



Dedicated to Quality Out-of-School Time

Afternoon Meeting

Lesson 21: Directions

4th/5th grade

1. Move into Circle 2 minutes

Before you call youth into the circle, take time to transition from the previous activity. You may use the *Mindful Games Activity Cards* for ideas to help youth gather their attention and transition to the Afternoon Meeting circle. Be explicit and intentional so youth are aware that you are taking this time to become present as a group, including you the adult.

Repeat the instructions below to transition youth to Afternoon Meeting. The first phrase can be repeated before and after each session to get youth acquainted with pausing in transitions.

Say: **“everything we do starts and ends with quiet and rest. The same way we start the day from quiet when waking up and get quiet as we go to sleep, in the same way, we can start and end different parts of our day with quiet and rest, just for a very, very short time. So, let’s practice coming to rest in the quiet now.”**

Guide youth to take a few deep belly breaths in through their nose and out through their mouth to get settled or use another *Mindful Game* activity. Make it very short, no more than one minute. Allow youth to adapt to this practice, do not worry if they are moving around and having difficulty at first with being quiet and still. Encourage them that they will get better the more they try this.

Sample Script: *Thank you for taking a moment to pause and be present with me. Let’s move into our circle for Afternoon Meeting. I am going to call each group one at a time.*

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 adjectives that begin with the letters or sounds of the students names. 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.

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



Sample Script: *Good afternoon everyone, today we are going to greet each other by using an “Adjective Greeting.” What is an adjective? Allow youth to respond. Clarify if needed that it is a word that describes a noun.*

Who can give an example of an adjective? Allow youth to respond. Clarify if needed and provide some more examples.

What are some other positive 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 at least three people you do not

usually hang out with or know really well and greet each person 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? Guide youth to notice how you used positive words, spoke loudly, gave eye contact, and looked around the circle.

Now it’s your turn. Remember to greet up to three persons one at a time. When you are done take a seat in the circle. Use a signal or timer as needed.

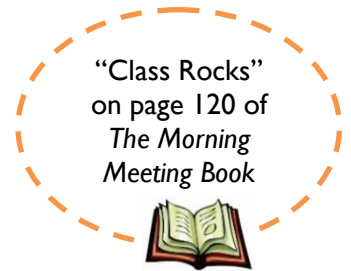
Thank you for your active participation. Allow a few seconds of silence before sharing.

2. Sharing 5 minutes



Around the Circle Sharing:

You will need smooth rocks or glass pebbles for the Sharing and Activity sections. These can be collected outside by the youth or obtained in a local store. Provide clear guidelines for maintaining safety while using rocks, by holding them in their hands and not throwing or rolling them on the floor. Pass around a bucket and have youth select a rock of their choice.



Sample Script: *For our sharing today we are practicing observing and commenting. In a moment I will pass around a bucket of pebbles for you to select one for our sharing. Once you have a pebble/rock begin exploring it with your eyes and your hands quietly. Then we will go around the circle and share one thing we notice about our rock/pebble.*

Model the sharing: *“This rock has a smooth texture...” or “this pebble is brownish in color.”* What did you notice about my share? Wait for responses and clarify as needed (you observed it and stated one feature of the rock/pebble)

Now, who would like to go first? Allow everyone to share.

Thank you for sharing. Now I invite you to reflect on the following questions. What did you notice about our rocks/ pebbles? What do our rocks/ pebbles have in common? How can we sort them into groups? Give feedback to responses that emphasize comparison and categorization skills.

3. Group Activity 7 minutes



Friendly Wishes adaptation (*Mindful Games Friendly Wishes Card*)

Transition directly into the Activity, letting them know you they will need their rocks / pebbles for the next activity. Reinforce safety instructions by either repeating directions or asking youth to repeat them. This activity is an adaptation, where they can keep the pebble as a symbol of feeling safe, happy and peaceful. Make SEL Connections by reinforcing in the message of positive emotions or in the sharing of a follow Afternoon Meeting. You can extend into an art activity where youth decorate their rocks and give them to a loved one or keep them to remind them to send friendly wishes.

Sample Script: Transition by saying, *“We will be using our rocks/ pebbles for our group activity today. Who can remind the group about the directions for using the rocks/ pebbles?”* Restate the

directions as the youth share and add any details that are not mentioned.
Sit up nice and tall and comfortable. When you are ready either close your eyes or turn your eyes to gaze on the floor in front of you. Feel your body sitting, your arms, your legs... take a few deep breaths together with me (take three deep belly breaths in silence).

Now follow along with me as you hold the rock/pebble in your hand:

1. *First, picture yourself feeling happy, imagine yourself smiling and laughing. Even if you are not feeling happy right now, that's okay. Just imagine what it's like when you are doing something you like to do – maybe you feel happy, safe, peaceful, strong and free... Pause*
2. *Now, silently in your mind repeat to yourself feeling the rock/pebble in your hand– I wish to be happy, I wish to be safe, I wish to be healthy and strong, I wish to feel peaceful. Pause.*
3. *Notice where you feel these wishes in your body (chest, belly, head, feet...) and imagine that your wishes create a warm feeling there that grows when you pay attention to it... If you like you can give that feeling a color, any color you want. Now imagine the warm feeling, with a beautiful color growing and spread through your body to your fingers, toes, head...*
4. *Imagine now spreading your friendly wishes into the rock/pebble in your hand. Think of all your friends in the room, everyone you know and everyone in the world as you quietly in your mind repeat "I want you to be happy, I want you to be safe, I want you to be healthy and strong, I want you to feel peaceful." Pause.*
5. *Whenever you are ready, open your eyes, wiggle your fingers and your toes... quietly place your friendly wishes rocks into the jar (you may keep the rocks in a jar for a later activity, or allow youth take it with them as a reminder). Pause*

What was it like to send friendly wishes? How do you feel now? (Invite youth to share).

4. Afternoon Message 5 minutes



Good Afternoon: (See sample below)

You can extend the message to make connections to geography and geology, elements of matter, how rocks form. You may choose to have a handout or video explaining what rocks are made of that you can share. You can also create an alternative message making SEL connections from the previous Friendly Wishes activity.

Dear Geologists,

Today we worked with rocks and learned that there are different types of rocks. We also learned that rocks have similar features. A rock is a solid form of matter.

What other forms of matter are there?

Draw a picture of an example of another type of solid matter. Be ready to share with the group.

Sample Script: Echo Read the message (adult reads the sentence and youth echo reads the same sentence). Now, I am going to read the Afternoon Message. Repeat each sentence after me altogether. This is called Echo Reading.

- What does a geologist do?
- What are the three forms of matter? Give clues if they do not know – the three forms are Solid, Liquid, and Gas.
- What other objects are solids?
- Can you give examples of a liquid? Gas?

5. Closing 2 minutes-

- Reflect on “what was your favorite part of the meeting?” “What was it like to use rocks to keep our friendly wishes?” “What would you like to change or add to the meeting?”
- **Everything starts and ends with rest and quiet.** So let’s do our best at our Afternoon Meeting with a few seconds of complete quiet. Guide youth to stop and pause for a few seconds. Okay, thank you for participating in the Afternoon Meeting.

Note: Please provide your reflections on the template provided

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

1. Move into Circle 2 minutes

Before you call youth into the circle, take time to transition from the previous activity. You may use the *Mindful Games Activity Cards* for ideas to help youth gather their attention and transition to the Afternoon Meeting circle. Be explicit and intentional so youth are aware that you are taking this time to become present as a group, including you the adult.

Repeat the instructions below to transition youth to Afternoon Meeting. The first phrase can be repeated before and after each session to get youth acquainted with pausing in transitions.

Say: **“everything we do starts and ends with quiet and rest. The same way we start the day from quiet when waking up and get quiet as we go to sleep, in the same way, we can start and end different parts of our day with quiet and rest, just for a very, very short time. So, let’s practice coming to rest in the quiet now.”**

Guide youth to take a few deep belly breaths in through their nose and out through their mouth to get settled or use another *Mindful Game* activity. Make it very short, no more than one minute. Allow youth to adapt to this practice, do not worry if they are moving around and having difficulty at first with being quiet and still. Encourage them that they will get better the more they try this.

Sample Script: *Thank you for taking a moment to pause and be present with me. Let’s move into our circle for Afternoon Meeting. I am going to call each group one at a time.*

2. Greeting around the circle 2 minutes

Students greet each other using a Spanish greeting “Hola, Buenas Tardes. Mi Nombre es ____”. Rehearse the pronunciation; you may also invite a volunteer who speaks Spanish to sound the greeting first so their friends can practice. This is a great way to build social awareness and community, and show appreciation for cultural diversity.

See “Different Languages for Greeting” Page 74 in *The Morning Meeting Book*

Sample Script: *Good afternoon everyone, today we are going to greet each other in Spanish.*



Who can say “hello” in Spanish? Invite responses, clarify the answer – “Hola”

Who can say “good afternoon” in Spanish? Invite responses, clarify the answer – “Buenas Tardes”

Now, who can say their name in Spanish? Invite responses, clarify the answer – “Mi nombre es {your name}”.

In a moment, when I give the signal turn to the person to your right and say “Hola, Buenas Tardes. Mi nombre es {and your name},” and smile. Then turn to the person on your left and say “Hola, Buenas Tardes. Mi nombre es {and your name},” and smile.

Let’s repeat the greeting together first. Repeat after me: “Hola, Buenas Tardes. Mi nombre es {name}.” Wait for youth to repeat, Do this a couple times to make sure they get the correct pronunciation.

Model the greeting. You can model with a youth fluent in Spanish if they are willing to volunteer. *Now, watch and notice how I do the greeting.* Turn to the youth on your right and say “*Hola, buenas tardes. Mi nombre es {name}*” and smile. Then turn to the person on your left and say “*Hola, buenas tardes. Mi nombre es {name}*” and smile.

What did you notice about the way I did the greeting?

Notice how I used a friendly voice, smiled, gave eye contact, and pronounced the greeting in Spanish.

Now it’s your turn. Remember to greet the person to your right and to your left.

Thank you for greeting each other in Spanish today. Allow a few seconds of silence before Sharing.

2. Sharing 5 minutes



Around the Circle Sharing, Page 97-98 in the *Morning Meeting Book*:

Invite youth to reflect on how it felt to speak another language during the greeting. For youth that are bilingual you can guide them to compare speaking in each language.

Sample Script: *We just did our greeting in another language. In a moment when I give the signal, I invite you to share with a partner how you felt to greet in a different language. Use descriptive feeling words. For instance “it felt uncomfortable to pronounce the words,” or “I felt excited because I learned new words in Spanish,” and “I felt happy because we speak Spanish at home and I could help my friend say the words” (model a range of responses depending on the diversity of your group).*

You can also use a metaphor (a metaphor means comparing the feeling to the way you felt in another experience), or “it felt like when I went to a restaurant where people were speaking in Spanish” or “It felt like being with my family.” Invite responses and clarify as needed.

Model the sharing with a youth volunteer:

First I will model: “I noticed that it felt uncomfortable because I couldn’t say the words right” or “It felt like when I went on a cruise to Mexico and everyone was speaking Spanish”

What did you notice about my share? Wait for responses.

Notice how I spoke with a clear voice, used descriptive feeling words, or compared it to another experience to describe how I felt.

Now choose a partner you usually do not hang out with and take turns sharing how you felt to greet in Spanish. Allow youth to volunteer by raising their hand, until everyone shares.

Thank you for sharing.

3. Group Activity 7 minutes



“Sato Pani: Duck, Duck, Goose”- *Global Games for Diversity Education*, page 122.

You will need a handkerchief or a small scarf for this activity. This a global game played in many different countries and is a good way to teach diversity skills - appreciating what we have in common and making experiences enjoyable.

Sample Script: *This game is played all over the world. It has many different variations and names depending on the part of the world you are in. In the United States, we call this game “Duck, Duck, Goose.” However, this version played in Bangladesh and India has a twist. Instead of tapping people on the head and saying “duck” as you go around the circle, you will have a handkerchief called a “sota” that you will try to quietly drop behind someone in the circle.*

People in the circle may only look at each other’s facial expressions and body language to see if “sota” is dropped behind them. Once the “sota” has been dropped behind a person, that person must grab the “sota” and try to tag the person that dropped the “sota” before they run around the circle and site in the empty spot. If the person gets tagged before that, that person is then “it” in the next round. If the person makes it back and does not get tagged, the chaser is “it” for the next round.

Model one round with a youth and then invite the group to try on their own.

4. Afternoon Message 5 minutes



Good Afternoon in Spanish: (See sample below)

Connect to the greeting. You can extend the message to make connections to culture and diversity topics – food, games, street signs, countries etc., or use in a sharing about different cultural backgrounds.

Buenas Tardes Amigos,

Today we spoke in Spanish and played Sato Pani. Speaking another language and playing games from other countries help us to be more culturally and socially aware. Think about your culture. What is something unique about your culture? This could be the language you speak at home, a special dish, the way you celebrate a holiday, or a favorite family tradition.

Write a few sentences about your culture and then be ready to share with a partner.

Sample Script: Choral read the message. *Let’s read the message together.*

- Be prepared to guide youth in a discussion about the meaning of underlined words “culture”, “socially and culturally aware” and “tradition.” Provide support in helping youth think and identify their culture based on their family origins, food at family gatherings, etc.
- Use the following prompts as needed and give enough time to reflect and write:
 - *What is a culture?* (The way we think, act and live according to our family background and place where we live. Our food, language, habits, dress, religion, holidays etc define our culture)
 - *What are some unique features of your culture?* (offer suggestions: describe the holiday you celebrate at the end of the year or a dish that your grandmother makes on special occasions.)
- Youth all share with a partner, then have a few youth volunteers to share out with the group.

5. Closing 2 minutes

- Reflect on “What was it like to share some features of your own culture?” “How did you feel to learn about other cultures today?” Invite responses.
- **Everything starts and ends with rest and quiet.** So let’s do our best at our Afternoon Meeting with a few seconds of complete quiet. Guide youth to stop and pause for a few seconds. Okay, thank you for participating in the Afternoon Meeting.

Note: Please provide your reflections on the template provided

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

1. Move into Circle 2 minutes

Before you call youth into the circle, take time to transition from the previous activity. You may use the *Mindful Games Activity Cards* for ideas to help youth gather their attention and transition to the Afternoon Meeting circle. Be explicit and intentional so youth are aware that you are taking this time to become present as a group, including you the adult.

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Say: **“everything we do starts and ends with quiet and rest. The same way we start the day from quiet when waking up and get quiet as we go to sleep, in the same way, we can start and end different parts of our day with quiet and rest, just for a very, very short time. So, let’s practice coming to rest in the quiet now.”**

Guide youth to take a few deep belly breaths in through their nose and out through their mouth to get settled or use another *Mindful Game* activity. Make it very short, no more than one minute. Allow youth to adapt to this practice, do not worry if they are moving around and having difficulty at first with being quiet and still. Encourage them that they will get better the more they try this.

Sample Script: *Thank you for taking a moment to pause and be present with me. Let’s move into our circle for Afternoon Meeting. I am going to call each group one at a time.*

2. Greeting around the circle 3 minutes

Assign partners using a grouping strategy from the *Cooperative Learning* guidebook or have youth find a partner for this greeting. Make connections to SEL by reflecting on how they felt to do the greeting and if they notice any differences in the sensation. Connect to STEAM – heat energy and matter, cause and effect.

See “Science Friction” Page 81 in *The Morning Meeting Book*



Sample Script: *Good afternoon everyone, today we are going to do a Science Friction greeting. What is friction? (a force moving in the opposite direction that creates resistance and generates heat energy)*

In a moment, I am going to ask you pair up and put your palms together gently and greet each other while saying “hello.” First, I’ll model.

Model the greeting with a youth.

What did you notice about the way I did the greeting? (Reinforce directions)

Now it’s your turn.

Give a signal when it’s time to stop.

Now when I say go, not before I say go, we will repeat the greeting but this time we will rub our palms rigorously against our clothes for ten seconds. We will count to ten so we know when it is time to stop rubbing your palms against your clothes. Then place your palms against each other again and greet each other saying “hello.” First, I will model and then you will try.

Model the greeting with a youth.

Your turn now!

Allow a few seconds of silence before sharing.

2. Sharing 5 minutes



Around the Circle Sharing, Page 97-98 in the *Morning Meeting Book*:
Invite youth to reflect on how it felt to do the Science Friction greeting.

Sample Script: *We just did our Science Friction greeting. In a moment I am going to ask you to think and share your answers to the following questions:*

How did you feel doing the Science Friction greeting? What did you notice the second time you did the greeting? What do you already know about friction?

When I give the signal raise your hand and share, taking turns to speak. Remember to listen with attention when the other person is speaking. First, I will model the sharing.

Model the sharing: "I thought the second time was really different because my hands were hot..."

Thank you for being attentive and not talking when I was speaking. Now it's your turn.

Who would like to go first?

Allow youth to volunteer by raising their hand, until everyone shares.

Thank you for sharing.

3. Group Activity 5 minutes



"Nonverbal Birthday Lineup"- (page 163 of *Morning Meeting book*) or pick a game from the *Building Community Youth Work Methods Guidebook*.

Sample Script: *Today we will be doing a silent group activity. In a moment I will ask you to line up according to the year, month and date of your birthday from oldest to youngest.*

Point to the areas of the room where they will line up.

It is important not to repeat birth date out loud so we have a chance to guess. Feel free to use appropriate hand movements and facial expressions to try to guess each other's birth date, month and year. It is important to be respectful, friendly and quiet, and keep our hands to ourselves as we line up.

Model how to line up quietly without talking.

What did you notice about how I moved to line up? (Invite youth to share and reinforce instructions as needed)

Okay, now it's your turn to line up. Provide support if they need help with the sequence of the months of the year.

4. Afternoon Message 5 minutes



Hello Physicists: (See sample below)

Connect to the *Science Friction* greeting and extend to explore related STEAM topics. Provide objects for the experiment and writing materials. Write the message on the board. Discuss the meanings of underlined words. Have them talk do an experiment rubbing two objects together and work with a partner to write or draw their observations.

Date

Dear Physicists,

Today we discussed Science Friction. We learn about friction in Physics. TO learn more about this we will do another experiment. Work with a partner, and take the two objects provided and rub them against each other. Then write or draw your observations.

Be ready to share with the group.

Sincerely,

Sample Script: *Let's all Choral Read the message together.*

- Define and discuss key terms:
 - *What is science/ friction/experiment/physics, etc...?*
 - *What does a physicist do?*
- Invite youth to choose a partner and then draw or write their observations and share out
 - *What observations did can you share from your experiment?*

5. Closing 2 minutes

- Reflect: *“How did you feel doing a science experiment in our Afternoon Meeting?” “What other science topics would you like to learn about?”*
- **Everything starts and ends with rest and quiet.** *So let's do our best at our Afternoon Meeting with a few seconds of complete quiet. Guide youth to stop and pause for a few seconds. Okay, thank you for participating in the Afternoon Meeting.*

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

Note: Please provide your reflections on the template provided



Dedicated to Quality Out-of-School Time

Afternoon Meeting

Lesson 24: Directions

2nd/3rd grade

1. Move into Circle 2 minutes

Before you call youth into the circle, take time to transition from the previous activity. You may use the *Mindful Games Activity Cards* for ideas to help youth gather their attention and transition to the Afternoon Meeting circle. Be explicit and intentional so youth are aware that you are taking this time to become present as a group, including you the adult.

Repeat the instructions below to transition youth to Afternoon Meeting. The first phrase can be repeated before and after each session to get youth acquainted with pausing in transitions.

Say: **“everything we do starts and ends with quiet and rest. The same way we start the day from quiet when waking up and get quiet as we go to sleep, in the same way, we can start and end different parts of our day with quiet and rest, just for a very, very short time. So, let’s practice coming to rest in the quiet now.”**

Guide youth to take a few deep belly breaths in through their nose and out through their mouth to get settled or use another *Mindful Game* activity. Make it very short, no more than one minute. Allow youth to adapt to this practice, do not worry if they are moving around and having difficulty at first with being quiet and still. Encourage them that they will get better the more they try this.

Sample Script: *Thank you for taking a moment to pause and be present with me. Let’s move into our circle for Afternoon Meeting. I am going to call each group one at a time.*

2. Greeting around the circle 3 minutes

This is a call and response greeting inspired by Eric Carle’s book, *Brown Bear Brown Bear, What Do You See?* This is a variation of *Who Do You See?* with *what do you hear?* using sounds such as snapping fingers etc...

Sample Script: *Good afternoon everyone, today we are going to do the “What Do You Hear?” greeting. We start by greeting someone with a group chant: “[Maria, Maria,] what do you hear?” and then that person turns to their neighbor, smiles and says “I hear [Johnny] snapping fingers next to me!” Then that person smiles back and their neighbor and the group chants their name: “[Johnny, Johnny,] what do you hear?” and then [Johnny] turns to his neighbor and says: “I hear [Amanda] clapping her hands!” and so on until everyone is greeted. When someone next to you is greeted get ready to make your sound so they can tell you what they hear as they greet you.*

First I will model with [name] and then when [name] greets her neighbor then we all chant together saying their name and the question “what do you hear?” Model the greeting by starting with the first youth. Pause and reinforce directions.

Notice how I greeted by chanting [youth’s] name, smiled, gave eye contact and said “what do you hear?” Notice how [youth] turned to her neighbor and smiled and said: “I hear [youth name] [sound] next to me!”

See “Who Do You See?” on page 20, in *Morning Meeting Ideas K-2*



Now it's your turn. Invite the group to chant together when a second person is selected and end when everyone is greeted.

Thank you for being observant and greeting your neighbors in a friendly way.

2. Sharing 5 minutes



Around the circle sharing - "Apples or Bananas", page 64 in the *Morning Meeting Ideas k-2 Book*: This activity is ideal when school starts or when new students join the group. Variations: name two games, two animals, or two story characters for students to choose from. Increase to three choices for greater challenge.

Sample Script: Today we are going to play "Apples, Oranges, or Bananas" for our sharing by choosing which of the fruit we like better and two reasons why we like that fruit. Take a moment to think quietly about which one you like more and why. When you are ready show a thumbs-up (model by showing your thumbs-up).

Then when I give the signal we will start, each taking turns to speak using one word "apple" or "banana," or "orange," or say "no thank you" if you don't like either one and then state two reasons why.

Remember how we listen quietly when the other person is speaking. First, I will model the sharing.

Model the sharing: "apples, because they are crunchy and sweet!"

Notice how I spoke in a clear voice and used two descriptive words to describe why I like apples.

Now it's your turn. Go around the circle until everyone shares.

Do a second round of sharing asking the question: "What did you notice about the kind of fruit we like?"

Thank you for listening attentively and waiting patiently for your turn to talk.

3. Group Activity 5 minutes



"Fruit Salad"- page 142 of *Morning Meeting Ideas K-2 book*. Instead of fruit you may choose other categories that go along with the greeting and sharing or message, or perhaps a project or theme the group is working on. Make sure youth are standing in a circle.

Sample Script: Today we will be doing the "Fruit Salad" activity. First I will go around the circle and say the name of a fruit. You have to remember your fruit name to play the game. One person will stand in the circle and call one, two or three fruit names. When you hear your fruit name(s) you have to quickly move to a different spot in the circle. Whoever gets left without a spot has to stand in the middle of the circle and then becomes the next caller. The last caller will say "Fruit Salad!"

Assign youth different fruit names "banana, orange, apple, grape..." Reinforce safety guidelines in the space.

First, I will model by standing in the middle and being the first caller. If I call your fruit name, remember to move quickly and safely to another spot in the circle. "Banana!" Repeat a couple times adding in multiple fruit names.

Support by repeating guidelines as needed so that the person left out of a spot becomes the next caller.

Notice how I moved quickly and safely to another spot.

Okay, when I give the signal we will get started and then I will signal when it is time to stop the game. Invite the youth in the middle to begin with one fruit name and as the game progresses to add two or three fruit names.

Remind the last caller to say “fruit salad!”

Thank you for paying close attention and being safe.

4. Afternoon Message 5 minutes



“Dear Nutritionists”. Connect the message to Sharing Activity and health and nutrition themes.

Date,

Dear Nutritionists,

Today we played fruit games and explored why we like certain healthy fruit. Take a moment to reflect on the kind of nutrition our body gets from the healthy foods we chose.

What healthy foods give us strong bones and teeth? What foods give us energy? What foods help us to think and focus well in school?

Write your answers and share with you partner.

Sincerely,

Sample Script: Choral read the message

- Invite youth to write their responses and share with a friend.
- Ask the following questions to make academic connections:
 - *What does a nutritionist do?*
 - *What are some of the foods you came up with in your answers?*
 - *How often do you eat these healthy foods?*
 - *What other words can we use to describe foods?*
- Invite youth to share out in the large group, and reinforce any positive behaviors “You waited patiently for each other to share/speak/draw...” “You showed self-control as you waited for the other person to speak...”

5. Closing 2 minutes

- Reflect: “How did you feel talking about health and nutrition in our Afternoon Meeting?” “What else would you like to learn about?”
- **Everything starts and ends with rest and quiet.** So let’s do our best at our Afternoon Meeting with a few seconds of complete quiet. Guide youth to stop and pause for a few seconds. Okay, thank you for participating in the Afternoon Meeting.

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

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Sample Script: *Thank you for taking a moment to pause and be present with me. Let’s move into our circle for Afternoon Meeting. I am going to call each group one at a time.*

2. Greeting 3 minutes



See “Dove of Peace Handshake” on page 58, in *Morning Meeting Ideas K-2*

This greeting builds eye-hand coordination, left and right and sequencing skills. Assign partners in the circle before starting the greeting. Model interlocking hands to form doves— extend thumb from fingers, hold fingers straight up, no spaces between them, closed finger waves. Extend into the Sharing to guide toward positive behaviors.

Sample Script: *Good afternoon everyone, today we are going to do the “Dove of Peace Handshake” greeting. Now that everyone has a partner, please pay attention to the instructions and watch how I*

*do the greeting first. Then when I say go, not before I say go, you will have a turn to greet your partner. Who would like to volunteer to model the greeting with me?
(Choose a student to model the greeting)*

When I give the signal, the first greeter [name] will turn to their partner and hold her RIGHT hand up (signal which is the right hand). Then, their partner, the receiver, will hold their RIGHT hand up the same way and the two partners will interlock their thumbs like this and wave their fingers toward each other (model with the volunteer student as you explain the gesture).

Then the greeter says "Good afternoon, [name]" and the receiver says "Good afternoon. [name]" and they both keep waving like this. Together both partner and receiver end by saying "Let's have a peaceful day!" and they raise their hands together and wave, as if a dove is flying away.

Notice how we greeted each other in a friendly way. I held my hand up first then the receiver [name of volunteer] put up her hand second and we interlocked our thumbs, smiled, gave eye contact and said "good afternoon, [name]" Notice how we worked together to wave as if a dove was flying away to wish each other a peaceful day.

Pause, ensure youth understand and reinforce directions. You may also give them a minute to practice with their partner.

When they are ready, invite the first greeter to start with their partner and then progressively move around the circle until all pairs have greeted.

Now it's your turn. Let's start with [name]...

Thank you for greeting your neighbors in a friendly way and wishing them a peaceful day!

2. Sharing 5 minutes



Around the circle sharing - See Tips for Success under the "Dove of Peace Handshake" on page 59, in Morning Meeting Ideas K-2.

Sample Script: *For our sharing today we are going to think about our Dove of Peace Handshake and then I will ask some questions for us to answer around the circle.*

First, I want to be sure we all understand how we behave when we are sharing in the circle. Invite youth responses and reinforce speaking clearly, sitting or standing with one's hands to oneself and waiting one's turn quietly.

I will share the first question, then I will model my answer and then you will have a turn.

What might be challenging to doing the Dove of Peace Handshake?

Hmm, I think it might be challenging to get our hands to wave together...

Notice how I shared answering the question in a clear voice, and notice how you all listened quietly with your eyes and ears to what I was saying.

Now, it's your turn. Starting with [name of first person to share in the circle]... What might be challenging to doing the Dove of Peace Handshake?

Go around the circle until everyone shares. If needed pause the group to make sure all persons are paying attention and being respectful.

Thank you for listening attentively and waiting patiently for your turn to talk.

Now, I will share the first question, then I will model my answer, and then you will have a turn.

What else can we do to make this work well?

Hmm, I think maybe asking someone to show us how first, or maybe drawing a picture?

Notice how I shared answering the question in a clear voice, and notice how you all listened quietly with your eyes and ears to what I was saying.

Now, it's your turn. Starting with [name of first person to share in the circle]... What else can we do to make this work well?

Repeat a couple more rounds with different questions:

When else might a peaceful greeting be used? Why would we want to make peaceful wishes to each other?

Thank you for listening attentively and waiting patiently for your turn to talk.

3. Group Activity 5 minutes



This is a variation of “Jolly Jump Up”- page 114 of *Morning Meeting Ideas K-2* book. You will need a deck of Flashcards with any of the following: multiplication facts, vocabulary words, countries, flags, etc... and a *Jolly Jump Up* and *Slowly Sit Down* cards. Reinforce supportive behavior and encourage youth to use kind words to help when someone makes a mistake. This is a good activity to memorize important math facts, names of countries, vocabulary words etc.

Sample Script: *Today we will be doing the “Jolly Jump Up” activity. In a moment I will hold up a card and ask you to call out what you see on the card. When I show the “Jolly Jump Up” card you will get up and jump until I show you the “Slowly Sit Down” card.*

What do we do if someone makes a mistake or gets a wrong answer?

Take responses and reinforce kindness and ensure youth are gathered in a safe area and reinforce safety guidelines in the space (model to youth how they should jump and sit down safely).

Emphasize physical safety as they jump up and down, and being aware/respectful of others’ personal space.

Okay, when I give the signal we will get started and then I will signal when it is time to stop the game. Show a card from the deck and then show the Jolly Jump Up Card, alternate with other cards from the deck and the Slowly Sit Down card. Play a few rounds to get them focusing and moving.

If needed pause the group to make sure everyone is being safe in their movements and being respectful of others’ personal space.

Thank you for being so focused, safe and kind.

4. Afternoon Message 5 minutes



Hello Proud Peacemakers! (See page 180-181 of *Morning Meeting Ideas 3-6* book sample below)
Connect to historic facts and traditions, heroes, peace-making, and creating dreams and goals.

Date,

Hello Proud Peacemakers,

Today we all wished for peace and discussed how we could greet each other in peaceful ways.

Martin Luther King was a peacemaker. He was a brave hero who wanted to make life fair for all. That was his dream for our country.

Now, we will recall some dreams we have and share what we are doing to achieve our dreams.

Keep dreaming.

Quote of the day:

Each person must live their life as a model for others. ~Rosa Parks

Sample Script: *Let's all read together as I point to the words on the board, but with a twist. Every time we come to the words "dream" or "peace" you will do a motion instead of saying the word.*

- Invite youth to come up to the board and write or draw their dream
- Use some of the following guiding questions to make connections to academic/historical/SEL content:
 - *What is a peacemaker/hero? What can we learn from heroes?*
 - *What do you already know about Martin Luther King? Rosa Parks? Who is your hero?*
 - *What does Rosa Parks' quote mean to you?*
 - *What are you doing to achieve your dreams?*

Closing 2 minutes

- Reflect: *"How did you feel talking about wishing peace for others today?" "How do you feel sharing your dreams?"*
- **Everything starts and ends with rest and quiet.** *So let's do our best at our Afternoon Meeting with a few seconds of complete quiet. Guide youth to stop and pause for a few seconds. Okay, thank you for participating in the Afternoon Meeting.*

Note for practitioner: please complete a reflection using the template provided.

1. Move into Circle 2 minutes

Before you call youth into the circle, take time to transition from the previous activity. You may use the *Mindful Games Activity Cards* for ideas to help youth gather their attention and transition to the Afternoon Meeting circle. Be explicit and intentional so youth are aware that you are taking this time to become present as a group, including you the adult.

Repeat the instructions below to transition youth to Afternoon Meeting. The first phrase can be repeated before and after each session to get youth acquainted with pausing in transitions.

Say: **“everything we do starts and ends with quiet and rest. The same way we start the day from quiet when waking up and get quiet as we go to sleep, in the same way, we can start and end different parts of our day with quiet and rest, just for a very, very short time. So, let’s practice coming to rest in the quiet now.”**

Guide youth to take a few deep belly breaths in through their nose and out through their mouth to get settled or use another *Mindful Game* activity. Make it very short, no more than one minute. Allow youth to adapt to this practice, do not worry if they are moving around and having difficulty at first with being quiet and still. Encourage them that they will get better the more they try this.

Sample Script: *Thank you for taking a moment to pause and be present with me. Let’s move into our circle for Afternoon Meeting. I am going to call each group one at a time.*

2. Greeting 3 minutes

This greeting builds coordination and creative thinking and timing skills. Model and practice choosing and doing a safe “TA DA!” action such as opening arms wide and using appropriate voice level. Choose a signal to show who’s been greeted (arms folded) or challenge youth to remember who has been greeted. You can add a clap or a cheer after the “TA DA” or give the receiver the option to bow after he is greeted.

See “Ta Da!” on
page 56, in
Morning Meeting
Ideas K-2



Sample Script: *Good afternoon everyone, today we are going to do the “TA DA!” greeting.*

(Model the action every time you say the word TA DA!)

1. *First, we stand in a circle together where we can clearly see each other.*
2. *We start by choosing a greeter, then that first greeter chooses someone in the circle to greet (the receiver).*
3. *The greeter extends one arm like this (model the action) and says “Here’s [youth name]!”*
4. *The others to the left and right of the receiver (person being greeted) say: “TA DA!” while doing the “TA DA!” action like this (Say TA DA! and do the action). I*
5. *Then the receiver becomes the next greeter until everyone is greeted.*

It’s important to be safe and aware that our hands do not accidentally hit anyone as we do the TA DA! action.

First I will model and then I will choose the first greeter to begin.

Model with a youth volunteer: *Here's [youth name]! Now you say TA DA!. Wait for youth to repeat TA DA!*

Notice how I greeted safely, I was aware that my hands did not accidentally hit anyone as I did the TA DA! action. Notice how the receiver (the person being greeted) does not say TA DA!, only the rest of us greeting him. If needed you can have one youth practice and model a second time.

When they are ready, invite the first greeter to start with their partner and then progressively move around the circle until all pairs have greeted.

Add in a variation for older youth to keep it interesting and challenging.

Now, it's your turn. Let's start with [name]...

Thank you for greeting your friends in a fun and friendly way!

6. Sharing 5 minutes



Around the circle sharing - See "What's New? Chant" on page 72, in *Morning Meeting Ideas K-2*. Before you start give some examples of news – include both big events (going to a game, on a trip, or winning a contest) and small things (having pizza with family, playing a game, etc.) – emphasizing that all news big or small are important.

Sample Script: *For our sharing today we are going to learn a chant. While we sing the chant we will go around the circle and each person will share one thing that's new when their name is called. This can be a big thing like you went to a game or you went on a trip or something simple like what you had for dinner or who you played with today. Whatever you share is important, no matter how big or how small you think it is. And if you have no news you can say "Not much what's new with you?" First I want to be sure we all understand how we behave when we are sharing in the circle. Invite youth responses and reinforce speaking clearly, sitting or standing with one's hands to oneself, and waiting for one's turn quietly.*

I will start the chant and then we will all repeat it together so you can learn it. Then we will add in the greeting and you will have a chance to say what's new.

Sharing! Sharing! Listening and Caring! Repeat with me... Invite all youth to sing along.

Sharing! Sharing! Listening and Caring!

Great, now we will repeat that line and then I will call on [youth name] and ask him "what's new?" and [youth name] will reply with something new he did this week. Ready?

Sharing! Sharing! Listening and Caring!

What's new, [name]?

[Youth responds] I ate pizza!

Notice how we repeated the chant together and then gave [youth name] a chance to respond. Notice how [youth name] shared answering the question in a clear voice, and notice how you all listened quietly with your eyes and ears to what he was saying. Now we will keep going... after every person, we will repeat the "Sharing! Sharing! Listening and Caring!" line.

Start again with the chant and around the circle until everyone shares. If needed pause the group to

make sure all persons are paying attention and being respectful.

Thank you for listening and participating in the sharing chant.

7. Group Activity 5 minutes



“Aka Baka Soda Cracker”- page 121 of *Morning Meeting Ideas K-2* book. Model doing safe jumping jacks and stopping and holding movements on the count of “three.” Before the activity ask questions to remind youth about how to behave if they accidentally bump into someone.

Sample Script: *Today we will be doing a safe Jumping Jack game called “AKA BAKA SODA CRACKER.” First, we will practice the chant together and then we will start. I will say the chant one time, then you will repeat with me three times so we can memorize it together:*

*Aka Baka Soda Cracker,
Aka baka bee,
Aka Baka Soda Cracker
One, Two, Three!*

Repeat a few times until they all remember the chant.

Now I am going to model the jumping jacks with the chant and freeze on the count of “three.” At the count of three, you must freeze. If your legs are open you will sit down. Then those sitting will clap while the rest of us do jumping jacks.

Model to youth how they should jump safely. Emphasize physical safety and being aware/respectful of others’ personal space.

What could we say if we accidentally bump into someone or hit them while we are jumping? Take responses and reinforce kindness and the importance of making apologies.

Okay, when I give the signal we will get started and then I will signal when it is time to stop the game.

If needed pause the group to make sure everyone is being safe in their movements and being respectful of others’ personal space.

Repeat a few rounds, increase the level of challenge by alternating actions, or changing up cues for those who sit versus stand, or using different ways to keep the beat (knee slaps, table slaps, stamp feet, etc.)

Thank you for being safe. I noticed you had good coordination and timing!

8. Afternoon Message 5 minutes



Dear Excited Exercisers! (See page 166-167 of *Morning Meeting Ideas K-2* book sample below)
Connect to the importance of exercise and different ways to exercise. Assign partners for sharing answers.

Date,

Dear Excited Exercisers,

Today's meeting was all about movement, coordination and timing. Movement is an important ingredient for good health. Coordination and timing can help us be better at doing complicated tasks, responding in the moment, and even playing an instrument. Think about other activities you do where you practice these skills. Write a sentence and share with your partner.

Sample Script: Choral read the message (Adult reads the sentence and youth reads together with the adult.) *Now, I am going to read the Afternoon Message. First, I will read it aloud. Then we will all read it together as I point to the words on the board. This is called horal Reading.*

- Invite the youth to write their answer and then share with a partner. If there is time to share with the large group, invite youth to raise their hand and ask questions about the large group shares.
- Ask the following questions to make academic connections:
 - *How often do you move your body?*
 - *Why is it important to exercise your body every day?*
 - *What activities did you share that can build coordination and timing?*

Closing 2 minutes

- Reflect: *"How did it feel to do physical activity in Afternoon Meeting today?" "What other exercises or activities would you like to do in Afternoon Meeting?"*
- **Everything starts and ends with rest and quiet.** *So let's do our best at our Afternoon Meeting with a few seconds of complete quiet. Guide youth to stop and pause for a few seconds. Okay, thank you for participating in the Afternoon Meeting.*

Note for practitioner: please complete a reflection using the template provided.



Dedicated to Quality Out-of-School Time

Afternoon Meeting

Lesson 27: Directions
2nd/3rd grade

1. Move into Circle 2 minutes

Before you call youth into the circle, take time to transition from the previous activity. You may use the *Mindful Games Activity Cards* for ideas to help youth gather their attention and transition to the Afternoon Meeting circle. Be explicit and intentional so youth are aware that you are taking this time to become present as a group, including you the adult.

Repeat the instructions below to transition youth to Afternoon Meeting. The first phrase can be repeated before and after each session to get youth acquainted with pausing in transitions.

*Say: **Everything we do starts and ends with quiet and rest.** The same way we start the day from quiet when waking up and get quiet as we go to sleep, in the same way, we can start and end different parts of our day with quiet and rest, just for a very, very short time. So, let's practice coming to rest in the quiet now.*

Guide youth to take a few deep belly breaths in through their nose and out through their mouth to get settled or another *Mindful Game* activity. Make it very short, no more than one minute. Allow youth to adapt to this practice, do not worry if they are moving around and having difficulty at first with being quiet and still. Encourage them that they will get better the more they try this.

Sample Script: *Thank you for taking a moment to pause and be present with me. Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time.*

2. Greeting 3 minutes

This greeting builds coordination and creative thinking. Assign partners around the circle before starting the greeting. Model how to safely squat, jump up and clap. Make learning connections to creative arts, writing, science and discovery, performing, etc.

See "The Frog" on page 48, in *Morning Meeting Ideas K-2*



Sample Script: *Good afternoon everyone today we are going to do "The Frog" greeting. When I give the signal squat low like frogs and face your partner. The first frog jumps up, claps and greets their partner saying "Ribbit! Good Afternoon, [Marie]". The partner then jumps, claps and returns the same greeting "Ribbit! Good Afternoon, [Luis]". We will go one pair at a time until everyone has been greeted. Remember to give your full attention when another pair is doing the greeting, the same way we like others to listen and pay attention when it is our turn.*

Watch how I do the greeting first. Then when I say go, not before I say go, we will start here with [Marie] and [Luis]. Who would like to volunteer to model the greeting with me?

Choose a student to model the greeting. Squat and face each other, jump, clap and greet one after the other. For older youth add a more complex gesture to replace the clap – like two claps and a wink, or a cool handshake.

Notice how we greeted each other in a friendly and fun way by taking turns to jump up, clap and greet each other saying "Ribbit! Good Afternoon, [Marie]". Notice how we patiently waited for our turn,

smiled, gave eye contact while we greeted.

Pause, ensure youth understand and reinforce directions. When they are ready, invite the first greeter to start with their partner and then move around the circle until all pairs have greeted.

Now it's your turn. Let's start with [name] and [name]...

Thank you for greeting your neighbors in a friendly way, and for being patient and waiting your turn.

Sharing 5 minutes



Around the circle sharing. See “Who Remembers” on page 70, in *Morning Meeting Ideas K-2*. This activity helps with reasoning and recall. Guide youth to brainstorm everyday places to keep the sharing from becoming competitive. You can extend by inviting youth to briefly tell what strategies they used to remember what their classmates said.

Sample Script: *Today we are going to think and share about what is our favorite place and why, and then we will play a game called “Who Remembers?” so you will have to pay really close attention to what your friends share.*

First, let's brainstorm – what are some examples of favorite places (write a list on the board or chart paper as youth come up with ideas)? Take feedback and suggest others – the beach, the football or soccer field, the cafeteria, the waterpark.

Okay, now you reflect on your favorite place and why this is your favorite place and give me a thumbs-up like this (model a thumbs-up) when you are ready to share with the group.

Wait until all youth show a thumbs-up before reinforcing directions.

Before we start, who can remind us of how we behave when we are sharing. Invite youth responses and reinforce one person speaks at a time, speaking clearly, sitting or standing with one's hands to oneself, being brief, and waiting for one's turn quietly.

I will go first – “My favorite place is the park because I like to read there.”

Notice how I shared only one favorite place, I gave a reason why I kept it short so others have time to share too. Thank you by the way for giving me your full attention while I was sharing.

Go around the circle until everyone shares. If needed pause the group to make sure all persons are paying attention and being respectful. To save time you can do partner sharing.

After all youth have shared, challenge the class to come up with four or five “Who Remembers?” questions based on the favorite places shared. For instance: *Who remembers whose favorite place is the park? Does anyone remember why that was her favorite place?*

Allow youth to ask and answer questions.

Do a final round, this time invite youth to share their strategies for remembering what their friends said:

What did you do in order to memorize a friend's favorite place and why? Can you tell us more about how you were able to remember that information?

Thank you for listening attentively and waiting patiently for your turn to talk.

2. Group Activity 5 minutes



“Mouse Trap”- page 128 of *Morning Meeting Ideas K-2* book. This playful game builds sportsmanship, coordination and focusing. You can begin by asking what “teamwork” means and reinforcing positive behavior “what might we do to make sure everyone is safe and having fun?”

Sample Script: *Today we are going to play Mouse Trap. In a moment I will count off from one to five. After I do, the ones will be the mice and the rest of you will hold hands to form a mouse trap. Then when I say “mouse trap, open!” those of you in the circle will raise your hands high and the “mice” will move in and out of the circle. Then when I say “mouse trap, close!” those of you forming the circle will lower your hands and trap the mice in the circle. We will repeat this a few times until only one mouse is outside the circle.*

Count off and do a practice run. Model to youth how they should lift and lower arms safely. Show “mice” how to move in and out of circle swiftly without causing harm or bumping their friends.

Before we start the game, what might we do to make sure everyone is safe and having fun? Take responses and reinforce kindness and safety guidelines.

What happens if someone gets stuck under our closed arms? Emphasize being aware and respectful of others’ personal space.

Okay, when I give the signal we will get started and then I will signal when it is time to stop the game. Allow time between saying “mouse trap, open!” and “mouse trap, close!”

Speed up to increase level of challenge as rounds progress.

If there is time, ask youth about other times they can apply teamwork skills. (*When else might you need to show teamwork skills? What other kinds of activities or games help you to work as a team?*)

Thank you for being so focused, safe and kind.

3. Afternoon Message 5 minutes



Dear Team mates.

Make connections to the Weikart SEL domain: Teamwork. Invite youth to discuss the qualities of a team player.

Date,

Dear Team mates!

Today we collaborated as a team in the Frog greeting and in the Mouse Trap game. Being a team player is important for success in school and life because we all depend on each other for support. Provide some examples of team activities you typically do. What team work qualities do you practice when you do that activity. What are the benefits of being on a team? Write your answer in your journal.

Sincerely,

Sample Script: *Let's read the Afternoon Message together... (read the message) Now spend some time writing your answer in a few sentences and then share with a partner.*

- Ask the following questions to make social and emotional learning connections:
 - *What are the qualities team player? What are some behaviors of a team player?*
 - *How did we work as a team in Mouse Trap?*
 - *Think of one of your role models who is a team player, what character traits would you copy from him/her?*

Closing 2 minutes

- *Reflect: "What did you learn from talking about teamwork skills in our Afternoon Meeting?" "How did it feel to share your favorite place?" "What else did you notice today?"*
- **Everything starts and ends with rest and quiet.** *So let's do our best to our Afternoon Meeting with a few seconds of complete quiet. Guide youth to stop and pause for a few seconds. Okay, thank you for participating in the Afternoon Meeting.*

Note for practitioner: please complete a reflection using the template provided.



Dedicated to Quality Out-of-School Time

1. Move into Circle 2 minutes

Before you call youth into the circle, take time to transition from the previous activity. You may use the *Mindful Games Activity Cards* for ideas to help youth gather their attention and transition to the Afternoon Meeting circle. Be explicit and intentional so youth are aware that you are taking this time to become present as a group, including you the adult.

Repeat the instructions below to transition youth to Afternoon Meeting. The first phrase can be repeated before and after each session to get youth acquainted with pausing in transitions.

Say: **Everything we do starts and ends with quiet and rest.** The same way we start the day from quiet when waking up and get quiet as we go to sleep, in the same way, we can start and end different parts of our day with quiet and rest, just for a very, very short time. **So, let's practice coming to rest in the quiet now.**

Guide youth to take a few deep belly breaths in through their nose and out through their mouth to get settled or another *Mindful Game* activity. Make it very short, no more than one minute. Allow youth to adapt to this practice, do not worry if they are moving around and having difficulty at first with being quiet and still. Encourage them that they will get better the more they try this.

Sample Script: *Thank you for taking a moment to pause and be present with me. Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time.*

2. Greeting 3 minutes

This greeting builds coordination and cooperation. Model hand stacking and making eye contact while peeking under arched hands. To save time, do simultaneous partner greeting.

See "Hand Stack"
on page 46, in
Morning Meeting
Ideas K-2



Sample Script: *Good afternoon everyone, today we are going to do the "Hand Stack" greeting. When I give the signal the first greeter will put his hand out in front, palms facing down. The neighbor will then put her hand on top of his and then he puts his hand on hers until their hands are all stacked above eye level and make an arch. Then the greeter peeks under the arch and says "Good Afternoon [Amanda]" and the neighbor says "Good Afternoon, [Fred]." Then [Amanda] turns to her neighbor and they begin stacking hands and so on until everyone has been greeted.*

Remember to give your full attention with your eyes and ears to when another pair doing the greeting, the same way we like others to listen and pay attention when it is our turn.

Please pay attention to the instructions and watch how I do the greeting first. Then when I say go, not before I say go, we will start here with [Amanda] and [Fred]. Who would like to volunteer to model the greeting with me?

Choose a student to model the greeting.

Notice how we greeted each other in a friendly way, stacked our hands, then peeked under the arch

and gave eye contact while we greeted.

Pause, ensure youth understand and reinforce directions. When they are ready, invite the first greeter to start with their partner and then move around the circle until all pairs have greeted.

Now, it's your turn. Let's start with [name] and [name]...

Thank you for greeting your neighbors in a friendly way, and for being patient and waiting your turn.

2. Sharing 5 minutes



Partner sharing. See “My Partner’s Pride” on page 88, in *Morning Meeting Ideas K-2*. This activity helps with self-reflection and summarizing. In advance discuss how to share what people are proud of about themselves in respectful and caring ways. Reinforce encouragement and empathy skills.

Sample Script: *Today, we are going to do a “Partner’s Pride” sharing. In a moment you will turn to our partner next to you and take turns sharing something you are proud of. We call this our “pride.” Then each person will share their partner’s “pride” with the group. First, let’s think about what makes us proud and give me a thumbs-up like this (model a thumbs-up) when you are ready to share with your partner.*

Wait until all youth show a thumbs-up before reinforcing directions.

Before we start, tell me how to behave when we are sharing with a partner. Invite youth responses and reinforce one person speaks at a time, speaking clearly, sitting or standing with one’s hands to oneself, being brief, and waiting for one’s turn quietly.

I will go first – “My pride is that I did my exercise this morning because it makes me feel energized.” Notice how I shared only one pride, I gave a reason why, I kept it brief, so my partner has time to share too. Thank you by the way for listening and looking at me while I was sharing. How can we share what we are proud of in ways that are respectful to everyone? What if your partner feels like he or she is not proud of anything?

Reinforce importance to be kind and caring.

Now it’s your turn, in a few minutes I will let you know when to stop.

Give youth the opportunity to chat with their partners a few minutes and make sure all persons are paying attention and being respectful.

After all, youth have shared with their partner, go around the circle asking each pair to share each other’s pride, or you can randomly select four or five pairs to save time.

Okay, now let’s share a summary of our partner’s pride. I will go first. “This is Giovanni. He is proud of being a good sport when he plays soccer.” Your turn. Allow youth to share.

Thank you for listening attentively and waiting patiently for your turn to talk. Thank you for sharing your partner’s pride.

3. Group Activity 5 minutes



“Off My Back”- page 124 of *Morning Meeting Ideas K-2* book. This is a twist on the Twenty Questions game and builds deduction and estimation skills. You will need sticky notes and a marker. You may use a number line to help students narrow their choices. You can vary by using states, names of countries or presidents etc.

Sample Script: *Today our activity is called “Off My Back.” In a moment I will choose one of you to be a guesser and I will write a number on this sticky and put it on his/her back. The guesser will then walk around the room and ask questions to the rest of you so he/she can figure out the answer. The guesser can have a ‘give-away’, which means that another student whispers two numbers (the correct one and another one) in the guesser’s ear, and the guesser has to choose the right one of the two. The guesser then removes the sticky to see if he/she was right.*

Model by asking a volunteer to write a number and place sticky on your back. Then ask some questions like: ‘is it odd or even? Is it greater than 25? Is it less than 10?’

Before we start the game, what might we do if the guesser forgets the clue? Take responses and reinforce being kind, caring and not criticizing the other person.

Okay, when I give the signal we will get started and then I will signal when it is time to stop the game. Allow time for the guesser to guess the answer. You may do a few rounds with everyone or make it a partner game.

Thank you for being so focused, safe and kind.

4. Afternoon Message 5 minutes



Hello Empathizers! Connect to the Sharing and Activity themes of being kind, caring, and showing empathy. You can also guide youth to think about a time when someone was kind and caring to them

Date,

Hello Empathizers,

Today we practiced showing kindness and empathy. Think about the ways you are being kind and empathetic at home, at school, and with your friends. Think about the emotions you feel including how it feels in your body when you are kind and empathetic.

Write some adjectives to describe your feelings and sensations below or in your journal.

Sample Script: Whisper read the message. Now, I am going to read the Afternoon Message. First, I will whisper read it aloud. Then we will whisper read it together.

- Invite youth to write their answer on the board or in their journals
- Spend time defining the underlined words together
- Guiding questions to make social and emotional learning connections:
 - *Why is it important to be kind and caring? How do you show your family and friends you care?*
 - *How can you practice being more empathetic and kind?*

Closing 2 minutes

- Reflect: *“How did you feel talking about something your friend is proud of in Afternoon Meeting?” “What else did you notice today?”*
- **Everything starts and ends with rest and quiet.** So let’s do our best to our Afternoon Meeting with a few seconds of complete quiet. Guide youth to stop and pause for a few seconds. Okay, thank you for participating in the Afternoon Meeting.

Note for practitioner: please complete a reflection using the template provided.

1. Move into Circle 2 minutes

Before you call youth into the circle, take time to transition from the previous activity. You may use the *Mindful Games Activity Cards* for ideas to help youth gather their attention and transition to the Afternoon Meeting circle. Be explicit and intentional so youth are aware that you are taking this time to become present as a group, including you the adult.

Repeat the instructions below to transition youth to Afternoon Meeting. The first phrase can be repeated before and after each session to get youth acquainted with pausing in transitions.

Say: ***Everything we do starts and ends with quiet and rest. The same way we start the day from quiet when waking up and get quiet as we go to sleep, in the same way we can start and end different parts of our day with quiet and rest, just for a very, very short time. So, let's practice coming to rest in the quiet now.***

Guide youth to take a few deep belly breaths in through their nose and out through their mouth to get settled or another *Mindful Game* activity. Make it very short, no more than one minute. Allow youth to adapt to this practice, do not worry if they are moving around and having difficulty at first with being quiet and still. Encourage them that they will get better the more they try this.

Sample Script: *Thank you for taking a moment to pause and be present with me. Let's move into our circle for Afternoon Meeting. I am going to call each group one at a time.*

2. Greeting 3 minutes

This is a silly and fun greeting that builds empathy and encouragement skills. Model speaking without smiling or showing teeth, having fun without going overboard and helping a classmate who finds this greeting embarrassing by giving encouragement. You can vary by using different phrases like "Happy Wonderful Wednesday!"



See "No Smiling!" on page 26, in *Morning Meeting Ideas 3-6*

Sample Script: *Good afternoon everyone. Today we are going to do the "No Smiling!" greeting. In a moment, when I give the signal I will choose the first greeter to say a friendly "Good Afternoon [Amanda]; I'm glad to see you" without smiling or showing her teeth to her neighbor. The class mate greets back and says, "Good Afternoon, [Fred]; I'm glad to see you". Then we continue around the circle until everyone has been greeted.*

Before we begin, let's brainstorm – what are some ways to be friendly without smiling?

Allow youth to give examples and add more examples if needed.

Ok I will start with [youth name]. "Good Afternoon, [Fred]; I'm glad to see you". (without smiling or showing your teeth do a friendly gesture - placing your hands over your heart, bowing with the palms together, or opening arms wide as a welcome. Wait for [Fred] to reply - "Good Afternoon, [Ms Smith]; I'm glad to see you"- and ensure he repeats the gesture without smiling or showing teeth.

Notice how we greeted each other in a friendly way, gave eye contact, without smiling or showing our teeth.

Pause, ensure youth understand and reinforce directions. When they are ready, invite the first greeter to start with their partner and then move around the circle until all pairs have greeted.

Remember to give your full attention with your eyes and ears to when another pair doing the greeting, the same way we like others to listen and pay attention when it is our turn.

Now it's your turn. Let's start with [name] and [name]...

Allow time for the laughter that naturally occurs when students do something silly.

Thank you for greeting your neighbors in a friendly way, and for being patient and waiting your turn.

2. Sharing 5 minutes



Partner sharing. See “In Common” on page 82, in *Morning Meeting Ideas* 3-6. This activity helps with summarizing and finding common humanity. Pair up students in advance with a partner they usually do not work or play with. You will chart paper and markers for this activity

Sample Script: *Today we are going do a sharing about what we have “In Common”. In a moment, I will invite you will turn to your partner next to you and chat and find two things that you have in common. Then you and your partner will choose just one thing you have in common, and I will give some time to plan how you will share one thing you both have in common with the group.*

First, let's brainstorm some good questions we can ask our partner to find out what both have in common. For instance, “What do you like to do in your free time?”, “What kinds of books do you like to read?”.

Write the sample questions on chart paper

Before we start, tell me how do we behave when we are sharing with a partner? Invite youth responses and reinforce one person speaks at a time, speaking clearly, sitting or standing with one's hands to oneself, being brief, and waiting one's turn quietly.

I will go first. “Hello [Fred] what movies do you like?” (Model with a student)

Notice how I asked a question, I kept it brief, so my partner has time to share. Thank you for listening and looking at me while I was sharing.

Now it's your turn. Allow youth a few minutes to share with their partners. Then give a signal to stop.

Give me a thumbs-up like this (model a thumbs-up) when you are ready to share with your partner. Wait until all youth show a thumbs-up before moving into the next round.

Now I would like you to plan and practice only one commonality to share with the rest of the group. I will model how to do this with [Fred]: “[Fred] is my partner and one thing we have in common is that we both like the movie Avengers.” Allow the volunteer to share a similar statement.

Now it's your turn, in a few minutes I will let you know when to stop.

Give youth the opportunity to chat with their partners a few minutes and make sure all persons are paying attention and being respectful.

After all youth have practiced with their partner, go around the circle asking each pair to share what they have in common.

Thank you for listening attentively and waiting patiently for your turn to talk. Thank you for sharing.

You can increase challenge by asking youth to come up with four things they have in common and then have each student share two things using a compound sentence. Another variation is to have two pairs partner in a third round to see if they can find four commonalities.

3. Group Activity 5 minutes



“Rare Birds”- page 118 of *Morning Meeting Ideas 3-6* book. This game builds skills in drawing conclusions and making inferences. It also helps to reinforce belonging and significance. You will need paper, or index cards and pencils.

Sample Script: *Today our activity is called “Rare Birds”. Each of us can be considered as a rare bird because we each have unique and rare qualities that make us who we are. In a moment I will ask you to think about one rare and unique quality you possess, and then write your ‘rare bird’ statement on an index card. Then I will collect the cards and read the ‘rare bird’ statements aloud and ask the group to guess who that may be. If no one guesses, then the ‘rare bird’ has to stand up.*

Model by making ‘rare bird’ statements.

First, I will model a few rare bird statements, so you have a better idea. It could be a surprising fact like “I was born on a ship”, or a favorite food like “I like peanut butter and mayonnaise sandwiches” or a special skill or interest like “I love to make bags our of capri sun pouches”

Before we start the game, remember to use respectful faces when your fiends share their rare bird statements, so we can all feel okay about being unique. Reinforce being kind, caring and nonjudgmental of the other person.

Ok when I give the signal we will get started and then I will signal to stop and I will collect the cards. Allow time for youth to write their answers.

Great now I will read each one aloud and you will guess who the rare bird is.

Allow a few guesses and if no one guesses ask the rare bird to stand up.

Thank you for being so respectful of each other’s uniqueness.

4. Afternoon Message 5 minutes



! Connect to the Sharing and Activity themes of being kind, caring, and showing empathy.

Date,

Dear Rare Birds,

Today we learned that we have things in common. However, we also shared our unique qualities and preferences. Sharing commonalities and differences without judgment can help us feel like we belong and build positive relationships with each other. Think about what was shared and write a few sentences answering the following questions:

- a) What did you learn about each other that you didn't know before?
- b) What would you like to hear more about?

Sincerely,

Sample Script: Choral read the message (Adult reads the sentence and youth reads together with the adult.)

- Invite youth to write their answer in their journals or on paper
- Ask the following questions to make social and emotional learning connections:
 - *Why is it important to listen to each other's commonalities and differences?*
 - *How does this affect our relationships with friends and people we don't know well?*

Closing 2 minutes

- Reflect: *"How did you feel sharing things in common and rare bird statements in Afternoon Meeting?" "What else did you notice today?"*
- ***Everything starts and ends with rest and quiet.*** So let's do our best to our Afternoon Meeting with a few seconds of complete quiet. Guide youth to stop and pause for a few seconds. *Okay, thank you for participating in the Afternoon Meeting.*

Note for Practitioner: Please complete a reflection using the template provided.

I. Move into Circle 2 minutes

Before you call youth into the circle, take time to transition from the previous activity. You may use the *Mindful Games Activity Cards* for ideas to help youth gather their attention and transition to the Afternoon Meeting circle. Be explicit and intentional so youth are aware that you are taking this time to become present as a group, including you the adult.

Repeat the instructions below to transition youth to Afternoon Meeting. The first phrase can be repeated before and after each session to get youth acquainted with pausing in transitions.

Say: **“everything we do starts and ends with quiet and rest. The same way we start the day from quiet when waking up and get quiet as we go to sleep, in the same way, we can start and end different parts of our day with quiet and rest, just for a very, very short time. So, let’s practice coming to rest in the quiet now.”**

Guide youth to take a few deep belly breaths in through their nose and out through their mouth to get settled or use another *Mindful Game* activity. Make it very short, no more than one minute. Allow youth to adapt to this practice, do not worry if they are moving around and having difficulty at first with being quiet and still. Encourage them that they will get better the more they try this.

Sample Script: *Thank you for taking a moment to pause and be present with me. Let’s move into our circle for Afternoon Meeting. I am going to call each group one at a time.*

2. Greeting 3 minutes

This is a fun greeting that helps youth to use welcoming language and to engage with science tools. Model looking at someone’s face with a magnifying glass in a careful and respectful way, and how to pass the magnifying glass safely. You will need a magnifying glass for this greeting, or you can have youth use their hands as pretend binoculars.

See “Magnifying Glass” in *Morning Meeting Ideas K-2*



Sample Script: *Good afternoon everyone. Today, we are going to do the “Magnifying Glass” greeting. When I give the signal the first greeter will say a friendly “Good morning [name]” to her neighbor and then hold the magnifying glass near her neighbor’s face and say: “It’s so nice to see you!” The greeter then carefully passes the magnifying glass to her neighbor, who becomes the next greeter, and continues until everyone has been greeted around the circle.*

Review personal space guidelines. *When is it OK to get really close to someone? When might it not be? What could we say if someone gets too close for our comfort?”*

Please pay attention to the instructions and watch how I do the greeting first. Then when I say go, not before I say go, we will start here with [Amanda]. Who would like to volunteer to model the greeting with me?

Choose a student to model the greeting. Be explicit about using care in holding and passing the magnifying glass.

Notice how we greeted each other in a friendly way, held and passed the magnifying glass carefully, and respected each other's personal space while we greeted.

Pause, ensure youth understand and reinforce directions. When they are ready, invite the first greeter to start with their partner and then move around the circle until all pairs have greeted.

Now it's your turn. Let's start with [name]...

Thank you for greeting your neighbors in a friendly way and for being respectful of each other's space.

2. Sharing 5 minutes



Partner sharing – An adaptation of “Fun Food Finds” on page 82, in *Morning Meeting Ideas K-2*. This fun activity helps with finding commonalities. Prepare matching card pairs using index cards. You can use matching pairs like book titles, superheroes, famous peace-makers, movie characters, animals, and so on.

Sample Script: *Today we are going to do a “Cool Characters” sharing. In a moment I will pass out some cards with different images of different movie characters on them, and then I will ask you to walk around and find your partner who has the same movie character on their card. Then each person will chat until they find two things they have in common about that character, and when you are done you and your partner will give me a thumbs up.*

I will model first and then you will try. Choose a youth to model the sharing.

“Hi [Amanda], do you like this movie character?”

“What do you like or dislike about this movie character?”

Chat until you find something in common.

Notice how I made sure we had the same card, and asked each other questions to find out what we have in common about that movie character. Thank you by the way for listening and looking at us while we were sharing.

Now it's your turn, in a few minutes I will let you know when to stop.

Give youth the opportunity to chat with their partners a few minutes and make sure all persons are paying attention and being respectful.

After all youth have shared with their partner, prompt youth to share findings with the group. Raise your hand if you both like something about this movie character's role.

Who had in common that they both dislike how their movie character acts/talks?

Allow youth to share.

Thank you for listening attentively and waiting patiently for your turn to talk. Thank you for sharing.

3. Group Activity 5 minutes



“Copy Cat”- page 130 of *Morning Meeting Ideas 3-6* book. This activity challenges youth to practice active listening, and coordination skills. Brainstorm different poses and possible words to describe them, model giving clear directions and reinforce patience positive behaviors. You arrange youth in groups of two or four.

Sample Script: *Today our activity is called “Copy Cat.” The goal is to get both posers into the same pose at the end. In a moment I will place you into groups of four – two posers and two callers. After I give the signal to start, the two posers turn so they can’t see each other, and then strike a pose of their choice. Then, first caller begins by giving one poser one verbal direction to change one thing in her pose to start matching the other poser. The second caller then gives one verbal direction to the other poser. Both callers continue to give verbal directions to the posers until both are striking the same pose. Callers and posers change roles and repeat the game.*

First I will model with a few volunteers. Who would like to help me?

Model giving clear simple directions, one at a time, and using appropriate language and non-verbal behavior if the poser has difficulty following directions.

Notice how I gave only one verbal direction, and the poser made only one change at a time. Notice how I spoke clearly, and slowly, and made sure the poser understood me.

You can increase challenge by asking youth to give two verbal instructions at a time.

What can we say if we do not understand the directions? Wait for responses. Suggest – “Could you please repeat that direction?”

What might we do if the poser has difficulty following directions? Take responses and reinforce being kind, caring and not criticizing the other person.

Okay, when I give the signal we will get started and then I will signal when it is time to stop the game. Youth play the game. Give a signal to start, stop and switch so everyone has a turn.

Thank you for being so patient, safe and kind. I saw a lot of kind responses when the posers asked to repeat the directions.

4. Afternoon Message 5 minutes



Dear Copycats! Connect to the Copy Cat Activity themes of active listening and following directions.

Date

Dear Copycats,

Today in our Copy Cat activity we practiced some important skills: listening, following directions, and giving directions. We also had an opportunity to show patience to each other as we played the game. Why these skills are important? What other situations might you need to use good listening and following skills? Write your answer in two complete sentences.

Sample Script: Choral read the message (adult reads the sentence and youth reads together with the adult).

- Invite youth to write their answer on a piece of paper.
- Guiding questions:
 - *Why is it important to listen and follow directions?*
 - *What other situations might you need to use good listening and following skills?*
 - *When might you practice being patient?*

Closing 2 minutes

- Reflect: *“How did you feel playing Copy Cat in Afternoon Meeting?” “What else did you notice today?”*
- ***Everything starts and ends with rest and quiet.*** *So let’s do our best at our Afternoon Meeting with a few seconds of complete quiet. Guide youth to stop and pause for a few seconds. Okay, thank you for participating in the Afternoon Meeting.*

Note for practitioner: Please complete a reflection using the template provided.