AUGUST	
SEPTEMBER	
OCTOBER	
NOVEMBER	
DECEMBER	

**Sample Message:**

**Sample Script:** *For our Afternoon Message, we are going to learn more about each other by sharing our birthdays. I am going to call a month and if your birthday falls in that month, you will come up and write your name next to the message on the chart. (Call out the month and have students to write their names next to each month.) Which month has the most birthdays? What do you notice? Is anyone's birthday on the same day?*

7. Closing 2 minutes

Reflect on how youth feel about Afternoon Meeting. Discuss suggestions to make it better for the group and aspects that youth feel works well.

## REFLECTION

*(For afterschool practitioners to fill out)*

Green Light, Yellow Light, Red Light *(Planning and Reflection, Youth Work Methods)*

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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3. Red Light -What didn't work well and you won't do again

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## 1. Move Into Circle 2 minutes

**Sample Script:** *Let's move to the carpet for Afternoon Meeting. I am going to call each group one at a time. If it's not your turn yet, remember how we wait our turn. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space give feedback, if needed.)*

## 2. Greeting 2 minutes

### Ideas for Facilitation



Facilitate a partner greeting (hello game) from *Mindful Games Activity Cards*

- Take turns saying hello to each other and noticing the color of each other's eyes to help focus and practice making eye contact. (see directions attached)

**Sample Script:** *We will greet each other by taking turns saying "hello" to one another and noticing the color of each other's eyes to help us focus and practice making eye contact. When we look into someone's eyes, we sometimes feel strong feelings—we might feel shy, embarrassed, excited, or happy. We might feel different every time we do it. First, watch and notice how I do the greeting. I'm going to say "hello" to the person on my left and tell that person what color their eyes are, and then that person will have a turn. (Turn to the child or adult on your left.) "Hello, \_\_\_\_\_. Your eyes look brown." (Give that person the turn to do the same greeting.) What did you notice about the way I did the greeting? (Invite youth to share. Guide youth to notice that you stuck to the topic, used a complete sentence, spoke loudly, gave eye contact, and looked around the circle.) Now you try. (Have youth to take turns giving greetings.)*

## 3. Sharing 5 minutes



- Go around the circle and ask "How did you feel when you looked in your friends' eyes?"
- Reflect on different feeling words and how when we are not used to doing something, we may feel shy or embarrassed and that is ok.

**Sample Script:** *Let's share about what strong feelings you noticed during our greeting. How did it feel when you looked your friends in the eyes? Remember to use feeling words. Why did you feel that way? Why is it important to look people in the eyes?*

4. Group Activity 8 minutes



When facilitating the group activity, suggest categories that are relevant to current topics such as eye color after the greeting and sharing about looking in each other's eyes.

Other topics could include: interests, hobbies, families.

Facilitate "A Warm Wind Blows" Activity page 156 in the *Morning Meeting Book*



**Sample Script:** *"A Warm Wind Blows" found in the Morning Meeting Book, page 156.* (Move chairs into a circle. The number of chairs should be one less than the number of participants. Participants sit in the chairs and one person stands in the middle of the circle). *We are going to play a Warm Wind Blows. The person in the middle says "A warm wind blows for anyone who \_\_\_\_\_," filling in the blank with a category such as "has a dog." Everyone who fits that category comes into the center of the circle and then quickly finds a new place to sit. The one person who doesn't find a seat now stands in the center of the circle and says "A warm wind blows for anyone who \_\_\_\_\_," naming a new category. We will do this several times. First, watch and notice how I do the activity. (Go to the middle and say: A warm wind blows for anyone who has brown eyes. Have the children come to the center of the circle and then find a new place.) What did you notice about the way I did the activity? (Invite youth to share). Did you notice that I stuck to the topic, used a complete sentence, spoke loudly, safely moved move to center and new spot, and looked around the circle? Now you will try.*

5. Afternoon Message 3 minutes

Things we have in common- (See sample attached)

Youth make a tally mark if they have a brother or a sister on the Afternoon Message flip chart. Discuss who has older and younger brothers and sisters.

Sample Message:

December 12, 2018

Dear Friends,

We have been practicing greeting each other and getting to know one another. Today we will be talking about things we have in common. Do you have a brother or a sister? Place a tally mark below:

Brother	Sister

I have one older brother.

Ms. Jackson

Ideas for working with the messages are on **Pages 196-197** in the *Morning Meeting Book*.



## Ideas for working with the message:

- Divide the group in two and alternate reading the message sentence by sentence.
- Have a brief discussion about how many people have brothers and sisters.
  - How many people have older sisters or brothers?
  - How many people have younger sisters or brothers?
- Reflect on other ways we are similar and have things in common.
  - What are some other things we may have in common?
    - Eye color, hair color, languages we speak, etc.

**Sample Script:** *Who would like to read the Afternoon Message? (Choose a volunteer). Everyone read along with your eyes while he/she is reading. How many people have older brothers/sisters? How many people have younger brothers/sisters? What do you like about having older siblings? What do you like about having younger siblings?*

### 6. Closing 2 minutes

All youth either put thumbs up, thumbs down or thumbs sideways to let you know how they feel about the Afternoon Meeting. Review guidelines of moving chairs back to the way they were when they came in the room.

## REFLECTION

*(For afterschool practitioners to fill out)*

Green Light, Yellow Light, Red Light *(Planning and Reflection, Youth Work Methods)*

1. Green Light- A new idea that you can try next time

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2. Yellow Light- What went well and you want to continue doing

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3. Red Light -What didn't work well and you won't do again

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## 1. Move Into Circle 2 minutes

**Sample Script:** *Let's move into our Afternoon Meeting circle. I am going to call each group one at a time. If it's not your turn yet, remember how we wait our turn. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space give feedback if needed.)*

## 2. Mindful Listening 2 minutes

### Ideas for Facilitation



Listen carefully to sounds to become more aware of our experience in the present. (mindful listening) from *Mindful Games Activity Cards*

- Notice breathing and listen to the sounds in the room silently. Relax and listen (see directions attached)

**Sample Script:** *There are always sounds around us even when the room seems quiet. We listen carefully to sounds to become more aware of our experience in the present moment. In order for us to be aware, we practice being quiet to pay attention to the sounds. Right now, we are going practice being quiet so that we can listen to the sounds in our room. So, from this point on, everyone is sitting with closed lips and being quiet.*

1. *Let's sit with our back straight and body relaxed, resting your hands gently on your knees and eyes closed, if you feel okay with doing so. Notice what it feels like to breathe in and out right now in your mind.*

2. *Now let's listen to the sounds in the room. You don't have to make any effort to hear them. Relax and listen – they'll come to you, like little surprises. (Give youth a minute to listen.)*

3. *Now, we are going to count in our head, the number of sounds we hear in the room. Continue listening, and if your minds wander, that's ok, it happens to everyone. Just go back to listening and start over counting sounds. (Have youth to listen and count the sounds for a minute or two.)*

### 3. Greeting 2 minutes



Greet the person to the left and the right. Look at person and make sure they feel welcomed and acknowledged.

“Righty-Lefty Greeting” - page 80 in the *Morning Meeting Book*



**Sample Script:** *“Righty-Lefty,” The Morning Meeting Book p. 80: For our greeting I am going to choose one of you to greet the group by saying, “Good afternoon, everyone!” Then the group will respond together, “Good afternoon!” Then, you will greet the person on the left and the right. Be sure to use eye contact and make sure that everyone feels welcomed and included. First, watch and notice how I do the greeting. (Turn to the person on your left, and say a friendly “Good afternoon, \_\_\_\_\_,” using the person’s first name. Do the same for the person on your right.) What did you notice about the way I did the greeting? (Invite youth to share). Notice how I stuck to the topic, used a complete sentence, spoke loudly, gave eye contact, and looked around the circle. Now, I am going to choose someone to greet our group and we will say good morning together first, and then take turns greeting each other on both sides. (Choose a child to greet the group.)*

### 4. Sharing- Attentive listening 6 minutes

- Teach jobs of the listener- maintain self-control and demonstrate attentive listening. Active listening- Listen to what others say and remember what they say so you can respond appropriately.



Refer to mindful listening in the beginning of meeting. Ask what sounds the youth heard. As youth share, ask someone to repeat what the person shared.

After partner or circle sharing , ask questions such as: “Who remembers who heard someone who heard people talking in the hallway?” (Page 102 in the *Morning Meeting Book*)

### 5. Group Activity 5 minutes



Move in sync with other’s movements by slowly moving arms up and down, or back and forth. (Balloon arms) from *Mindful Games Activity Cards*

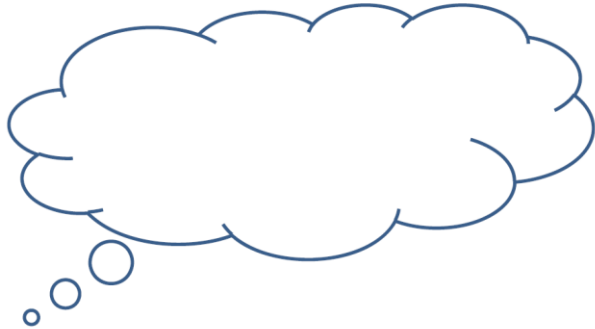
**Sample Script:** *Now we are going to practice focusing by slowly moving our arms up and down or back and forth, in sync with one another’s movements. When you fill a balloon with air (inflate it) it gets bigger, and when you deflate it, the air comes out, and it gets smaller. I’m going to move my hands up, like a balloon filling with air, then down, like a balloon getting smaller and deflating. (Demonstrate by resting the palms of your hands on top of your head, with the tips of your fingers touching. Keeping your fingers together, raise your arms to mime a balloon inflating; then lower your arms to mime a balloon deflating.) What did you notice about the way I moved my arms? (Invite youth to share). Notice how I was quiet, moved slowly, and remained calm. Now sync your movements with mine. Pay close attention to the sensations in your arms, upper back, and neck as you move. (Lead youth in synchronized movement) Great. Let’s try it a few more times.*

6. Afternoon Message/Closing 5 minutes
- Dear Listeners – Sample Message

April 3, 2017

Dear Listeners,

Today we will be practicing our listening skills. It is important to listen to what our friends and family say. What are some ways you can make sure you are listening? Write your ideas below:



Ideas for working with the message:

- Discuss how listening and focusing relates to remembering what others say.
- Reflect on why it is important to remember what others say.
  - How do you feel when someone is looking away when you are talking?
  - How do you feel when someone doesn't remember what you told her or him?

**Sample Script:** *What are some ways we can show others that we are listening attentively to them? How does listening help us remember what others say? How do you feel when someone is looking away when you are talking or doesn't remember what you told her or him?*

## REFLECTION

*(For afterschool practitioners to fill out)*

Green Light, Yellow Light, Red Light *(Planning and Reflection, Youth Work Methods)*

1. Green Light- A new idea that you can try next time

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2. Yellow Light- What went well and you want to continue doing

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3. Red Light -What didn't work well and you won't do again

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## 1. Move into Circle 2 minutes

**Sample Script:** *Let's move into our Afternoon Meeting circle. I am going to call each group one at a time. If it's not your turn yet, remember how we wait our turn. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space give feedback if needed.)*

## 2. Greeting 3 minutes



### Ideas for Facilitation

- After youth respond to afternoon message (see attached) ask youth to pair up and interview each other using the questions they wrote on the Afternoon Message. (See directions attached.)

“Interview Greeting” on page 78 of *The Morning Meeting Book*



**Sample Script:** *Now we are going to do an Interview Greeting. First, I want you to find your elbow partner sitting on your left. Now, you are going to take turns interviewing each other by asking them these two questions: What is your favorite book? What is your favorite activity? Then, I will ask you to share with the rest of the class by saying: "This is my friend \_\_\_\_\_, and his or her favorite book is \_\_\_\_\_ . His or her favorite activity is \_\_\_\_\_."*

*First, watch and notice how I do the greeting. (Choose a partner and take turns interviewing each other by asking the two questions: What is your favorite book? What is your favorite activity? Then, take turns and share with the rest of the group by saying: "This is my friend \_\_\_\_\_, and his or her favorite book is \_\_\_\_\_ . His or her favorite activity is \_\_\_\_\_.")*

*What did you notice about the way we did the greeting? (Invite youth to share. Guide youth to notice that you stuck to the topic, used a complete sentence, spoke loudly, gave eye contact, and looked around the circle.) Now, you try.*

## 3. Sharing (5 minutes)



- Review what makes an effective question
- Partner share with the same partner you had for the greeting. Ask an additional question to your partner related to what was shared in the greeting. (Post “Question Words” on a flip chart (page 103)

“Question Words” page 103 in the *Morning Meeting Book* and pages 8 and 9 in *Ask, Listen, Encourage, Youth Work Methods Guidebook*



**Sample Script:** *For our sharing, we are going to create some extra questions that come from what our partner said. Our question words are “who, when, and what.” Some examples of questions using these words are: Who taught you that? When did you learn that? Or, what is your favorite part about that? What do you notice about these questions? (Invite youth to share. Guide youth to notice that you stuck to the topic, used a complete sentence, used the “who, when, and what” words, and kept it short.)*

*Now you try. Who can ask a good “who” question? (Write the questions on the chart.) What are some good “when” questions? (Write the questions on the chart.) What are some “what” questions I can write down? (Write the questions on the chart.) Now, let’s vote on two of these questions. (Have group to vote and circle the two questions with the most vote.)*

*Now that we have our two questions, we are going to share our response to extra questions with the group by taking turns responding around the circle.*

#### 4. Group Activity 5 minutes



“Kitty Wants a Corner”- (page 65 of *Building Community, Youth Work Methods Guidebook*) (see attached)

**Sample Script:** *For our activity, we are going to play Kitty Wants a Corner. The object of Kitty Wants a Corner is that the kitty doesn't get a corner. This game helps us to get to know each other better, and shows how fun teamwork can be. First, make eye contact with someone else before switching places, so you can know who you are trading with and where you are going. No one can talk except for the kitty; everything is done with the eyes.*

*Before we start the game, one person must be named as the kitty. Once you have the kitty, everyone but him/her must stand in a circle. The kitty stands in the middle of the circle, and goes to each person saying "Kitty Wants a Corner." If the person asked wants to give up their spot, they give the kitty their space, which then makes them the kitty. If the person asked does not want to give up their space, they say "Ask my neighbor." If the kitty doesn't get a space, he/she must keep asking until they get one. Here's the tricky part: while the kitty is asking for a corner, everyone behind him/her is switching places. One person has to switch with another, without being seen. Because if the kitty sees you trying to switch places, they can steal the corner before you get there, which makes you the new kitty.*

*First, watch and notice how I do the activity as the “Kitty.” (Stand in the middle of the circle and go to each person saying “Kitty Wants a Corner.” If the person asked wants to give up their spot, they give the kitty their space, which then makes them the kitty. If the person asked does not want to give up their space, they say “Ask my neighbor.” If the kitty doesn't get a space, they must keep asking until they get one. Do this for a minute. Keep it brief as you are modeling the activity.) What did you notice about the way I did the activity? (Invite youth to share. Guide youth to notice that you stuck to the instructions, used the “kitty wants a corner statement”, spoke loudly, gave eye contact, and moved around the circle.) Now you try. I am going to pick \_\_\_\_\_ as the Kitty.*

## 5. Afternoon Message 5 minutes



Dear Interviewers - (See sample attached)

- Partners introduce each other to the group.
  - See “ideas for working with the message” on sample afternoon message attached

May 15, 2017

Dear Interviewers,

Today we will be interviewing our friends. Asking good questions is important to interviewing. What is something you want to find out about your friend?

Write your ideas below the blank and during the greeting we will pair up and interview each other.

What is your favorite \_\_\_\_\_?

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Ms. Swingle

### **Ideas for working with the message:**

- Discuss the kinds of questions asked when pairs interviewed each other during the greeting.
  - Read the questions youth wrote on the chart
- Partners introduce each other to the group
  - Stand up. “Hi, this is \_\_\_\_\_ and her/his favorite \_\_\_\_\_ is \_\_\_\_\_.”
- Discuss how the questions worked or didn’t work to find something out about your partner.

**Sample Script:** *What was it like to interview your friend? What kinds of questions did you ask? What did you learn about your friend? How can you use interviews in other ways?*

## 6. Closing 2 minutes



- Reflect on effective questions. “Did the questions you ask help you to learn more about your friends?” “What are some other questions you can ask?”
- Close with relaxing and focusing (fading tone) from *Mindful Games Activity Cards*

**Sample Script:** *Now, we are going to listen closely to the sound of a tone as it fades away to help us relax and focus. Sit with your back straight and your body relaxed, resting your hands gently on your knees. If you like, you can close your eyes. When I ring the bell, listen to the sound of the tone as it fades away. Raise your hand when you can’t hear the tone anymore—when the sound stops. I’ll ring the bell a few more times. Sometimes the tone will be short, and sometimes it will be long. Pay close attention, so you can raise your hand as soon as you hear the sound stop.*

Talking points: *What was it like to listen to the tone? How do you feel now? Does your body feel relaxed? Is your mind busy or quiet? What do you think happened to the sound after it faded— where did it go?*

## REFLECTION

*(For afterschool practitioners to fill out)*

Green Light, Yellow Light, Red Light *(Planning and Reflection, Youth Work Methods)*

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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3. Red Light - What didn't work well and you won't do again

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## 1. Move into Circle 2 minutes

**Sample Script:** *Let's move to the carpet for Afternoon Meeting. I am going to call each group one at a time. If it's not your turn yet, remember how we wait our turn. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space give feedback if needed.)*

## 2. Greeting 3 minutes



### Ideas for Facilitation

- When youth are very active during transition time into Afternoon Meeting, it is helpful to do an active greeting.
- Try doing a different greeting to keep it interesting and ensure the greeting isn't skipped after several Afternoon Meetings.

"Cheer Greeting" on page 72 of *The Morning Meeting Book*



**Sample Script:** *"Now we are going to do a Cheer Greeting. (Teach youth the words for the call-and-response and then brainstorm ideas for activities and for the name of a person who does that activity. If some youth have a hard time thinking of an activity, suggest a phrase they can use instead of saying "pass" (e.g., "I like to think" and "I'll be a thinker.")*

*I am going to give you a minute to think about how you will respond. Then, we will go around the circle and each of us will do the call-and-response. It goes like this. Call: My name is (first name). Group: Yeah! Call: And I like to (activity). Group: Uh-huh. Call: And I'll be a (person who does this activity). Group: Yeah! Call: Every day of my life. Group: Every day of (his/her) life. First, let's practice to watch and notice how we do the greeting. My name is Carla. Group: Yeah! And I like to swim. Group: Uh-huh. And I'll be a swimmer. Group: Yeah! Every day of my life. Group: Every day of her life. What did you notice about the way we did the greeting? (Invite youth to share. Guide youth to notice that you stuck to the topic, used the call and response sequence, spoke loudly, gave eye contact, and looked around the circle.) Now, let's try for real.*

## 3. Sharing (5 minutes)



- Have youth sit in front of their partner, knee-to-knee, making eye contact.
- Make sure they give each other a chance to speak.
- Encourage them to ask "why" questions.
- Remind them they are practicing conversation skills and getting to know their neighbor better.

"My Partner's Future" page 126 in the *Morning Meeting Book* and pages 8 and 9 in *Ask, Listen, Encourage, Youth*





**Sample Script:** *For our sharing, we are going to choose a partner who you do not know well. Then you are going to ask your partner, "What do you want to be when you grow up?" Wait for your partner to name a career they are interested in and why. Then, I will give the attention signal and you will share your partner's career with the whole group. First, watch and notice how I do the greeting. (Choose a partner sitting to your left and sit facing each other. Say to your partner, "I want to be a veterinarian because I love all kinds of animals." Prompt your partner to ask you questions. Then allow your partner to say his/her choice. Ask your partner a few questions. Instruct your modeling partner to return to the circle.)*  
*What did you notice about the way I did the greeting?* (Invite youth to share. Guide youth to notice that you stuck to the topic, used a complete sentence, spoke loudly, gave eye contact, and allowed time for questions.) *Now, find your partner and let's try.* (Be sure to give necessary feedback during the large group sharing.)

#### 4. Group Activity 5 minutes



"Zip, Zap, Pop" page 167 in *Morning Meeting Book*. Be sure to encourage the group guidelines and manage youth if they become too silly or off task.

**Sample Script:** *Our activity will be "Zip, Zap, Pop!" Explain the three different actions, 'Zip', 'Zap', and 'Pop': First you will pass a 'Zip' around the circle, accompanied by placing a hand on top of your head with the fingers pointing at the person on either side. Pass the word and movement around circle in the same direction. Then, pass 'Zap' around, accompanied by putting the hand below your chin (at the player's shoulder). A 'Pop' is done by pointing with two hands palms together to anyone in the circle, who then passes a Zip to someone else around circle. Make sure your eye contact is with the person receiving the 'Pop.' The actions must always come in the same order, Zip, Zap, then Pop. Review the words and movements. Now, let's do a practice run. (Start with a 'Zip' and pass it to the person either to their left or right. It is up to the person who receives it which direction to pass it, and they do a 'Zap.' The next person must 'Pop' it, sending it to someone across the circle. 'Zip' and 'Zap' can be sent in either direction. If person hesitates they are out and can go around the outside of the circle heckling the group, saying the words Zip, Zap, Pop in people's ears, trying to distract them.)*

*What did you notice about the way we did the activity?* (Invite youth to share. Guide youth to notice that you stuck to the directions, used the action words, spoke loudly, gave eye contact, and moved safely around the circle.)

#### 5. Afternoon Message 5 minutes



Dear Friends - (See sample attached)

- Sharing personal and your partner's interests.
  - See "ideas for working with the message" on sample afternoon message attached

# Try Your Own

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Make sure your message is:

- Connected to SEL topics and language from the curriculum
- Relevant to what is happening in your program currently
- Easy for youth to interact with
- Interesting to all youth by making it apply to their lives

Some topic ideas:

- An activity that you will do in the program that day
- A reflection on an activity you did yesterday
- Current events
- Social/Emotional (SEL) skills (feelings, relationships, self-awareness)
- Memories or predictions

GREETING

DATE

BODY OF THE MESSAGE

RELATED INTERACTIVE TASKS (questions, chart, graph, tallies)

CLOSING AND SIGNATURE (optional)

**Sample Script:** *What did you like most about [sport/art/science etc. program activity] we did yesterday? Would you change anything about what we did? What ideas do you have about other fun [sport/art/science] activities we can do together? How do you feel when we practice fun activities like [name] together?*

## 6. Closing 2 minutes



- Reflect on effective questions. “What are some questions you asked today?” “What is something you learned about a friend today from asking questions?”
- Close with relaxing and focusing (fading tone) from *Mindful Games Activity Cards*

**Sample Script:** *Now, we are going to listen closely to the sound of a tone as it fades away to help us relax and focus. Sit with your back straight and your body relaxed, resting your hands gently on your knees. If you like, you can close your eyes. When I ring the bell, listen to the sound of the tone as it fades away. Raise your hand when you can't hear the tone anymore—when the sound stops. I'll ring the bell a few more times. Sometimes the tone will be short, and sometimes it will be long. Pay close attention, so you can raise your hand as soon as you hear the sound stop. (Talking points: What was it like to listen to the tone? How do you feel now? Does your body feel relaxed? Is your mind busy or quiet? What do you think happened to the sound after it faded— where did it go?)*

# REFLECTION

(For afterschool practitioners to fill out)

Green Light, Yellow Light, Red Light (*Planning and Reflection, Youth Work Methods*)

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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3. Red Light - What didn't work well and you won't do again

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## 1. Move into Circle 2 minutes

**Sample Script:** *Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time. If it's not your turn yet, remember how we wait our turn. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space give feedback if needed.)*

## 2. Greeting around the circle 2 minutes



### Ideas for Facilitation

- Pass the ball around one time as described and then pass it around one more time silently, repeating the pattern it just made without greeting or talking. (Variation for Upper Grades)
- Review guidelines for safely passing the ball.
- Ball toss ideas: Roll or softly bound a large bouncy ball. Or, grab a koosh ball or another similar soft and squishy ball. Finding a ball with the fringe bits make it much easier to catch than using a regular round ball.

“Ball Toss”  
greeting on page  
71 of *The Morning  
Meeting Book*



**Sample Script:** *Remember, there are many ways we can greet each other. Today we are going to do a “Ball Toss Greeting.” I will start by greeting one of you in the circle and then gently tossing the ball to that person, modeling what a gentle throw looks like. The person who receives the ball will greet the person who tossed it, and then greet someone else and toss it to him or her. Be sure to say the greeting first, which can help you with paying attention and being prepared to receive the ball. First, watch and notice how I do the greeting. (Choose a child to whom to toss the ball. Say “Good afternoon, \_\_\_\_\_,” using the person’s first name and gently toss the ball to the child.) What did you notice about the way I did the greeting? (Invite the youth to share. Guide youth to notice that you stuck to the instructions, used first name, spoke loudly, gave eye contact and gently tossed the ball to the neighboring child in the circle.) Now, let’s practice doing the greeting. (Start again and allow youth to toss the ball saying each other’s names for a few tosses. Remember, this is practice. (Give feedback where necessary.) Now, let’s do the greeting “for real.”*

(If you don't have a koosh ball or are worried that your youth will get a little carried away throwing a ball, you can always use a soft bouncy ball or beach ball, and have them sit on the ground and roll it to each other.)

## 3. Sharing 5 minutes



Choose a sharing activity that helps the youth continue to get to know each other.

“Mix and Mingle”  
partner sharing on  
page 125 of *The  
Morning Meeting  
Book*.



**Sample Script: “Mix and Mingle,” The Morning Meeting Book p. 125**

*Today we are going to learn a new sharing activity. You will walk around and mix and mingle in the center of the circle. When I give the attention signal you are going to pair up with a friend who is near you. Once you have a partner, you are going to discuss your favorite movie character. (Remind youth to stick to the topic, share one key idea, use complete sentences, speak loudly and look around the circle.) After one minute, I am going to give the attention signal again and you will walk around again in the circle until I give the attention signal. Then, you will find a new partner who is near you and discuss the same topic for one minute.*

(You can also choose another “favorite” topic that may be relevant to the youth in your group.)

**4. Group Activity 5 minutes**



“Incorporations” page 161 in *Morning Meeting Book*. This activity moves very quickly. Be sure to go over the group guidelines and expectations before starting.

**Sample Script:** *Our group activity today is called “Incorporations!” When I make a signal (clap my hands, ring a bell, turn lights on and off) you will form a group according to my direction. For example, I will say “get into groups of three.” You will move around and get into groups of three people. Then, I will get your attention again and give you another direction that you will follow to get into a different group.*

*Let’s try one:*

Tell youth: “Get into groups of three” and have them practice. Then, do the attention signal and say “Get into groups where everyone is wearing something the same color.”

Some other grouping topics could be: Groups of four, groups with a boy and a girl, groups with same ages or different ages, groups by month you were born, etc.

Ask youth: *How did you like this activity?* (Invite youth to share).

**5. Afternoon Message 5 minutes**



Good Afternoon- (See sample below)

For youth who can’t read well yet, read the message to them as they come into the room. Help them to write their name and the number of family members they have.

Date,

Good Afternoon Genealogists,

Today we will discuss our family names and background.

What is your family name? How many people do you have in your family?  
Where is your family from?

Write your answers below.

Family names	Number of people	Where my family is from

**Sample Script:** Echo read the message (Adult reads the sentence and youth echo reads the same sentence. Say *Now, I am going to read the afternoon message and I will read a sentence and I want you to repeat that sentence after me all together. This is called echo reading.*

- Review what the youth wrote on the message.
  - *What does a genealogist do?* Invite answers and clarify if needed.
  - *Who has the least family members? The most?* Tell how many
  - *What are the names of your sisters/brothers/aunts/uncles?*
  - *Where is your family from?*
- Have a few youth share



#### 6. Closing 2 minutes

- Reflect on “*What are some things you learned about your friends’ families today?*”  
“*What are some other questions you have for your friends?*”

## REFLECTION

(For afterschool practitioners to fill out)

Green Light, Yellow Light, Red Light (*Planning and Reflection, Youth Work Methods*)

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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3. Red Light - What didn't work well and you won't do again

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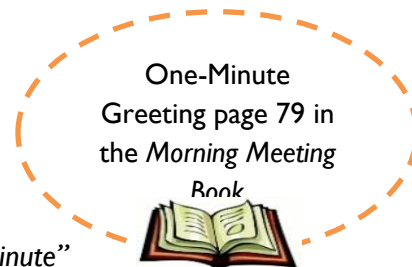
## 1. Move into Circle 2 minutes

**Sample Script:** Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time. Remember how we wait our turn. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space give feedback if needed.)

## 2. Greeting 3 minutes



This is a great greeting to use when time is limited. Go over guidelines on how to move around the circle.



**Sample Script:** Today we are going to do our own version of the "One-Minute" greeting. I am going to put a timer on and I want you to mingle or walk around the room and say "good afternoon, nice to see you, gotta go!" to as many people as you can in one minute. You will say "Good Afternoon (person's name), nice to see you, got to go!" with a smile while looking at your friends and when the person says "Good afternoon, nice to see you, got to go," you will move around the room until you find someone else to greet.

Watch how I do it. Model greeting someone by standing in front of him or her, looking at him/her with a friendly smile while saying "Good afternoon \_\_\_\_\_, nice to see you, got to go." Then, move on to someone else.

What did you notice about the way I did the greeting? (Invite youth to share).

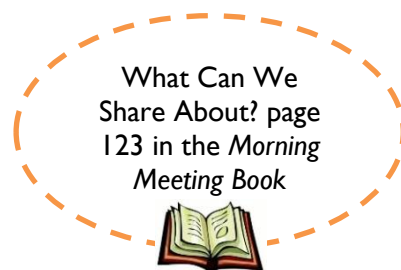
Notice how I stuck to the instructions, spoke loudly and gave eye contact. Now, let's see how many people you can greet in one minute. Remember you want to go quickly but walk, smile and give your full attention to the person you are greeting.

## 3. Sharing 5 minutes



"Pair Up with a Neighbor" is the structure to use for this partner sharing activity.

Partner sharing engages youth and facilitates sharing for those who may not be as comfortable sharing with the large group



**Sample Script:** Before we start our sharing activity, I want you to help me come up with a list of topics we can ask our friends to share. For example, "What is your favorite movie?" Or "What do you do on the weekend?" Go around the circle and ask each youth to share a topic or they can pass if they would like. Write down the ideas on a chart and redirect as needed if someone names an inappropriate topic. Help the youth come up with ideas if they can't think of anything.

Now, for our sharing, you are going to pair up with the person on your left in the circle. You will take turns talking and listening. Pick one of the topics on the chart that the youth came up with. Model the partner sharing for the youth. Show youth how to ask the question and then how to answer in a complete sentence.

Now, find your partner and let's try.

Be sure to give necessary feedback during the large group sharing.

#### 4. Group Activity 5 minutes



Youth pantomime a favorite activity. Incorporate “who”, “when” and “what” questions into the game to reinforce effective questioning. Remember: Group activities should allow all youth to take part. It should be accessible to all and not too challenging or too easy. (*Active Learning, Youth Work Methods*)

“One Thing you Like to Do” page 164 in *Morning Meeting Book*.



**Sample Script:** *Our activity today will also be about asking questions. We will be playing “One Thing You Like to Do.” You are going to pantomime a favorite activity. What does pantomime mean? (take responses.) It is when you express something through gestures with no words or sounds. Kind of like “charades.”*

*Find a partner next to you pantomimes your favorite activity. What is a favorite activity you like to do at school, in our afterschool program or at home? Now pantomime it - meaning do a gesture that represents your favorite activity. After one of you pantomimes, the other person will ask you two questions before he or she can guess the activity.*

*First, watch and notice how I do the activity. My favorite activity is soccer; I will pretend to kick a soccer ball (model by pretending that you are kicking a soccer ball. Give youth opportunity to ask two questions and you answer them before they can guess. Allow them to guess.)*

*What did you notice about the way I did the activity? (Invite youth to share. Guide youth to notice that you stuck to the topic, spoke loudly, gave eye contact, did the movement that matched the activity, gave them the opportunity to ask two questions about what they thought the activity was and you answered them before you let them guess.)*

*Now you try. Let's take a minute to think of your activity and your body movement to act out this activity. (Give youth a minute to think of activity and how they would like to act it out).*

*Now, turn to your partner and guess each other's activity. Make sure your partner has an opportunity to ask their two questions before they guess the activity.*

**Variation:** One person acts out their activity at a time in the circle. Two people ask one question each and then anyone in the circle can guess. This way everyone gets a turn in front of the whole group. Some youth who are more introverted may prefer to do this activity in pairs.



## 5. Afternoon Message 5 minutes



Good Afternoon- (See sample below)

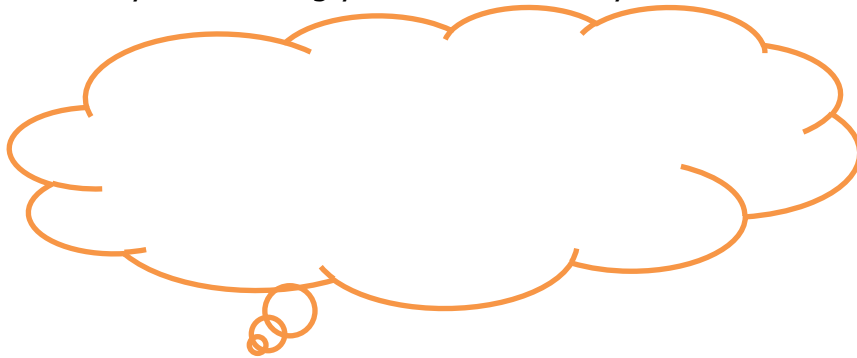
Read the message to them as they come into the room. Provide paper and writing materials or have them use their journals if they use them in your program.

Date,

Hello Proud Pantomimes,

We had a chance to share our favorite activity with our partner today. Let's think about ourselves doing our favorite activity. How often do we get to do our favorite activity? How do we feel when we do something we like?

Draw a picture of yourself doing your favorite activity



### Sample Script:

*Now, I am going to read the afternoon message and I want you to do your best to read along with me out loud all together. This is called choral reading. (Adult reads the sentence with the youth.)*

- Give youth time to think and write their answers on the board or on a piece of paper. Review their drawings and ask questions to lead the discussion:
  - *How often do we get to do our favorite activity?*
  - *How do we feel when we do something we like to do?*
  - *Why is it important to spend time doing things we like to do?*
- This activity can also be extended to also teach awareness of emotions. They can draw emoticons or use colors to identify different emotions and name them.

6. Closing 2 minutes



- Reflect using the following prompts:  
*What are some things you learned about yourself and your friends' favorite activities today?*

## REFLECTION

*(For afterschool practitioners to fill out)*

Green Light, Yellow Light, Red Light *(Planning and Reflection, Youth Work Methods)*

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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3. Red Light - What didn't work well and you won't do again

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## 1. Move into Circle 2 minutes

**Sample Script:** *Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space, give feedback if needed.)*

## 2. Greeting 3 minutes



This greeting is done as a group chant and should be followed by a greeting around the circle using each youth's name to make it more personal.



**Sample Script:** *Today we are going to start with the "Good Afternoon, Friends" greeting. First, we will do a chant altogether and then we will go around the circle greeting each friend individually. I will model the chant and then the next time you repeat after me.*

Chant:

*Good afternoon, friends. Two words so nice to say. So clap your hands, and stamp your feet and let's start together this way.*

*Let's try it. Have the youth repeat after you say each phrase.*

*When done with the chant greeting: Now, we will go around the circle. The first person will say, "Good afternoon {Name}." Then, the person greeted will turn to his or her neighbor in the circle and say "Good afternoon {Name}." until all friends have been greeted.*

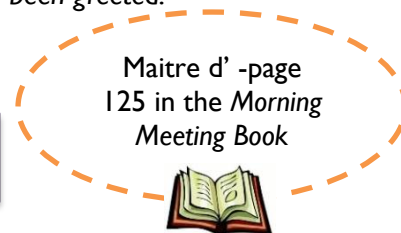
*What did you notice about the way I did the greeting? (Invite youth to share.)*

*Notice how I spoke loudly and gave eye contact. Now, let's try it with the first greeter and then the receiver will become the next greeter. We will go around the circle until everyone has been greeted.*

## 3. Sharing 5 minutes



You can use a different sharing topic if there is a particular theme you are working on that day or week.



**Sample Script:** *For our sharing, I am going to pretend that I am a maître d'. What is a maître d'? (wait for youth to offer responses, and if needed clarify.) That is the person in a restaurant who greets you and escorts you to your table. I will call out groupings such as "Tables for two" or "Tables for Three." When I call it out, you will form a group with that number.*

*Once you are in your group, I will give a signal and let you know what topic to discuss. For example, favorite sport or kinds of pets. Make sure you take turns talking and listening.*

*Now, let's try.*

After a short time, get the youths' attention and call out a new grouping. Youth regroup and you name a new topic to discuss. Challenge youth to form groups with others with whom they don't usually talk. Encourage them to ask at least one question.

Be sure to review guidelines for moving around safely and to pay attention when it is time to switch.

#### 4. Group Activity 5 minutes



"Take Sides" page 166 in *Morning Meeting Book*. Make a list of contrasting statements about youths' preferences that you think they can relate to. Some examples are below to get you started.

Maitre d' -page  
125 in the  
*Morning  
Meeting Book*



**Sample Script:** *Our group activity today is called "Take Sides." In a minute, I will ask you to stand in a line down the middle of the circle area and I will call out two statements. If the first statement is true for you, you will move to the left. If the second statement is true for you, you will move to the right. I will give you an example: "I love dogs the most" or "I love cats the most." If the first statement about dogs is true for you, move to the left. If the second statement about cats is true for you, move to the right. Those of you who don't like either cats or dogs or like them the same can stay in the middle. Let's try a few statements now. Everyone please move to the middle.*

(Review guidelines for moving to the sides safely and moving back to the middle of the circle between statements. Some other contrasting statements could be: I like playing outside or I like playing inside. I like painting the most or I like drawing with crayons the most.

Ask youth: *How did you like this activity? (Invite youth to share).*

5. Afternoon Message 5 minutes

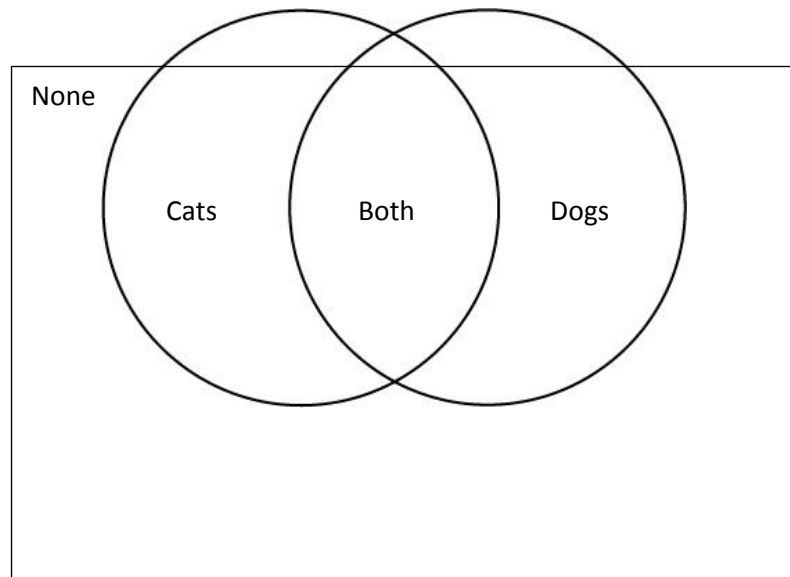


Connections to Math and Science- (See sample below)  
Invite youth to read aloud with different voices (spooky, loud, soft, whisper). Provide markers so they can write their responses on the board, and writing materials if you would like them to write in a journal.

Date,

Hello Math Experts,

Today we learned to sort ourselves in groups based on the type of pet we like most. Now we are going to learn another way to show what we like the most by using a Venn Diagram chart, like the one below. Write a check mark in the left circle if you like cats, in the right circle if you like dogs, and in the middle where the two circles meet if you like both. If you do not like cats or dogs, write a check mark outside of the circles inside the square.



Sincerely,

**Sample Script:**

Let's read the afternoon meeting message together using different voices. (Invite youth to read aloud with different voices -spooky, loud, soft, whisper).

- Connect the previous activity to learning how to sort things and other math skills:
  - How many people like the same pet? Both? None?
  - What is a Venn Diagram?
  - What other favorite things can we sort in a Venn Diagram?



**6. Closing 2 minutes**

**Sample Script:** To close the meeting today, I will teach you the Starfish Hand Meditation. This will help you focus your mind when you feel nervous or are having a hard time focusing.

- 1- Close your eyes and breathe deeply.
- 2- Spread your fingers out like a starfish on one hand.
- 3- Take your finger from the other hand and trace around your fingers and hand. As you do this, concentrate on only how it feels and let other thoughts float away.
- 4- Continue until you feel relaxed and calm.

Reflect on “How did it feel to do this?” “When can you use this during your day?”

## REFLECTION

(For afterschool practitioners to fill out)

Green Light, Yellow Light, Red Light (Planning and Reflection, Youth Work Methods)

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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3. Red Light - What didn't work well and you won't do again

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## 1. Move into Circle 2 minutes

**Sample Script:** *Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space, give feedback).*

## 2. Greeting 3 minutes



The Spider Web greeting is done while youth are standing in a circle formation. Review guidelines on how to toss a ball of yarn safely. Have a ball of yarn ready for this activity.



**Sample Script:** *Today we are going to start with the "Spider Web" greeting. I will start by holding this ball of yarn and greet one of my friends across the circle. I will say "Good afternoon {Name}." I will gently toss the ball of yarn to the person I greet while firmly holding on to the end of the yarn. The person who receives the ball of yarn greets another friend across the circle and sends the ball of yarn to that person after they greet him or her. Make sure you have enough yarn to hold on to a piece of it while the ball is thrown. This will continue until everyone has been greeted and the yarn has created a web across the circle.*

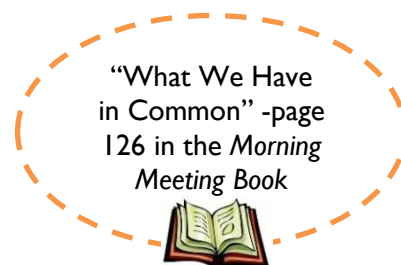
After showing youth how to throw the ball of yarn: *What did you notice about the way I did the greeting? (Invite youth to share).*

*Notice how I threw the ball of yarn gently and held on to a piece of it. I spoke loudly and gave eye contact. Now, let's try it with the first greeter and then the receiver will become the next greeter.*

## 3. Sharing 5 minutes



Generate a list of questions with the youth before this sharing activity that will help the youth discover what they have in common



**Sample Script:** *For our sharing, I want you to pick someone you don't usually play with or work with. When you pair up, you will talk and figure out two things you have in common. An example of a question you could ask each other is "Do you have any brothers or sisters?" What are some other questions we could ask each other to figure out what we have in common (or the same)? If you both have brothers it is something you have in common.*

Write down these questions as youth come up with them on a chart paper.

Model the sharing for youth. Pick someone with whom to discuss. Ask questions until you come up with two things you have in common.

Now, it's your turn. After a few minutes, some pairs will share with the whole group.

#### 4. Group Activity 5 minutes



“Speed Ball” page 165 in *Morning Meeting Book*. Before the activity, establish and review safety guidelines such as throwing underhand, throwing towards the torso rather than the head and throwing gently.

**Sample Script:** *Our group activity today is called “Speed Ball”. You have to pay close attention in this game so you are ready if the ball is coming to you next. I am going to call someone’s name and then throw the ball gently to him or her. The person who catches the ball will then hold it for a second and call out someone else’s name and toss the ball to her/him. The person who just threw will put their thumb up to show they had a turn.*

*We will keep doing this until everyone has had a chance to toss and catch. Let’s review the safety guidelines for tossing a ball indoors. Ask youth: How did you like this activity? (Invite youth to share).*

#### 5. Afternoon Message 5 minutes



Today is \_\_\_\_\_: (See sample below)  
For youth who can’t read well yet, read the message to them as they come into the room.  
Help them to write their name and answer the question on the chart.

Today is {Day of week},

We are going to have fun today.

It is {Type of weather} today.

What kind of weather do you like?

Hot weather	Cold weather



**Sample Script:** Read the message to the youth and then choral read. Say *Now, I am going to read the afternoon message and I would like you to try and follow along with me as I point to the words and read them. This is called choral reading.*

- Review what the youth wrote on the message.
  - *How many people like hot weather? Why?*
  - *How many people like cold weather? Why?*
  - *Did more people like hot weather or cold weather?*

6. Closing 2 minutes



**Sample Script:** *To close the meeting today, we will stand on one foot to focus our attention on the here and now. You can do this when you are bored if you have to wait in line or wait for other friends to be finished with something.*

*Everyone stand up. Focus your gaze on a point slightly below eye level. Stand on one leg and keep your gaze on the focal point. How long can you balance like this? Try the other leg. See if balancing becomes easier when you add mindful breathing to it.*

## REFLECTION

*(For afterschool practitioners to fill out)*

Green Light, Yellow Light, Red Light *(Planning and Reflection, Youth Work Methods)*

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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3. Red Light - What didn't work well and you won't do again

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## 1. Move into Circle 2 minutes

**Sample Script:** *Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space, give feedback).*

## 2. Greeting 3 minutes



Before doing this greeting, make sure all youth know each other's names. If they don't, make name tags for youth as they will need to find each other by name. Help younger youth read names if they are prereaders.

You will need to pass out blank sheets of paper and pens/markers to youth for this greeting.

"Snowball"  
greeting on page  
82 of *The Morning*  
Meeting Book



**Sample Script:** *Today we are going to start with the "Snowball" greeting. First, I would like you to write your name on the sheet of paper I gave you. (You may want to have the youth do this at desks before you come to the circle, so they have something to write on.)*

*Now that we have all written our names on the paper, please crumple it up so that it looks like a snowball and toss it into the center of the circle. Now, I want everyone to slowly walk to the middle of the circle and pick up a snowball that landed closest to you and then go back to your place in the circle. (Wait until all youth are sitting or standing back in the circle with their snowballs.)*

*Now please open your snowball. One of you will start by walking over to the friend whose snowball you have and say "Good afternoon {friend's name}." That person will then go back to his or her place in the circle and the friend ~~who that~~ was greeted will walk to the person she has on her snowball and greet him. We will do this until everyone has been greeted.*

*Watch how I model it first. Show how to slowly walk over to the person you have on your snowball and greet her. Then, walk back to your place in the circle. What did you notice about the way I did the greeting? (Invite youth to share.) Notice how I walked calmly to my friend, spoke loudly and gave eye contact. Now, let's try it with the first greeter and then the receiver will become the next greeter. We will go until everyone has been greeted.*

You can extend this activity by asking youth to write their name and one fun fact about themselves and connect to the Sharing Activity below.

### 3. Sharing 5 minutes



This activity helps youth focus on the specifics in a peer's sharing. Before you start the meeting, have youth draw a picture of something they like to do for fun, or refer back to the fun fact they wrote on their paper for the Snowball greeting.

“Who Can Name One Thing I Said-page 128 in the Morning Meeting



**Sample Script:** *For our sharing, I want you to listen carefully and remember a few things your friends say as they share. You all drew a picture of an activity you like to do outside [or wrote a fun fact on your snowball paper]. In a moment, I will call on a volunteer to start and share a few details about their picture or fun fact. I want you to say three things about it. After the sharer is done, she will ask the group, “Who can name one thing I said?” and she will call on three people to respond.*

*Watch as I model this. Show the youth your drawing of an activity you like to do outside. Share three key details and ask three volunteers to name one thing you said.*

*What did you notice about how I did that? I stated three things about my picture and I called on three people with their hands raised.*

*Now, let's try. Who would like to share first?*

Have the person who shares pick the next person to share.

### 4. Group Activity 5 minutes



“Clapping Names” page 158 in *Morning Meeting Book*. This is a good activity to do in the beginning of the year when youth are learning each other's names or when someone new joins the group.

**Sample Script:** *Our group activity today is called “Clapping Names.” We will be clapping out the parts of our first names while we say our names. These parts are called syllables. Let me show you.*

*Clap while you say your name “Ms. - Mi-chelle.” Ok, now you clap and say it along with me.*

*Let's try it. Who wants to be next?*

*Ask youth: How did you like this activity? (Invite youth to share.)*

## 5. Afternoon Message 5 minutes



Dear Friends: (See sample below)

For youth who can't read well yet, read the message to them as they come into the room. Help them to understand the question and draw on the chart.

Dear Friends,

Today we will talk about listening and paying attention.

What do you do to listen and pay attention when your friends are talking to you?

Write words or draw pictures of your answer below:

**Sample Script:** Choral read the message (Adult and youth read the message together). Now, I am going to read the afternoon message aloud. I would like you to read it with me. This is called choral reading.

- Review what the youth drew or wrote. Make social and emotional learning connections by modeling and describing active listening and empathy.
  - Who would like to share their drawing and tell us how they listen to their friends?
  - Ways we can show we are listening *are/is* to look at the person who is talking and concentrate on what they are saying rather than thinking about other things.
  - How do you feel when someone is paying attention to you and listening really well to what you have to say?
  - Why is it important to be good listeners and to pay attention?

## 6. Closing 2 minutes



**Sample Script:** To close the meeting today, we will do a short mindful listening activity.

- 1- Sit with your back straight and your body relaxed, resting your hands gently on your knees, and close your eyes if you feel comfortable doing so. Notice what it feels like to breathe in and out right now.
- 2- Let's listen to the sounds in the room. Relax and listen. What do you hear?
- 3- I'll stop talking for a minute. Let's listen together. There's nothing you need to do at all. Sounds will come up on their own, like little surprises.

Reflect on "How did it feel to do this?" "What sounds did you notice that were different?" "How can you use mindful listening with your friends or in school?"

Talking points: *What was it like to listen to the tone? How do you feel now? Does your body feel relaxed? Is your mind busy or quiet? What do you think happened to the sound after it faded— where did it go?*

## REFLECTION

*(For afterschool practitioners to fill out)*

Green Light, Yellow Light, Red Light *(Planning and Reflection, Youth Work Methods)*

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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3. Red Light - What didn't work well and you won't do again

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## 1. Move into Circle 2 minutes

**Sample Script:** *Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space, give feedback).*

## 2. Greeting 3 minutes



This basic greeting includes varied activities that make greeting time fun. If the youth are not yet very comfortable with each other you can change the activity to be a wave, salute or a bow.

“Good Afternoon”  
greeting on page 76  
of *The Morning  
Meeting Book*



**Sample Script:** *Today we are going to start with a different “Good afternoon” greeting. You are going to stand and face a friend, smile and say, “Good afternoon, {friend’s name}.” As you say this, you will do an elbow shake with your friend. When you are both done with the greeting, move on to someone else and repeat the greeting and elbow shake. Greet at least four friends.*

*Watch how I model it first. Show how to slowly walk over to someone and greet her and lock elbows and shake to model the gesture. Then, prompt the youth to greet you in the same way. What did you notice about the way we did the greeting? (Invite youth to share.) Notice how I walked calmly to my friend spoke loudly, gave eye contact, and smiled. Also, notice how we did a gentle elbow shake. Now, let’s try it.*

## 3. Sharing 5 minutes



Before this sharing activity, cut out various shapes. Show the shapes to youth and ask the names of the shapes. To add a level of challenge use objects instead of cut out shapes.

“It Could Be  
a....”page 121 in the  
*Morning Meeting Book*



**Sample Script:** *For our sharing, I have some shapes here. (Show the shapes as you ask the youth if they know the name of each shape). A diamond, triangle, circle, oval and a star. (Write a sentence frame on a chart). “I know this is a {shape}, but it could be a {item that has that shape}.”*

*Choose one shape and model the sharing: For example: “I know this is a circle, but it could be the sun.” We will go around the circle and each of you will choose a shape and will share what you think the shape could be.*

What did you notice about how I shared? I picked a shape and thought of something it could be and spoke loudly and clearly so my friends could listen to me.

Now, let's try. Who would like to share first?

To add a level of challenge use objects instead of cut out shapes and encourage them to use their imagination in the different uses for each shape/object.

#### 4. Group Activity 5 minutes



“Stadium Wave” Mindful Games Activity Cards. Use teamwork to coordinate movements and notice how youth depend on each other to reach their goals.



**Sample Script:** Does anyone know what a “stadium wave” is? A stadium wave is when people create a movement that looks like a wave by standing up or raising their arms in turn. I will start the wave and it will move around the circle to the left. Next time, we will go the other way and one of you will be the leader.

Let me show you how to do it. Crouch down with your knees bent and hands touching the floor and then throw your hands in the air. The second person will start when the first person has her hands in the air and so on.

When I say go, start the wave. I will call out “switch” and we will switch directions and we may even speed it up. Let's try it. Who wants to go first?

Ask youth: How did you like this activity? (Invite youth to share.)

#### 5. Afternoon Message 5 minutes



Today is \_\_\_\_\_: (See sample below)  
You will need the shapes or objects you used for sharing.

{spell out date}

We will discuss interesting shapes and objects today.

What is your favorite shape? A circle, square, rectangle, diamond or a star? What other shapes are there?

Write or draw some examples what some of the shapes and objects we used could be if we used our imagination:

**Sample Script:** Choral read the message (Adult and youth read the message together). Now, I would us to choral read the afternoon message - that means reading aloud together. Ready?

- Review each shape and ask questions so several youth share their answers:
  - What shape is your favorite? Why?
  - What did you draw? Why?

6. Closing 2 minutes

**Sample Script:** Reflect on “How did you like the afternoon meeting?” “What would you like to change or add to the meeting?”

## REFLECTION

(For afterschool practitioners to fill out)

Green Light, Yellow Light, Red Light (*Planning and Reflection, Youth Work Methods*)

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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3. Red Light - What didn't work well and you won't do again

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## 1. Move into Circle 2 minutes

**Sample Script:** *Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space, give feedback).*

## 2. Greeting 3 minutes



Prepare for this greeting by asking youth to write their First and Last Name on an index card. Provide assistance if needed with the spelling.

"Name Card"  
greeting on page 79  
of *The Morning  
Meeting Book*



**Sample Script:** *Today we are going to start with the "Name Card" greeting. Place the cards with youth's names written on them in the center of the circle. First, I'll turn over the top card and the person's name who is on the card will start the greeting. (Place your name card on the top so yours is turned over first in order to model the activity.)*

*Watch how I model it first. Turn over the first card. I got my name! Now, I will pick the next card. I got {Youth's first and last name}. Walk over to the person and say "Good afternoon {Youth's first and last name, how are you?}." Now {youth's name} will reply with a word or a phrase (invite youth greeted to reply), and will walk to the middle of the circle and turn over the next card. (Wait for youth to follow the steps). Now {youth's name} will walk over to that {youth's name on card} and greet him or her. This keeps going until everyone has been greeted. The last person will greet the first person (me.) Ready? Let's go...*

*What did you notice about the way we did the greeting? (Invite youth to share.)*

## 3. Sharing 5 minutes



Before this sharing activity, take the name cards used for the greeting and pair youth up by putting the two name cards together for the pairs. You can pair youth up who are not used to talking to each other to build community.

"Assign  
Partners" page  
124 in the  
*Morning Meeting*



**Sample Script:** *For our sharing, I have used the name cards to pair you with a friend who you usually don't talk with. I want us to get to know each other a little better. The topic is "favorite characters or movies." (You may want to change the topic based on a theme you are working on or something more relevant to your youth.)*

*Before I show you whom your partner is, let's brainstorm some ideas about favorite characters or movies. As youth give you some ideas, write them on the board or chart paper so youth can have something to look at if they can't come up with their own answer. I will model how to ask your partner some friendly questions after he or she has shared to show them you are a good listener. Can I have a volunteer who would like to tell me about their favorite character or movie? After the youth shares for about 30 seconds, ask him or her questions such as "What is your favorite part of that movie?" or "Why do you like that character?" Invite youth to come up with questions and have them take turns writing them on the board or chart so youth can use them in the sharing.*

Model asking questions, waiting and listening to answers, with one of the youth.

*What did you notice about how I asked questions when my friend was sharing? I waited until he was done sharing and then I asked him the question and listened carefully as he answered.*

*Now, let's try. I will pass out the name card pairs, find your partner, choose the questions you want to ask from the board [or chart] or make up your own and begin sharing about your favorite characters or movies. I will give you the attention signal when it is time to switch partners.*

#### 4. Group Activity 5 minutes



"Telegraph" page 166 in the *Morning Meeting Book*. If youth are not comfortable closing their eyes or holding hands you could have them put their hands on the shoulders of the person next to them.

**Sample Script:** *Today we are going to do a group activity where you will have to pay attention to what your friend next to you does. I want you to stand in a circle and hold hands (or put hands on shoulders) and in a moment I will ask you to close your eyes. If you don't feel comfortable closing your eyes you don't have to, you can just look down and focus on something.*

*I am going to model how to do this activity. Squeeze the hand of the person next to you three times. My friend here next to me is going to send a non-verbal message to the person next to her and then she will send the message to the next person, and so on, until it comes back to me. The last person to get the message has to explain it to the group.*

*Let's try it. Help the youth who it ends on to tell the group that it was squeezing hands three times if they are struggling to get it. Choose new volunteers to start each round. Play a few rounds. You can change directions too.*

Ask youth: *How did you like this activity?* (Invite youth to share).

## 5. Afternoon Message 5 minutes



Hello Drama Experts: (See sample below)

Make connections to the components of a dramatic story or play. Highlight the words underlined and explore their meanings together. You can also highlight using positive characters in movies or games as role models.

Date,

Hello Drama Experts,

We spent some time talking about our favorite movies and characters. Think about your favorite character, or a scene in your favorite movie. Now draw a picture of a scene in the movie or of the character in action.

Be ready to share.

**Sample Script:** *I am going to read the afternoon message aloud and underline some important words as I go. Please read along with me.*

- Spend time exploring definitions of underlined words. Give all youth time to reflect and produce their drawing or skit. Walk around and review, and allow a few youth who want to share with the group to do so. Some guiding questions:
  - *What do the words drama, etc... mean? (see underlined words)*
  - *Why did you choose that character / scene in the movie?*
  - *How did it feel to draw your favorite character / scene?*
  - *What can we learn from characters and movies?*



## 6. Closing 2 minutes- “Three Gates” from Mindful Games Activity Cards

**Sample Script:** *When our friends are sharing, we may say something that may hurt their feelings even if we don’t mean to. How can we know if something we are about to say is respectful? What we can do if we accidentally hurt someone’s feelings?*

*One way to avoid hurting someone’s feelings is by asking these three questions before we say something: Is it true? Is it necessary? And is it kind? It is like passing through three gates: if it is true, you pass through the first gate. If it’s necessary, you pass through the second gate. If it is kind, you pass through the third gate.*

Have youth repeat the three questions aloud to memorize.

*Next time you get the feeling you want to say something that might not be respectful to your friend or an adult you can ask yourself those three questions and pass through the three gates.*

Invite youth to reflect: “When can we use the three gates?” “How will it help us to be better friends?”

Talking points: *What was it like to listen to the tone? How do you feel now? Does your body feel relaxed? Is your mind busy or quiet? What do you think happened to the sound after it faded— where did it go?*

## REFLECTION

*(For afterschool practitioners to fill out)*

Green Light, Yellow Light, Red Light *(Planning and Reflection, Youth Work Methods)*

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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3. Red Light - What didn't work well and you won't do again

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# Afternoon Meeting

Lesson 18: Directions  
2<sup>nd</sup>/3<sup>rd</sup> grade

## 1. Move into Circle 2 minutes

**Sample Script:** *Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time. (Call each group one at a time to go to the meeting area and get in place for Afternoon Meeting. As each group enters the space, give feedback).*

## 2. Greeting 3 minutes



The structure for this greeting is an inner and an outer circle, with the inner circle facing the outer circle. Practice this structure with youth before starting the greeting.



**Sample Script:** *Today we are going to start with the "Hello Neighbor" greeting. We are going to practice how you will stand with your partner before we start the greeting. Let's count off 1, 2. All the 1s will be the inner circle. Go ahead and make the circle and when you are in a circle turn around. Now, the 2s will make a circle around them and face the inner circle. Say hi to your partner. (Make sure everyone has a partner and they are standing face to face.)*

Now we will do a chant for our greeting. Repeat the words and the movements after me:

*Hello, neighbor, what d'ya say? (wave to your partner.)*

*It's gonna be a wonderful day. (Circle arms over head and then move down to the sides.)*

*So clap your hands and boogie on down. (Clap hands and wiggle down.)*

*Give a little jump and turn around.*

Now, let's try it. We will do this chant together facing our partner as we greet them.

## 3. Sharing 5 minutes



As a ball is rolled back and forth with youth sitting on the floor in a circle, we name things that bother us, while remembering the good things in life. You can also do this with multiple smaller balls and youth in pairs.



**Sample Script:** *For our sharing, we will play "life is good." Sit in the circle and we are going to roll the ball to one person to start. When the ball comes to you, name one thing that's bothering you. Then roll the ball back and say "and life is good."*

I'll go first. (Hold the ball) I lost my necklace today and life is good (roll the ball to another player while you say "life is good.")

**Comment [KG1]:** Materials list – need a ball for this activity

Now, you roll the ball to someone else. Each player will share and roll to someone else until everyone has had a turn. You may also pass if you can't think of something.

Now, let's try. Guide players in speeding up the pace as the play continues.

#### 4. Group Activity 5 minutes



"Zoom" page 167 in the *Morning Meeting Book*. You can challenge the group by timing them and seeing if they can beat their time on the second and third rounds.

**Sample Script:** Today we are going to do a group activity called "Zoom".

I am going to model how to do this activity. The person who starts will say "Zoom!" and turns his head quickly to a neighbor on either the right or the left. That person passes the Zoom to the next person, and so on around the circle. Everyone will say Zoom and turn their head to the next person.

Let's try it. Have a volunteer start the activity and remind the youth that the goal is to get the Zoom all the way around the circle as quickly as possible.

Ask youth: How did you like this activity? (Invite youth to share).

#### 5. Afternoon Message 5 minutes



Hello Optimists: (See sample below)

Echo read the message. Help them to understand the question and be ready to share. Explore new words (underlined). Make social and emotional learning connections to expressing and managing emotions. Use the *Emotions Worksheet* attached from *Do2Learn* as a guide and to extend the activity.

Hello Optimists,

Life is good. We will discuss experiences that bother us today.

Think about something that bothers you and be ready to share.

After you share what bothers you, say “it makes me feel \_\_\_\_\_ ” or it makes me feel like \_\_\_\_\_.”

Draw a face of the feeling you experience when something is bothering you.  
Sincerely,

**Sample Script:** *Now, I am going to read the afternoon message aloud. Repeat after me.*

- *We shared what bothered us in the “life is good” activity earlier.*
  - *Someone share with the whole group what bothers them.*
  - *Why do we say “life is good” when something bothers us? (Wait for responses. Clarify if needed that it helps us to remember that there are good things in life even when something is bothering us).*
  - *What emotion did you feel and how did you represent it in your picture? (You can guide youth to use more descriptive emotion language or to use colors or images to represent certain emotions – rainy / sad, sunny / happy, blue / sad, red / angry).*

6. Closing 2 minutes-



Reflect on “How did you like the afternoon meeting?” “How did it feel to talk about your emotions?”  
“What would you like to change or add to the meeting?”

# Emotions Worksheet

(Level 1)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Emotion of the Day:

This word means: \_\_\_\_\_

\_\_\_\_\_

What makes me feel this way?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## DRAW IT!

Here's what \_\_\_\_\_ looks like to me:

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# REFLECTION

*(For afterschool practitioners to fill out)*

Green Light, Yellow Light, Red Light *(Planning and Reflection, Youth Work Methods)*

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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3. Red Light - What didn't work well and you won't do again

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## 1. Move into Circle 2 minutes

**Sample Script:** *Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time.*

## 2. Greeting 3 minutes



Prepare index cards or slips of paper, one for each youth. Half should have Math problems (i.e.: multiplication facts  $12 \times 12$ ) and half the cards should have the corresponding answers (i.e.: = 144).

"Math Match Card"  
greeting on page 79  
of *The Morning  
Meeting Book*



**Sample Script:** *Today we are going to start with the "Math Match Card" greeting. I am going to pass out a card to each of you. When I say "go," I invite you to walk around and mix and mingle with your friends inside the circle. You will look for the match to your card.*

Model this with a youth by giving her the matching card. Have her walk around as you walk around and then show each other your cards and show you have a match. Then, say "Good afternoon {name of youth}" and have her greet you in the same way.

*Now, I want you to look at your card. When I say "go" find your match and when you do, greet each other. If you are not sure what your match is, come see me or ask a friend.*

*When you find your match, sit down together in the circle so you can show your equation. When all youth have found their match, go around the circle and each matched pair announces their math problem while holding their cards up.*

## 3. Sharing 5 minutes



Youth share something they have worked on in the past few days with other youth. This could be a piece of artwork or homework of which they are proud. Write this on the afternoon message (see below) to prepare youth for sharing: "Be ready to share your work during Afternoon Meeting." Have the youth pick something they would like to share before the meeting.

"Share Classwork"  
on page 118 of *The  
Morning Meeting Book*



**Sample Script:** *For our sharing, you will show us and share something you have made in the last few days. (Write a sentence stem on the board or chart paper: I would like to share this \_\_\_\_\_ with you.)*

*You can use this sentence stem in your sharing. Tell us one detail about your work. Two friends will be able to ask a question about your work when you are done sharing. Model by sharing something you made and ask youth what they noticed about how you shared. You shared with one detail and answered the questions youth had with a brief answer and looking at the friend who asked the question. Now, who would like to go first?*

#### 4. Group Activity 5 minutes



*“Pass the Cup” from Mindful Games Activity Cards.*

*Using teamwork and paying attention to what’s happening around us, we pass a cup filled with water without spilling a drop. You will need a cup for this activity (5oz Dixie cup works well.)*

*Prepare by filling the cup with water about one inch from the rim.*

**Sample Script:** *Today we are going to do a group activity called “Pass the Cup.”*

*We are going to pass this cup of water to each other and try not to spill any water. What will we have to pay attention to so we don’t spill any water? Some answers can be: (Looking at the cup and each other, feeling with our hands, moving our arms slowly.)*

*Let’s try it. Help children pass the cup around the circle a few times. Change the direction youth pass the cup on the second round.*

*Ask youth: How did you like this activity? (Invite youth to share.)*

#### 5. Afternoon Message 5 minutes



*Good Afternoon: (See sample below)*

*Echo Read the message. Connect to relationship building skills by showing appreciation and gratitude. Provide a list of words on the board and explain that they can pick from these to express gratitude, excitement or gratitude in their sentences.*

Good Afternoon,

Today we learned about our friend's work. Write this sentence and fill in the blanks:

I am \_\_\_\_\_ to see your work today because \_\_\_\_\_.

**Sample Script:** Echo read the message (Adult reads the sentence and youth echo reads the same sentence. Say *Now, I am going to read the afternoon message and I will read a sentence and I want you to repeat that sentence after me all together. This is called echo reading.*

- *You shared your work today with your friends.*
- *Tell your friend why you like what they shared and then write the sentence in the message using words from the board.*
- *Say "Thank you, I really appreciate it." to your friend (you can suggest other ways to express gratitude.)*
- *What do you like or not like about sharing what you have made?*

6. Closing 2 minutes-

Reflect on "What was your favorite part of the meeting?" "What would you like to change or add to the meeting?"

# REFLECTION

*(For afterschool practitioners to fill out)*

Green Light, Yellow Light, Red Light *(Planning and Reflection, Youth Work Methods)*

1. Green Light - A new idea that you can try next time

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2. Yellow Light - What went well and you want to continue doing

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