

Lesson I: Directions 4th/5th grade

- 1. 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"

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 our Afternoon Meeting every day in a special meeting area. The Afternoon Meeting will look like the Morning Meeting you may have with your teacher during the morning in the classroom. How many of you do a Morning Meeting in your classroom?



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?"
- Why do you think it could be important for us to have meetings?
 - 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 what else the meeting might help with?"

Sample Script: One of the reasons we will be doing Afternoon Meeting is so that we make sure everyone feels like they are a part of our afterschool program. I hope we will all get to know each other and meet new friends. I also want us to be able to share important information, things we have done, and ideas with each other. We all can learn something from one another. What else do you think you will like about this afternoon meeting?

- 2. Establish the routine for Afternoon Meeting (Structure & Clear Limits, Youth Work Methods) 8 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 high five, call and response or clap and response?"

- 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"
- Show youth how to move chairs in a circle for the Afternoon Meeting

Sample Script: Every afternoon when you come into the classroom you should... (Set expectation of what you want students to do in the afternoon as they arrive after transition time. This might look different 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) you need to stop what you are doing and give your full attention. I will call you over to the meeting area for our Afternoon Meeting. (Explain to students that they will be sitting in a circle in the meeting area.)

Let's watch how this should happen. (Show youth how you want them to come into the room, wait for the signal, and walk to the Afternoon Meeting area and sit down. You will want to use a youth who would demonstrate this well or another staff member.)

Let's talk about what we noticed. Suggested open-ended questions to ask youth during the demonstration: How did the youth respond to the attention signal? How did the youth come over to the Afternoon Meeting area? What else did you notice?

Now, I want us to practice getting into a circle for Afternoon Meeting 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 tip toe 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 you remember how we get to the circle for Afternoon Meeting.

Use the signal to show youth it is time for the meeting and have them practice putting their chairs in a circle in the appropriate way.

3. Establish guidelines for the Afternoon Meeting 5 minutes



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



Refer to pages 29-30 of The *Morning Meeting Book* for more ideas.

Sample Script: One of the most important things about Afternoon Meeting is that it is a safe place for us to share and that we are respectful of each other. What does the word "respect" mean to you? (Listen to responses and write down some ideas on a flip chart.)

Right now, we are going to decide on what guidelines and expectations we should have for our Afternoon Meeting. What are some things you need to feel safe during this meeting? (Examples of guidelines could be: "Respect yourself, "Respect each other," "Take care of yourself," and "Take care of program property."

Once the group has agreed on the three to five expectations, write them on chart paper and keep them in the Afternoon Meeting area. You may want to add illustrations later to help youth remember the expectations.

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

4. Closing 4 min

• Think-Pair-Share (page 71 Planning & Reflection, Youth Work Methods Guidebook) Youth pair up and discuss "How do you feel about having Afternoon Meetings?" or another question related to the topic.

Sample Script: That was so organized! You all remembered how to stop what you are doing and give your full attention when given the attention signal. You walked quietly and put your chairs in a circle. Today we also worked together to come up with the guidelines 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 Afternoon Meeting: The Greeting. We add the next part on the next day and we will be putting it altogether so you can experience a full Afternoon Meeting in the next few days. Give your neighbors a high five for being such great members of our afterschool family.

REFLECTION

(For afterschool practitioners to fill out)

ΑF	Rose, A Bud and a Thorn (Planning and Reflection, Youth Work Methods)
I.	Rose- What went well?
2.	Bud- A new idea that you can try next time
3.	Thorn- What didn't work well?



Lesson 2: Directions 4th, 5th grade

1. Practice moving into circle 2 minutes

Ideas for Facilitation



- Review any components of the routine if needed
- Ensure everyone can be seen and can see others (Building Community, Youth Work Methods)



Sample Script: I want us to practice getting into a circle for Afternoon Meeting. 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.

What are the guidelines for getting into a circle for our Afternoon Meeting? (Have youth give answers and remind them of any components they forgot). Once they are in a circle, remind youth that everyone should be able to see each other.

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



- Review the goals for the Afternoon Meeting and ask why the following guidelines are important for meeting these goals?
- We have expectations and guidelines to make our Afternoon Meeting respectful, safe and fun .
- Hang the guidelines up in the Afternoon Meeting area.

Sample Script: Remember how we came up with guidelines for our Afternoon Meeting? I want us to review how we will make our meeting respectful, safe and fun. (Review the guidelines and expectations you came up with in the last meeting.)

We can build community and learn together when we get to know each other better and respect each other.

First Component of Afternoon Meeting

- 3. Introduce and Practice Greetings- First component of Afternoon Meeting 5 minutes
 - Greetings help us connect to 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)

"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?" "Why are the elements we just discussed important?"



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

Sample Script: Today we are going to learn about the first part of 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 at our afterschool program! There are many ways we can greet each other. Today we are using a simple greeting. We are going to go around in a circle and everyone is going to introduce themselves by facing each other, smiling 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. (Introduce yourself.) After someone introduces themselves, the class will respond with "Good Afternoon, _____." Let's try. (Go around the circle. Each student introduces himself or herself and then the class greets them.)



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 _____.

4. Closing- Reflection 2 min

Sample Script: Today we did the first part of our Afternoon Meeting: Greeting. For the next Afternoon Meeting, we will add on the second part: Sharing. I want to see how you feel about the Afternoon Meeting. Give me a thumbs up (liked it), thumbs down (didn't like it), or thumbs sideways (not sure or kind of liked it) 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)



Lesson 3: Directions 4th /5th grade

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

Sample Script: When I give the attention signal I want everyone to come into a circle for our Afternoon Meeting. Remember the guidelines for moving your chair into a circle.

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



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.

Sample Script: "Who can remember the guidelines and expectations for Afternoon Meeting to make sure that we are treating each other in a kind, respectful way? (Review rules.)"

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 Elbow Rock Greeting. (page 75 in *The Morning Meeting Book*) Go around circle and the first person will turn to her left say, "Good Morning, lock elbows and shake arms. The person to her left will say "Good Morning ______. Go around the whole circle.

Sample Script: Who remembers the greeting from the last meeting? What did you li	ike about the
greeting? Today, we are going do a greeting called an "elbow rock greeting." This i	s like a
handshake greeting except we are going to use our elbows instead of our hands. We	e will go around
the circle and say "good afternoon, my name is" Then the next perso	n will say "good
afternoon " and the two of you will lock elbows and shake arms. (Mode	el with a student
Remember that when you introduce yourself, you make eye contact, use a friendly v	oice, and speak
loud enough so everyone can hear you. (Introduce yourself.) Let's try. (Try the varia	tion: Go around
the circle. Each student introduces himself or herself and then the class greets then	n.)

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 topics we can share to get to know one another?"

Sample Script: The second part of Afternoon Meeting is sharing. During this time, you will have the opportunity to share news or information about yourself or a specific topic and your friends will have a chance to respond. Sharing helps us learn about each other's interests inside and outside of our afterschool program. 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. Listeners need to listen attentively. That means your eyes should be on the speaker and you should give them you full attention. Over the next few weeks, we will talk about different ways we can respond to show that we are listening.

5. Practice Sharing 10 minutes
Go around circle and practice sharing an answer to one of the questions the youth came up with 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:	
Let's answer this 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. Guide	:
students to notice that you stuck to the topic, used a complete sentence, spoke loudly, and look around the circle.)	ked
Take a minute and think about your healthy food choice. Once you have your answer give me a c	quie

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 (model pinky and thumb up and other middle fingers down and point pinky at another person and then shake back and forth)

6. Reflection 2 minutes

Sample Script: That was some great 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 other ideas for topics or questions do you have that we can ask in the next meeting? (Write any ideas youth have down on a chart paper for the next meeting.)

7. Counting Breaths - Discuss "concentration" 2 minutes

Sample Script: Who can tell me why it is important to learn how to concentrate? One way we can improve our concentration or focus is to count our breaths. Just like playing a sport or an instrument, the more we practice, the better we are at concentrating.

I am going to give you some directions on how to count your breaths. I want you to 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.

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) I. Rose- What went well? 2. Bud- A new idea that you can try next time 3. Thorn- What didn't work well?



Lesson 4: Directions 4th /5th grade

- I. 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 to our circle for Afternoon Meeting. I am going to give the attention signal and I want you to quietly move to the Afternoon Meeting circle. Remember our guidelines for moving our chairs into the circle.

2. Greeting around the circle 3 minutes

To make this greeting activity go more smoothly, you'll need to do some planning. Make a list of the initial letters or sounds of each young person's first name. Then, write down several adjectives that also begin with each of those letters or sounds. Bring this list with you to the Afternoon Meeting circle. Before starting the greeting, take a few minutes to brainstorm with the children a long list of adjectives that you write on the board or chart.

Sample Script: Good afternoon everyone. Today we are going to greet everyone by doing an activity called the "Adjective Greeting." Let's talk about what an adjective is. Someone please tell us what an adjective is? It is a word that describes a noun. For example, "beautiful" or "nice" or "red." What are some other adjectives that you can think of (Write a few down on the chart paper and show the ones you came up with.)

Take a look at these adjectives and pick one that begins with the same sound as your first name (or if there is not one up there, think of one) and then introduce yourself to the group

by saying, "Hello, my name is (adjective) (first name)." First, watch and notice how I do the greeting. ("Hello, my name is Jazzy Janet!") What did you notice about the way I did the greeting?

(Invite youth to greet each other using the adjectives and their name and guide youth to notice how you used positive words, spoke loudly, gave eye contact, and looked around the circle.)

"Adjective Greeting" Page 70 in The Morning Meeting Book "Hello, my name is Jazzy Janet"

3. Sharing 5 minutes



Share around the circle with a youth-led question after identifying topics and writing them on a chart.

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 activities



Sample Script: Today for sharing we are going to pair up with our neighbor and talk about something we like to do for fun. Think about something you 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 give the attention signal so that we can get back to the circle and we can go to the next part of our afternoon meeting. Group youth by counting off 1, 2 or by a grouping strategy, For example, pair up with someone that has the same birthday month as you do.

Third Component of Afternoon Meeting

- 3. 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 is an activity that we will do together as a 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 following the group guidelines and expectations, and being respectful. Sometimes we will be singing, acting, chanting, or playing a game. It is important that we follow our group expectations during this time and respect each other. What are the guidelines we set up for our Afternoon Meetings? (Remind the group of the group guidelines and expectations).

4. Practice group activity 5 minutes

Facilitate the group activity, "Speed Ball" making sure to establish and review safety parameters such as throwing underhand and gently.

"Speed Ball" (Page 165 in The Morning Meeting Book)

Sample Script: Today we're going to play a fast and in-control game of Speed Ball. I'm going to throw the ball to one of you. (Name the child you are going to throw it to and throw the ball to him/her.) Watch and tell me what makes my throw both fast and in control. (Throw the ball low and carefully and make sure the child catches it easily.) "What did you notice that made that throw both fast and in control?" (Give youth time to respond.) Where did I aim it?" I used careful aim and a just-hard enough throw, depending on whom I'm throwing to. (Ask youth for additional things they noticed.) Who would like to try and when they throw it, I want everyone to notice how they do it. Now, let's practice briefly before playing Speed Ball. Now, let's play Speed Ball "for real."

5. Reflection and Feedback 3 minutes

Sample Script: Now, I would like you to reflect back on the greeting, sharing and group activity we just did and share how you feel about the first three components of the Afternoon Meeting (greeting, sharing and group activity). (Planning and Reflection, Youth Work Methods) 5 minutes



Ideas for Facilitation

- Have youth pair up and discuss one thing they liked about greeting, sharing and group activity 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."
- Closing- 2 min

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: Now, we will pay attention to the feeling of the bottoms of our feet against the ground in order to relax, concentrate, and become aware of what's happening in this moment. Let's sit or stand (choose one position for the group) with our back straight and body relaxed. Breathe naturally and notice what's happening in your body and mind right now. Keep your body relaxed. If you're standing, keep your knees soft. 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. Are you feeling your feet now? If not, don't worry. It's natural for your mind to wander. Just move your attention back to the bottoms of your feet to begin again. Do this for two minutes and keep reminding the youth to focus on their feet.

<u>REFLECTION</u>

(For afterschool practitioners to fill out)

I. R	ose- What went well?
_	
2. B	ud- A new idea that you can try next time
3. T	horn- What didn't work well?



Lesson 5: Directions 4th /5th grade

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

Sample Script: Good afternoon everyone. When I give the attention signal I want everyone to come into a circle for our Afternoon Meeting. Remember the guidelines for moving your chair into a circle.

2. Greeting around the circle 2 minutes



Ideas for Facilitation

- Try "Ball Toss Greeting" on page 71 of The Morning Meeting Book
- 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.

Sample Script: Remember, there are many ways we can greet each other. Today we are going to try 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 you a soft bouncy ball or beach ball, and have them sit on the ground and roll it to each other.)

3. Sharing 5 minutes



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

Ask, "What is something you like about Afternoon Meeting?" or "What is your favorite subject in school?"

Youth roll or softly bounce the ball and share with the group: "I liked ____."

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



Use a ball, either a tennis ball or a larger, bouncy ball. The leader begins with a question about the session and asks participants to answer it when the ball is bounced to them.

Sample Script: Today we will share by playing a "bounce the ball" game. I will begin with a question, such as, "What is something you like about Afternoon Meeting?" and bounce the ball to someone who then answers. The catcher then bounces the ball to someone else who answers. First, watch and notice how I do the activity. "What is something you like about Afternoon Meeting?" (Bounce the ball to someone who then answers.) 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, used an appropriate question, spoke loudly, gave eye contact, was gently with bouncing the ball, and looked around the circle.) Now, let's do a practice. (Have the child who caught the ball continue the same question for a few more tosses around the circle. Give feedback where appropriate.) Now, let's do it "for real."

(It is important to use a large-sized bouncing ball so that everyone can easily catch it. A smaller ball is more difficult and the "misses" can be a distraction to the process as well as leave the individual with a sense of failure. Participants continue bouncing the ball around the circle to each other and answering the question. Participants can answer more than once. After youth run out of things to say, you can add a new 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



Sample Script: For our group activity, we will play "Cooper Says." The leader is "Cooper." Cooper gives the group instructions. The way we play is that you will follow the instructions only if the person says "Cooper says..." before giving the instructions. 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. We will 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

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 I want you to read the message and answer any questions that may be in the message. We will then discuss after we do 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. Let's practice reading our message.

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.



Reflect with youth: "what are some different types of written material?" (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.

Make the message current, engaging and inclusive

6. Practice afternoon message activity 5 minutes

Sample Script: Let's read this message together. Sometimes I will pick a volunteer to read the message aloud and sometimes we will read it together. This is called "choral reading." Now that we have read the message, please share what you wrote down as your favorite part of afternoon meeting and why?" How many people wrote down the same thing? We have a lot in common!

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



[Date]

Sample Message:

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. What is your favorite part of the meeting so far?

Yours truly,

[Your Name]

7. Closing- *I minute*

Revised "Hopes and Fears" (page 50- Planning & Reflection, Youth Work Methods). Instructions: Make different colored cards for each youth. Write "Like" on one and "Suggest" on another. Pass out the cards to youth- one "Like" card and one "Suggest" card.

Sample Script: To close, I would like to reflect on how you feel about our time together in the Afternoon Meeting. When I ask a question, you will either hold up your "like" card or you will hold up your "suggest" card. What do you think the "suggest" card means? (Give time for youth to answer).

The suggest card means that you think that part of the meeting can be done better and you would like to make a suggestion on how to improve it. For example, if I asked, "how do you feel about moving into a circle for the Afternoon Meetings?" You would either hold up a "like" card or if you think we should make the circle bigger because some people are cramped, you would hold up the "suggest" card and say that when I call on you. Let's try it.

Ask these questions: How do you feel about the greeting we did today? How do you feel about the sharing we did today? How about the activity? Do you like the Afternoon Meeting?

REFLECTION

(For afterschool practitioners to fill out)

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

I.	Rose- What went well?

- 2. Bud- A new idea that you can try next time
- 3. Thorn- What didn't work well?



Lesson 6: Directions 4th /5th grade

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

Sample Script: Good afternoon everyone. When I give the attention signal I want everyone to come into a circle for our Afternoon Meeting. Remember the guidelines for moving your chair into a circle. Remember to write your answer to the question I asked on the Afternoon Message paper if you haven't already.

2. 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

"Cross-Circle Greeting" found on page 73 of The Morning Meeting Book

Try "Cross-Circle Greeting" (Page 73 in The Morning Meeting Book)

One-by-one, youth greet someone sitting on the other side of the circle.



Sample Script: Today, we will take turns greeting someone sitting across the circle. First, watch and notice how I do the greeting. (Choose a person across the circle, look at that person, and say 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. Guide youth to notice that you stuck to the topic, used a complete sentence, spoke loudly, gave eye contact, and greeted across the circle.

Now, we will start with one person, they will greet someone across the circle and then the next person will go until all of our friends have been greeted. Your turn.

There can be many variations on the Cross-Circle greeting, such as cross-circle boy/girl greeting, cross-circle someone-you haven't-spoken-to-yet-this-morning greeting, etc.

3. 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

Try "Mix and Mingle" on page 125 in the Morning Meeting Book.

Sample Script: For the sharing activity, today we will play "Mix and Mingle." What does the word "mingle" mean? It means to move around and talk to people you don't know in a casual way. I am going to give the attention signal and you are going to start by pairing up with a friend that is near

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you. Once you have a partner you are going to discuss what is your favorite snack.

(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 so that we can get back in the circle, move around in the circle and we can try again with a new partner. (Check for youth's understanding.) Now, let's begin.

Try this activity with music. Play the music while youth mingle and let them know that when the music stops they should turn to the person closest to them and ask/answer the question. When the music starts again, it is time to mingle around the circle and find a new partner to ask the question to.

4. Group Activity 5 minutes

"One Thing You Like to Do" group activity on page 164 in the Morning Meeting Book Youth pantomime a favorite activity. Go around the circle so each youth has an opportunity.



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)

Sample Script: For our group activity today we will play "One Thing You Like to Do." What does pantomime mean? It is when you express something through gestures with no words or sounds. Kind of like "charades."

I will pair you up and one of you will pantomime your favorite activity. So, think of a favorite activity you like to do at school, in our afterschool program or at home. 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 baseball, I will pretend to swing a baseball bat (model by pretending that you are swinging a baseball bat. 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 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 192-193 in *The Morning Meeting Book*)

Sample Script: All of you should have written your answer to my question on the Afternoon Message as you came in today. Today, we are going to learn more about each other by sharing our birthdays. Someone please read our Afternoon Message for the group. Let's look and see which month has the most birthdays? What do you notice? Is anyone's birthday on the same day? Are you surprised that someone is born in the same month as you are?

Sample Message:

Good Afternoon!

Today is Tuesday, October 21st.

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	

6. 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 work well.



7. 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?"

Sample Script: I want to see what you remember about the components of our meeting. Please name the four components of the Afternoon Meeting. How are these components alike? How are they different? Someone share how they think our meeting could be improved.

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 2. Yellow Light- What went well and you want to continue doing 3. Red Light -What didn't work well and you won't do again

Lesson 7: Directions 4th /5th grade



I. Move Into Circle 2 minutes

Sample Script: Let's move to the circle for Afternoon Meeting. We have moved into the circle for a few days now so you should remember how to do this in an organized way where everyone is safe and we do it quickly and quietly.

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.

Sample Script: We will greet each other today 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. And we might feel differently 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, (name of person). Your eyes look brown." (Give that person a turn to do the same greeting about you.) What did you notice about the way we did the greeting? (Invite youth to share. Guide youth to notice that you said "Your eyes LOOK brown." Not "Your eyes ARE brown." Discuss that it is important to talk about your perspective and what you think, not make a judgement about someone else. This gives an opportunity for someone to disagree with you or share their perspective with you.

Now you try. (Youth take turns giving and receiving the hello greeting around the circle.)

3. Sharing 5 minutes



- Ask youth to list feeling words that can be used to describe how they felt when they looked into their friends' eyes?
- How was this different or the same as what you do when you are talking to a friend?
- Make sure you are sensitive to any cultural differences where looking into others' eyes is not part of the youths' culture.



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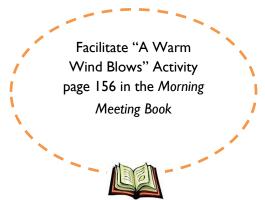
Sample Script: For the sharing activity today, let's start by listing some feeling words. (List some feeling words on a chart). If you feel comfortable, I would like you to share any strong feelings you noticed during our greeting. How did it feel when you looked into your friend's eyes as you were saying hello? Remember to use feeling words. Why do you think you felt that way? How was this different or the same as when you are talking to a friend? Does anyone come from a culture where it is not okay to look someone in the eyes? Tell me more about that.

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.



Preparation Instructions: To play "A Warm Wind Blows" move one chair out of the circle so that the number of chairs is one less than the number of participants. (For example, if there are 20 participants there should be 19 chairs.) Participants sit in the chairs and one person stands in the middle of the circle.

Sample Script: We are going to do a group activity called "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 is "it" and now stands in the center of the circle while everyone is seated and says "A warm wind blows for anyone who ______," naming a new category. The activity continues for several rounds.

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 youth 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. Guide youth to notice that you stuck to the topic, used a complete sentence, spoke loudly, safely moved move to center and new spot, and looked around the circle.)

Now it is your turn. Be sure to choose topics that you think will apply to some of your friends. (You may want to have the youth come up with some topics/categories before the game to ensure they do not get stuck when they are in the middle having to come up with something on the spot.)

5. Afternoon Message 3 minutes

Things we have in common-

Youth write the names of their brothers or sisters on the Afternoon Message flip chart. If they don't have siblings, they can write the name of a cousin or other family member. Discuss who has older and younger brothers and sisters or cousins.

Ideas for working with the message:

- Divide the group in two and alternate reading the message sentence by sent.
- Have a brief discussion about how many people have brothers and sisters.
 - o How many people have older sisters or brothers?
 - o 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.



message

sample

Pages

See

below

messages

Meeting Book.

sample

and

198-201 in the Morning

on

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? If you do, write your siblings' name in the appropriate column. If you don't have a brother or sister, you can write the name of your cousin or niece/nephew:

Brother	Sister

I have one older brother.

Ms. Jackson

Sample Script: Let me have a volunteer read the Afternoon Message. 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

Sample Script: To close let's reflect on how you like the Afternoon Meeting. Please share one thing you like about the meeting and why.

REFLECTION

(For afterschool practitioners to fill out)

G



Lesson 8: Directions 4th/5th grade

I. Move into Circle 2 minutes

Sample Script: Good afternoon! Let's move to the circle for our Afternoon Meeting. Remember our expectations and guidelines for moving our chairs into a circle.

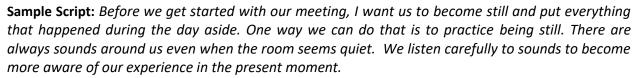
2. Mindful Listening 2 minutes



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. Have youth count the sounds they hear during a short period.
- See directions below



In order for us to be aware, we have to practice being quiet to pay attention to the sounds. Let's sit with our back straight and body relaxed, resting your hands gently on your knees and close your eyes, if you feel okay with doing so. Notice what it feels like to breathe in and out right now in your mind. Now let's listen to the sounds in the room. Relax and listen. (Give youth a minute to listen.) Now, we are going to count in our head, the number of sounds in the room. Continue being quiet, relaxing and listening, and in your head, count how many sounds you hear. Remember, we must be quiet to hear the sounds. (Have youth 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 the person and make sure they feel welcomed and acknowledged. Use the person's name: "Good morning _____."

"Righty-Lefty
Greeting" - page
80 in the
Morning Meeting
Book.

"Righty-Lefty," The Morning Meeting Book p. 80:

Sample Script: For our greeting today, I would like a volunteer to start by greeting the group. "Good afternoon, everyone!" Then the group will respond in chorus, "Good afternoon." Now, you will greet the person on your left and your 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. Guide youth to notice that you spoke clearly, gave eye contact, and you were polite.) 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 the left and right sides. Who would like to start?

- 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. Before youth share, remind others to listen carefully because they will play "Who Remembers?" after.

Sample Script: Now for our sharing activity, we are going to share around the circle and then we will play a game called "Who Remembers?" First, someone starts off by sharing what is their favorite movie or TV show and why. We will have half of the circle share and then I will ask who remembers what they said. So, it is important to pay attention and listen carefully to your friends when they share.

For example, after a few people share I will say "Who remembers whose favorite movie was the Lego Movie and why?" Who would like to share first?

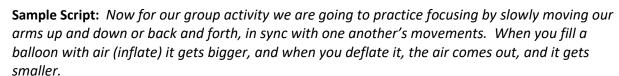
Debrief with group about if they didn't remember what someone said why they think they didn't remember.

5. Group Activity 5 minutes



Move in sync with other's movements by slowly moving arms up and down, or back and forth. After practicing a few times, have youth lead the movement. Extension: sync movement with breath (breathing in as balloon inflates, breathing out as the balloon deflates.





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. Guide youth to notice that you were 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 5 minutes

Dear Listeners - (See sample below)

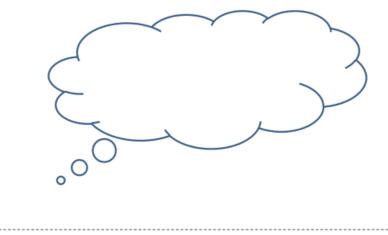
• Discuss how listening and focusing relates to remembering what others say.

Ideas for working with the message:

- Youth take turns reading each sentence of the message a loud.
- Go around the circle and youth read the answers they wrote on the flip chart.
- Reflect on the importance of listening and focusing:
 - O How do you feel when someone is looking away when you are talking?
 - o How do you feel when someone doesn't remember what you told her or him?
 - How do you feel when someone remembers the details of what you have shared?

April 3, 2017 Dear Listeners,

Today we will be practicing our listening skills. Why do you think it is important to listen when your friends and family are talking/sharing? Write your ideas below:



Sample Script: For our Afternoon Message let's start by having one person read the first sentence and then someone else read the second sentence. Everyone should follow along while your friends read. Now, let's have each person read what they wrote on the message if you would like to share. How do you feel when someone remembers what you told them? How do you feel when someone doesn't remember what you told them? Let's all practice good listening skills in the next few days and weeks.

REFLECTION

(For afterschool practitioners to fill out)

reen Light, Yellow Light, Red Light (Planning and Reflection, Youth Work Methods)
Green Light - A new idea that you can try next time
Yellow Light - What went well and you want to continue doing
Red Light - What didn't work well and you won't do again



Lesson 9: Directions 4th /5th grade

I. Move into Circle 2 minutes

Sample Script: Let's move to the Afternoon Meeting circle.

2. Greeting 3 minutes



Ideas for Facilitation

After youth write on the afternoon message (see below) ask youth to pair up and interview each other using the questions they wrote on the Afternoon Message.



Sample Script: Good Afternoon everyone! If you haven't already done so, please take a look at today's Afternoon Message. (tip: make sure your message is displayed where students can see it) Has everyone written a response to the Afternoon Message? Make sure you do that before we get to our afternoon meeting circle each day. We are going to do an Interview Greeting today. 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 your partner the question you wrote on the afternoon meeting message. Then, I will ask you to share with the rest of the class by saying: "This is my friend _____, and then tell us the answer she/he had to the question. First, watch and notice how I do the greeting. Choose a volunteer who will help you model this and interview him/her by asking a question: Such as "What do you like to do on the weekend?" Then, take turns and share with the rest of the group by saying: "This is my friend _____, and he likes to play basketball on the weekends. 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 listened while your partner was talking. Now, it's your turn. Turn to your partner.

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)

Sample Script: For our sharing, we are going to create some extra questions that our partner can answer about what he or she shared. Our question words are "who, when, and what." What are some

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



examples of questions that start with "who, when or what?" Give youth time to come up with some sample questions. Then add the following questions, if needed. Some examples of questions using these words are: Who taught you that? When did you learn that? and What is your favorite part Lesson 9 $4^{th}/5^{th}$ Grade

Page 2

about that? What do you notice about these questions? Now that we have some questions, we are going to ask our partner one of these questions and share our response to extra questions with the group by taking turns responding around the circle. Watch my example and then it will be your turn. My partner shared with me during the greeting that his favorite activity was basketball. I am then going to ask him the question "Who taught you to play basketball?" Then he will answer. Now it's your turn.

4. Group Activity 5 minutes



"What Are You Doing?"- (page 166 of Morning Meeting book) or pick a game from the Building Community Youth Work Methods Guidebook.

Sample Script: For our group activity today, we are going to play "What Are You Doing?" One person goes to the center of the circle and mimes a simple action such as brushing your hair. The next person in the circle approaches the hair-brusher and asks, "What are you doing?" The hair brusher responds by saying something completely different, such as "I'm washing the floor." The person who asked now pretends that s/he is washing the floor. The next person from the circle then comes to ask the floor-washer, "What are you doing?" This goes on until everyone in the circle has had a chance to mime an action.

First, watch and notice how I do the activity. (Go to the center of the circle and pretend you are brushing your hair. Have a volunteer ask you "What are you doing?" as you brush your hair. Respond by saying I am washing the floor. Then prompt the volunteer to come to the center of the circle and pretend to mop the floor. Then have another youth ask him or her "What are you doing?"

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, pretended to do the action in the middle of the circle, spoke loudly, gave eye contact, named your action as something different, i.e. "washing the floor" instead of "brushing hair" and looked around the circle.)

Okay, now let's play "for real" and use a different action. Who wants to go first?

5. Afternoon Message 5 minutes



Dear Interviewers - See sample below

See "ideas for working with the message" below

Ideas for working with the message:

- Discuss the kinds of questions asked when pairs interviewed each other during the greeting.
 - o Read the questions youth wrote on the chart
- Partners introduce each other to the group
 - Stand up. "Hi, this is and she likes to play basketball on the weekends.
- Discuss how the questions worked or didn't work to find something out about your partner.

May 15, 2017
Dear Interviewers,
Today we will be interviewing our friends. Asking good questions is important to interviewing. What is a question you can ask your friend to find out more about him or her? Write your ideas below the blank and during the greeting we will pair up and interview each other.
What or How question:
Example: What do you like to do on the weekends?
Ms. Swingle

-----;

Sample Script: Let's read our Afternoon Meeting message aloud. One group reads one sentence and another group reads the next sentence. How did your questions work for getting to know your partner better? Someone give an example of a question they wrote on the chart and what answer your partner gave. Why is it important to ask questions to our friends?

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. For older youth, ring the bell multiple times and ask children to count the number of tones they hear. Reflect on how youth feel after listening to the tone and if their mind was busy or quiet?

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. 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?)

<u>REFLECTION</u>

(For afterschool practitioners to fill out)

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

- Green Light A new idea that you can try next time
- Yellow Light What went well and you want to continue doing
- 3. Red Light What didn't work well and you won't do again



Lesson 10: Directions 4th /5th grade

I. Move into Circle 2 minutes

Sample Script: Let's move to the circle for our Afternoon Meeting.

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 each meeting to keep it interesting and keep youth engaged.



Sample Script: Today we are going to start with a Cheer Greeting. This is a greeting where one person will start and we will all respond after they say their part. I want you to think of an activity you like to do. Let's hear some right now. (Give youth examples of activities (read, dance, play, write, listen to music, etc.) When it is your turn, you will say what you like and we will do a call and response. I will give you an example.

It goes like this. Call: My name is (first name). Group: Yeah! Call: And I like to (activity). Group: Uhhuh. 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. Watch and notice how we do the greeting.

You: My name is Ms. Carla. Group: Yeah! You: And I like to swim. Group: Uh-huh. You: And I'll be a swimmer. Group: Yeah! You: 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 have a volunteer try and we will all respond.

Youth may need to write down their activity and person who does that activity on a notecard or sticky note prior to this activity so they are ready.

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 "exploring" questions.
- Remind them they are practicing conversation skills and sharing personal interests. This is helpful in making connections and building community.

"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, you are going to choose a partner 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.

What did you notice about the way we modeled the greeting? (Invite youth to share. Guide youth to notice that you stuck to the topic, asked good questions, spoke loudly, gave eye contact, and answered the questions your partner asked.)

Now, find your partner and let's try. (Be sure to give necessary feedback during the large group sharing.)

4. Group Activity 5 minutes



"Coseeki/Follow the Leader"- (page 158 of Morning Meeting book) or pick a game from the Building Community Youth Work Methods Guidebook.

Sample Script: For our group activity today, we are going to play "Coseeki". This game is very similar to "Follow the Leader." One person leaves the group and stands where she/he cannot see the group. The group chooses a leader who does a movement, such as tapping his/her toe, which the others follow. The leader changes the movement regularly and the others follow the leader's movement. The guesser returns, stands in the middle of the circle, watches the movements and tries to guess who the leader is. The movements should be subtle so it isn't obvious for the guesser.

The person in the middle has three chances to identify the leader. After the leader has been identified or the player in the middle has had three guesses, another leader and guesser are chosen to continue the game.

First, let's practice to watch and notice how to do the activity. (Have group practice the activity with one volunteer leaving the group. Check for understanding.) What did you notice about the way we did the activity? (Invite youth to share. Guide youth to notice that they stuck to the number of

guesses, followed the leader's action around the circle, did appropriate movements, and the "guesser" did not look while he/she was out of the group. Okay, now let's play "for real." (Choose a different guesser.)

5. Afternoon Message 5 minutes



Dear Friends - (See sample below)

- Discuss the difference between leaders and followers
- Identify the pros and cons of being a leader vs. a follower

Date:				
Dear Friends:				
Today, in our Afternoon Meeting we will play a game where you will follow the leader.				
Some of you will have an opportunity to lead the group.				
Put a check under which one you prefer – leading or following				
I am looking forward to having fun with you today!				
Sincerely,				
Ms. Carla				
Leader	Follower			

Sample Script: Let's discuss your answers to the question on the Afternoon Message. First, let's all read the message together. Someone tell me where they put their checkmark and why they would prefer to lead or follow.

Discuss pros of leading (it can be done your way) and pros of following (sometimes it is important to follow directions from adults, for example.) Discuss cons of leading (some people may not follow

when you want them to) and cons of following (if friends are making the wrong choices, you should not follow them.)

- 6. Closing 2 minutes
 - Mindful poses



Sample Script: We are going to do two simple body poses that will help you feel strong, brave and happy. I am going to model how these poses look and then you can try them. Remember to spread out so you don't bump into any of your friends and try your best. Even if you can't do them fully, just try and see how it feels. Even if it feels silly, try them and see if it helps you to feel strong.

The first one is the Superman: this pose is practiced by standing with your feet just wider than the hips, fists clenched, and arms reached out in front of you, stretching the body out as long as possible.

The second one is the Wonder Woman: this pose is struck by standing tall with legs wider than hip-width apart and hands or fists placed on the hips.

After youth have a chance to try the poses, ask questions and discuss how this felt for them. Let youth know these poses can be used when they feel insecure or weak as a healthy way to help them feel better.

<u>REFLECTION</u>

(For afterschool practitioners to fill out)

	Green Light	, Yellow Lig	tht, Red Light	(Planning and	Reflection, \	Youth Work Methods	;)
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Gi	een Light, Tellow Light, Ned Light (Hallining and Neplection, Todal Work Michigas)
I.	Green Light - A new idea that you can try next time
2.	Yellow Light - What went well and you want to continue doing
3.	Red Light - What didn't work well and you won't do again



Lesson 11: Directions 4th/5th grade

I. Move into Circle 2 minutes

Sample Script: Let's move into our circle for Afternoon Meeting.

2. Greeting around the circle 2 minutes



Ideas for Facilitation

- Go around the circle until everyone has been greeted.
- Add a level of challenge by doing a second round in reverse order, starting with the last greeter in the group.

"Knock, Knock Greeting" on page 78 of The Morning Meeting Book



Sample Script: We are going do a different version of the "Knock, Knock" game with a twist for our sharing today. This greeting will allow for us to memorize 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. If you would like to make it more challenging, after everyone has been greeted, do it in reverse starting from the last person who was greeted, except this time they have to say the name of the person who went before them in the sequence.

3. Sharing 5 minutes



Choose a sharing activity that helps the youth continue to get to know each other, especially those who are not their usual partners.

"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. Do your best to choose someone who is not your best friend or who you do not know really well. 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)

1

4. Group Activity 5 minutes



This activity moves very quickly. Be sure to go over the group guidelines and expectations before starting.

"Incorporations" on page 161 of The Morning Meeting Book.

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 shoes."

Some other grouping topics sould be. Croups with same ages or different ages, groups by month

Some other grouping topics could be: Groups with same ages or different ages, groups by month you were born, groups of favorite movie characters, etc.

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

5. Afternoon Message 5 minutes



Good Afternoon- (See sample below)

Read the message to them as they come into the room. Invite a volunteer youth to e-read. Give guidance and walk around to help them write their family member names on their tree.

Date,

Good Afternoon Genealogists,

Today we will discuss our family background.

What is your family name? How many people do you have in your family? Where is your family from? Where are your grandparents from? Draw a tree with branches and fill in as many names as you can on each branch.

Sample Script: Now, I am going to read the afternoon message and I would like a volunteer to repeat that sentence after me. Who would like to volunteer? (Select a volunteer, read the message an invite the youth volunteer to repeat aloud)

- Review what the youth wrote on the message.
 - What does a genealogist do? Invite answers and clarify if needed.
 - 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)	
١.	Green Light - A new idea that you can try next time
2.	Yellow Light - What went well and you want to continue doing
3.	Red Light - What didn't work well and you won't do again



Lesson 12: Directions 4th/5th grade

I. Move into Circle 2 minutes

Sample Script: Let's move into our circle for Afternoon Meeting.

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 use a different hand gesture that involves no contact. Give clear instructions so youth follow the gesture appropriately.

"Good Afternoon" greeting on page 76 of The Morning Meeting Book

Sample Script: Today we are going to start with a "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 shake your friend's hand. Give a firm handshake, without squeezing too hard, while smiling and making eye contact. When you are both done with the greeting, move on to someone else and repeat the greeting and handshake. Greet at least four friends.

Watch how I model it first. Show how to slowly walk over to someone and greet them maintaining eye contact and smiling with a firm but comfortable grip. 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, smiled and gave a firm handshake without squeezing their hand too hard. Now, let's try it.

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

What Can We Share About? page 123 in the Morning Meeting Book

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 afterschool activity?" Or "What do you like to 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



Be sure to encourage the group guidelines and manage youth if they become too silly or off task.

"Zip, Zap, Pop"
page 167 in
Morning Meeting
Book.

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.)

You can increase the level of challenge by reversing the order of the sequence in a second round starting with the last person from the first round. You can also introduce more challenging actions to accompany each Zip, Zap, Pop.

4.5. Afternoon Message 5 minutes



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. Also provide a list with variety of more descriptive or complex emotion words or synonyms for "happy" "sad" angry" to build emotion vocabulary

Date,

Hello Friends,

We had a chance to share our favorite activity with a partner today. Think about yourself doing your favorite activity. How often do spend time doing your favorite activity? How emotions do you feel when you do something you like? Why is it important to spend time doing activities that we like?



Sample Script:

Now, let's read the afternoon message 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 or in their journals. Encourage them to use new descriptive feeling words other than "happy" "good" "excited". Some prompts to lead discussion:
 - O 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 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.

5.6. 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 2. Yellow Light - What went well and you want to continue doing 3. Red Light - What didn't work well and you won't do again



Lesson 13: Directions 4th/5th grade

I. Move into Circle 2 minutes

Sample Script: Let's move into our circle for Afternoon Meeting.

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.

Maitre d'-page 125 in the Morning Meeting Book

Sample Script: For our sharing, I am going to pretend that I am a maître d'. Who know maître d' is? That is the person in a restaurant who takes 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 do our attention getter and let you know what topic to discuss. For example, favorite food 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 they don't usually talk with.

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.

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).

Lesson 13 4th/5th Grade

5. Afternoon Message 5 minutes

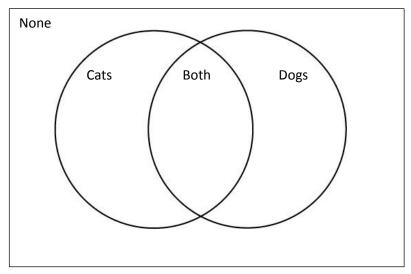


Connections to Math and Science- (See sample below) Invite youth to read aloud with different voices (spooky, loud, soft, whisper). Provide writing materials to write in a journal r on a piece of paper.

Date,

Hello Mathematicians,

Today we learned to categorize our preferences for pets by standing in groups of the type of pet we like most. Now we are going to examine 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 nor 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 math skills:
 - o What is a Venn Diagram?
 - What other favorite things can we sort in a Venn Diagram?
 - What other ways can we sort things using a different kind of diagram?

6. Closing 2 minutes



Sample Script: To close the meeting today, we will practice 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 us this?

(For afterschool practitioners to fill out)
n Light, Yellow Light, Red Light (Planning and Reflection, Youth Work Methods)
Green Light - A new idea that you can try next time
ellow Light - What went well and you want to continue doing
Red Light - What didn't work well and you won't do again
`(



Lesson 14: Directions 4/5th grade

"Spider Web"

greeting on page 82

of The Morning Meeting Book

I. Move into Circle 2 minutes

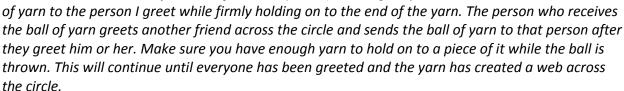
Sample Script: Let's move into our circle for Afternoon Meeting.

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



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. Repeat in reverse order, modeling the instructions and then saying them. Now, let's try this again, except this time go backwards from the last person to the first person. See if you can remember who threw the ball of yarn to you and throw it back to that person until we get back to the first greeter we started with in the first round.

What did you notice about the doing this in reverse the second time? (Invite youth to share).

3. Sharing 5 minutes



Generate a list of questions with the youth before this sharing activity as examples. Allow youth to suggest and pick categories. Increase challenge by asking them to also find something unique and different.

"What We Have in Common" -page 126 in the Morning Meeting Book



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Sample Script: For our sharing, I invite 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?" If you both have brothers, that is something you have in common.

What are some other questions we could ask each other to figure out what we have in common?

(Invite youth to respond and use a few of their suggestions)

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

Model the sharing for youth. Pick someone to discuss with. 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.

You can add a level of challenge by asking them to pick one thing that is unique about each person and one thing they have in common with their partner.

4. Group Activity 5 minutes



"Hot and Cold" page 160 in *Morning Meeting Book*. If you have English Language Learners (ELL) and the words "hot' and "cold" might confuse them you can use "near" and "far".

Sample Script: Our group activity today is called "Hot and Cold" We are going to select an object to hide. One person is going to be the "seeker". He or she will go out of the room while the rest of us hide it. I will pick someone to hide it and others can give him or her suggestions of where to hide the object. Make sure you hide it in a challenging place but not so difficult that the seeker will become frustrated. We want this to be fun!

Let's try:

Ask for a volunteer to be the seeker and ask her to go out of the room. Ask for a volunteer to hide the object. Then, ask the seeker to come back in the room after the object is hidden.

As the seeker begins to look for the object we will help her by saying "hot" whenever she gets near the object and "cold" whenever she moves away from the object. When the seeker finds the object, she gets to pick the next seeker and the next hider.

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

5. Afternoon Message 5 minutes



Today is: ______. Make connections to Science- (See sample below)
Invite youth to choral read aloud with you. Provide materials so they can write their responses in a journal.

Date,

Hello Meteorologists,

We are going to have talk about the weather. What is the weather like today? What kind of weather do you like? What is a weather forecast? Where can we look to forecast the weather?

Write a few sentences about an interesting weather experience.

Regards,

Sample Script: Choral read the message with youth. Let's read together aloud.

- Review what the youth write or share. Invite a variety of adjectives to describe weather types other than "sunny" or "rainy". Underline weather terms and define them together.
 - O What kind of weather do you like? Why?
 - What is a meteorologist? What is a weather forecast?
 - O Where do we find weather forecasts?

You can make social and emotional connections with this activity by discussing how our emotions change just like the weather and asking youth to give examples.

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 eyes on a point on the floor in front of you. Stand on one leg and keep your eyes focused so you don't get distracted. How long can you balance like this? Try the other leg.

See if balancing becomes easier when you add mindful breathing to it.

Reflect on "How did it feel to do this?" "What can balancing on one foot like this help you with?" "When would you use this?"

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 2. Yellow Light - What went well and you want to continue doing 3. Red Light - What didn't work well and you won't do again

Lesson 14 4th/5th Grade



Lesson 15: Directions 4th/5th grade

I. Move into Circle 2 minutes

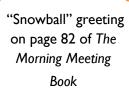
Sample Script: Let's move into our circle for Afternoon Meeting.

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.





Sample Script: Today we are going to start with the "Snowball" greeting. First, I would like you to write your name and a fun fact about yourself 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 snowball)

Now please open your snowball. One of you will start by walking over to the friend whose snowball you have and say "Good afternoon <u>{friend's name}</u>, so I see you like <u>{fun fact}"</u>. That person will then go back to his or her place in the circle and the friend who 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.

3. Sharing 5 minutes



This activity helps youth focus on the specifics in a peer's sharing.

Before you start the meeting, have youth write or draw a picture of something the fun fact they wrote on their paper for the Snowball greeting.

"Who Can Name One Thing I Saidpage 128 in the Morning Meeting Book



Sample Script: For our sharing, I want you to listen carefully and remember a few things your friends say as they share. You all wrote about or drew a picture of a fun fact about yourself 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?

Add a variation: clap out last names, self-chosen nicknames, etc.

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

5. Afternoon Message 5 minutes



Dear Empathetic Listeners: (See sample below)

Model and make explicit social and emotional learning connections to emotion management and empathy

Dear Empathetic Listeners,

Today we will talk about the art of listening and paying attention. How do you listen and pay attention when your friends are talking to you? How does it feel when someone is paying attention and listening when you are speaking? Why is it important to be good listeners and to pay attention?

Write your answer in a few sentences or draw pictures for your answer.

Sample Script: Choral read the message (Adult and youth read the message together). *Let's choral read the message together.*

- 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 sentences or drawing and tell us how they listen to their friends?
 - O What ways can we show we are listening?
 - How do you feel when someone is paying attention to you and listening really well to what you have to say?
 - What does the word 'empathetic' mean?
 - Why is it important to be empathetic 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 is 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 and/or when can you use mindful listening?" "How can mindful listening help you with your school work, favorite activities, or friendships?"

	REFLECTION (For afterschool practitioners to fill out)
Gr	een Light, Yellow Light, Red Light (Planning and Reflection, Youth Work Methods)
1.	Green Light - A new idea that you can try next time
2.	Yellow Light - What went well and you want to continue doing
3.	Red Light - What didn't work well and you won't do again
J.	Light - What didn't work well and you won't do again



Lesson 16: Directions 4th/5th grade

I. Move into Circle 2 minutes

Sample Script: Let's move into our circle for Afternoon Meeting.

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 a high five with your friend. When you are both done with the greeting, move on to someone else and repeat the greeting and a high five. Greet at least four friends.

Watch how I model it first. Show how to slowly walk over to someone and greet her and give a spirited but gentle high five 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 but enthusiastic high five. Now, let's try it.

3. Sharing 5 minutes



Before this sharing activity select a variety interesting and unusual objects like a slinky, an action figure, a cube, a stress ball etc.

"It Could Be
a...."page 121 in the
Morning Meeting Book

Sample Script: For our sharing, I have some interesting objects here. (Show the objects as you ask the youth). (Write a sentence frame on a chart). "This interesting object could be a <u>{Item that matches object shape or movement}</u>.

Choose one object and model the sharing: For example, choose a round object: "This interesting object could be { a planet/ a wheel}." We will go around the circle and each of you will choose an interesting object and will share what you think it could be.

What did you notice about how I shared?

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

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: Who can explain what a "stadium wave" is? Invite youth feedback and clarify as needed. 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



Dear Imagineers: (See sample below)

You will need the shapes or objects you used for sharing. Make connections to using imagination, creativity, and STEAM and project-based learning skills. Provide writing materials so they can journal their responses.

Date

Dear Imagineers,

Today we will talk about the power of our imagination and how we can use it to create new ideas and things. Think about how you used your imagination today when you thought of what an interesting object could be. If you could create whatever you wanted from your imagination what would it be? What tools would you use? What would it look like?

Draw the object you would create from your imagination and label the object and the parts.

Sample Script: Choral read the message. *Let's choral read the afternoon message.*

- Review each shape and ask questions so several youth share their answers:
 - O What did you draw?
 - O What can you do with your creation?
 - What is an Imagineer? (Explain that it is a person who imagines something and then builds it like an engineer does)
 - o How can you use your "Imagineering" skills is projects?

6. Closing 2 minutes

Sample Script: Reflect on "How did you like the afternoon meeting?" "What did you learn about using imagination?"

Gr	een Light, Yellow Light, Red Light (Planning and Reflection, Youth Work Methods)
I.	Green Light - A new idea that you can try next time
2.	Yellow Light - What went well and you want to continue doing
3	Red Light - What didn't work well and you won't do again



Lesson 17: Directions 4th/5th grade

I. Move into Circle 2 minutes

Sample Script: Let's move into our circle for Afternoon Meeting.

2. Greeting 3 minutes



Prepare for this greeting by asking youth to write their First and Last Name on an index card.

"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 your 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 {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 Book



Sample Script: For our sharing, I have used the name cards to pair you with a friend who you usually don't talk to. 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 who 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 shouders 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 discussing our favorite movies and characters. Think for a moment about the features of your favorite <u>character</u>, or the <u>scenes</u> in your favorite movie. Now choose to present one of the following:

- Draw a picture of a scene in the movie or of the character in action
- Act out a short skit or mime that represents a scene in the movie

You will have a couple minutes to get ready. Then 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)
 - O Why did you choose that character / scene in the movie?
 - How did it feel to act / draw your favorite character / scene?
 - O 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 accidently 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?"

REFLECTION

(For afterschool practitioners to fill out)

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

I.	Green Light - A new idea that you can try next time
2.	Yellow Light - What went well and you want to continue doing
3.	Red Light - What didn't work well and you won't do again



Lesson 18: Directions 4th/5th grade

I. Move into Circle 2 minutes

Sample Script: Let's move into our circle for Afternoon Meeting.

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 great 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.) (You can use another gesture or dance move that the youth relate to).
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")

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 any new terms or concepts. Explore new words (underlined). Make social and emotional learning connections to expressing and managing emotions. Have them fill out the *Emotions Worksheet* from *Do2Learn*, and then discuss what they wrote or drew.

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, use emotion words or draw <u>emoticons</u> to express your feelings about the thing or situation. You can use the handout to help 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.
 - O What does the word Optimist mean?

- o 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 worksheet?
 (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: "How did you like the afternoon meeting?" "How did it feel to express your emotions?" "What other phrases can you use to be more optimistic when something bothers you?"

Emotions Worksheet

(Level 3)

Name:	Date:
Emotion of the Day:	
Definition:	
Synonyms:	
Put it in a sentence:	
What makes me feel this way?	
DRAWIT!	
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)

I.	Green Light - A new idea that you can try next time
2.	Yellow Light - What went well and you want to continue doing
3.	Red Light - What didn't work well and you won't do again



Lesson 19: Directions 4th/5th grade

I. Move into Circle 2 minutes

Sample Script: Let's move into our circle for Afternoon Meeting.

2. Greeting 3 minutes



This greeting can be sung or chanted.

For youth who don't feel comfortable being in front of a group, see if they would like to go with a partner or give them an option to pass.

"One,Two,Three,
Four" greeting on page
80 of The Morning
Meeting Book



Sample Script: Today we are going to start with the "One, Two, Three, Four" greeting. When your name is called, you will come into the circle and do a movement- for example a bow, curtsy, wave, dance, or wiggle while the rest of us chants the greeting. (Model each of these movements for youth and review what are appropriate vs. non-appropriate movements).

Now I will show you the chant. Repeat the words after me:

One, two, three, four
Come on {youth's name}, hit the floor
We're so glad you're here today
Hurray, hurray, hurray!

As we chant the last line, the person in the middle of the circle will move back to their place in the circle. The next person's name is called and the process is repeated around the circle until all youth have had a chance to go. Now, let's try it.

You may also encourage youth to share their own rhyme or chant.

3. Sharing 5 minutes



Think of a category such as songs, videos, games, books, or sports and write this on the afternoon message (see below) to prepare youth for sharing.

"Favorites" on page 120 of The Morning Meeting Book

Sample Script: For our sharing, we will share our favorite {category}. We will partner up by counting 1,2 and you will share about your favorite {category} with your partner. I will model how to do this sharing now. (Write a sentence stem on the board or chart paper: My favorite {category} is

Model your sharing and ask youth what they noticed about how you shared. You answered with one word or a phrase and you stuck to the category. You gave an opportunity for your partner to ask you a question.

Now, count off 1, 2 and pair up with someone who is the same number as you are. When your friend is sharing, make a "thumbs up" sign if you like the same thing. When 1s are done sharing, 2s will share.

4. Group Activity 5 minutes



"Famous Pairs" page 159 in the Morning Meeting Book. You will need index cards and tape for this activity. Make a list of famous pairs of people with whom the class is familiar, like Ernie and Burt, Batman and Robin. You can also brainstorm a list of pairs using the first and last name of famous people like Musicians, Athletes, Actors, PeaceMakers with the class. Write the names on index cards (one to a card), and then tape a card to each youth's back. Each youth has to find their partner and return to the circle.

Sample Script: *Today we are going to do a group activity called "Famous Pairs".* (Show the cards and read out the matching pairs, and explain that they will have to match them).

In a moment, I am going to place an index card with one of the names of the famous pair, and then tape a card to each youth's back. Each youth has to find their partner with the other famous pair without talking and return to the circle. You can make gestures, movements or signals to give clues so you can tell who your partner is.

Tape the index cards to each youth's back.

First I will model then you will try. Model the game with one youth by making gestures and signals to get feedback.

Notice how I made gestures, signals, and didn't use words. Now you try it.

Depending on the type of famous pair guide youth to do a gesture based on what the famous pair is known for. i.e. Mimicking dunking a basketball if the famous pair is "Lebrun James"

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

5. Afternoon Message 5 minutes



Dear Famous Pairs: (See sample below)
Invite pairs to write a few sentences in their journal after they discuss with their partner. Let a couple share out their sentences with the group

Hello Famous {Musicians / Athletes / Actors/ Peace Makers},

Today we are shared our favorite {Category}. Let's discuss why we like this favorite {Category} with our famous pair partner. Then write a few sentences about a memory of a recent experience with that favorite {Category}, and what that experience felt like. Then think and compare and contrast it to another {Category} that you do not like, stating why you feel this way.

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.*

- What does compare and contrast mean?
- We shared our favorite things with a partner during sharing time. Now, discuss the message with your famous pair and write a few sentences following the directions provided.
- Choose a few youth to share their answers with the whole group after they discuss in pairs and write their sentences.
 - If any of you like the same thing, do a "thumbs up" signal when that person is done sharing.
- You can write on a chart how many of the youth like the same thing and use it to make a simple bar graph to show them.
- Encourage youth to raise their hand and ask a question about someone's share. Take two questions per share.



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)

I.	Green Light - A new idea that you can try next time
2.	Yellow Light - What went well and you want to continue doing
3.	Red Light - What didn't work well and you won't do again



Lesson 20: Directions 4th/5th grade

I. Move into Circle 2 minutes

Sample Script: Let's move into our circle for Afternoon Meeting.

2. Greeting 3 minutes



Prepare index cards or slips of paper, one for each youth. Half should have Math problems (use age appropriate math facts i.e.: multiplication facts 12x12) 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 a project they are proud of. 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, show us and share something you have made in the last few days. You can use this sentence stem in your sharing. Tell us one detail about your work or project. 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.

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). What did you have to do to be able to not spill any water. Some answers can be: "Looking at the cup and each other", "feeling with our hands", "moving our arms slowly".

5. Afternoon Message 5 minutes



Good Afternoon: (See sample below)

Echo Read the message. Connect to research and note-taking skills. Clarify meanings of underlined words.

Good Afternoon Researchers,

Today we learned about our friend's work or project. Ask your friend to describe the steps they took to produce their work or project. Then <u>document</u> the steps in <u>numbered order</u> or <u>bulleted points</u> or in a <u>labelled diagram</u> And prepare to share your partner's work with everyone.

- 1. ____
 - __ _
- ٥. __ ۵

• ___



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.*

- What does the word researcher (other underlined words) mean?
- You shared your work today with your friends.

- As your friend how they made what they shared and then document the steps following one of the three options in the message.
- Now share with the group the steps your friend took to make their work or project.

6. Closing 2 minutes-

Reflect on "What was your favorite part of the meeting?" "What was it like to investigate and take research notes?" "What would you like to change or add to the meeting?"

	REFLECTION (For afterschool practitioners to fill out)
Gr	reen Light, Yellow Light, Red Light (Planning and Reflection, Youth Work Methods)
1.	Green Light - A new idea that you can try next time
2.	Yellow Light - What went well and you want to continue doing
3.	Red Light - What didn't work well and you won't do again