



Dedicated to Quality Out-of-School Time

Afternoon Meeting

Lesson 21: Directions
2nd/3rd grade

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 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 together to create 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, maybe one that reminds you of your best self... 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?
Notice how I 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 jar or bucket and have youth select a rock of their choice.

“Class Rocks” on page 120 of *The Morning Meeting Book*



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
Notice how I held it in my hand, observed it with my eyes, and said one thing I observed about the rock.
Now, you try. Who would like to go first? Allow everyone to share.

Thank you for sharing. Now let’s think about 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. Younger ages may repeat friendly wishes aloud the first time they do this activity so they hear the words clearly. You may make SEL Connections by highlighting positive emotions in the message or in the sharing segments. You can also extend as 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 from the sharing 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 spreading 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 repeat quietly in your mind, "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 STEAM. Support youth with choosing and spelling appropriate adjectives in their journal. You may choose to show a video explaining what rocks are made of. You can also create an alternative message making SEL connections from the previous Friendly Wishes activity.

Date,

Dear Geologists,

Today we explored rocks and learned that there are different types of rocks. We also learned that rocks have similar features. Draw three different types of rocks and label them with three adjectives.

Be ready to share your work.

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.*

Walk around and assist with spelling of adjectives. Invite youth to share with everyone in the circle. Follow up with these questions:

- *What does a geologist do?*
- *What rocks did you draw?*
- *What adjectives did you use to describe your rocks?*

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?*”

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 22: 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 2 minutes

Students greet each other using a spanish greeting “hola, buenas tardes.” 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”

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

Check to confirm youth know their right and left side.

Let’s repeat the greeting together first. Repeat after me: “Hola, Buenas Tardes”. 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” and smile. Then turn to the person on your left and say “Hola, Buenas Tardes” 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 said 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 will ask you to raise your hand to share with our friends how you felt to greet each other in a different language using one or two adjectives. Do we remember what an adjective is? Invite responses and clarify as needed.*

Model the sharing, raising your hand first:

First I will model: "I noticed that it felt strange but fun to greet in Spanish..." or "It felt comfortable" What did you notice about my share? Wait for responses

Notice how I raised my hand, spoke with a clear voice, and said one or two adjectives to describe how I felt.

Now, you try. Who would like to go first? Allow youth to volunteer by raising their hand, until everyone shares.

Thank you for sharing.

3. Group Activity 7 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 they cannot see the group. That person is the Guesser.*

While the Guesser is hiding, the rest of us will together choose a leader. The leader has to make moves or sounds with their body, like tapping their toe, or snapping their fingers, and we have to follow what the leader does. The leader has to keep changing his move and we have to follow every time he changes.

Then guesser comes back and stands in the middle of the circle, watches the movements and tries to guess who the leader is. Our job is to make it hard for the Guesser to know who the leader is.

The person in the middle has three chances to guess and then we choose another leader and guesser to play again.

First, let's practice the game. (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. Notice how I made only three guesses, followed the leader's action around the circle, copied their 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.) Take a moment to pause before transitioning to the Message.

4. Afternoon Message 5 minutes



Good Afternoon in Spanish: (See sample below)

Connect to the greeting. Write the message on the board and have youth copy it. 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 Coseeki. Speaking another language and playing games from other countries are ways that we can learn more about different cultures. Think about your culture. What is something unique about your culture? Draw a picture or write two sentences with your answer.

Sample Script: Echo Read read the message (Adult reads the sentence and youth follow and repeat) Now, I am going to read the afternoon message. First I will read it aloud. Then you will read after me as I point to the words on the board. This is called echo reading.

- Invite youth to copy the message
- Help you understand the meaning of the word "Culture". 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:
 - *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 is unique about your culture?* (offer suggestions: My family is from Israel and we celebrate Passover, or my family is from Mexico and we speak Spanish)

5. Closing 2 minutes

- Reflect on "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 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 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 to STEAM to notice any differences in the sensation.

Sample Script: *Good afternoon everyone, today we are going to do a Science Friction greeting. In a moment, I am going to put you in pairs and ask you to put your palms together gently and greet each other while saying hello.*

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



Model the greeting with a youth. Use a grouping strategy to put the group into pairs.

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

Notice how I did my greeting by placing my palm gently on his/hers, smiled, gave eye contact and said hello. 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 really fast against our clothes for ten seconds. I will count to ten so you 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 volunteer.
Now you go.
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 how you felt about the greeting. 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 listening attentively and not talking when I was speaking. Now it’s your turn. What did you notice the second time you did the greeting? How was it different from the first time?
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 month and date of your birthday from January to December.*

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

It is important not to say what your birthday is out loud so your friends have a chance to guess. You can use your hand movements and faces to try to guess each other’s birthday month and date. It is important to be respectful, friendly and quiet, and keep our hands to ourselves as we line up.

Model how they should 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 Scientists: (See sample below)

Connect to the *Science Friction* greeting and extend to explore related STEAM topics – types of energy, experiments etc. Write the message on the board. Explore the meanings of underlined words. Have them talk about the message with a partner and then draw.

Date

Hello Scientists,

Today we did a Science Friction experiment. What other science experiments have you seen or done before? Draw your answer.

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 Choral Reading.*

- Invite youth to discuss first with a partner and then draw a picture of a science experiment.
- Use the following prompts:
 - *What does the word science/friction/experiment mean?*
 - *What does a scientist do?*
 - *What kind of experiment have you done or seen before?*
 - *Tell me about your drawing*
- Have a couple youth share out in the circle

5. Closing 2 minutes

- **Reflect:** *“How did you feel talking about science 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?*

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?* Variation: replace *Who Do You See?* with *what do you hear?* using sounds such as snapping fingers etc...



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

Sample Script: *Good afternoon everyone, today we are going to do the “What do you see?” greeting. We start by greeting someone with a group chant: “[Maria, Maria,] who do you see?” and then that person turns to their neighbor, smiles and says “I see [Johnny] looking at me!” Then that person smiles back and their neighbor and the group chants their name: “[Johnny, Johnny,] who do you see?”, and then [Johnny] turns to his neighbor and says: “I see [Amanda] looking at me!” and so on until everyone is greeted.*

First, I will model with [name] and then when [name] greets her neighbor then we all chant together saying their name and the question “who do you see?” 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 “who do you see?” Notice how [youth] turned to her neighbor and smiled and said “I see [youth name] looking at me!”

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 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. Take a moment to think quietly about which one you like more. 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.

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

Model the sharing: “apples.”

Notice how I used one word and spoke in a clear voice.

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 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!”

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. To increase the challenge, as the game progresses, encourage youth 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



“An Apple a Day,” page 168, of *Morning Meeting Ideas K-2* book.

Dear Healthy Eaters,

It is cloudy today. Today we played fruit games. Fruit are healthy foods. Draw or write the name of a healthy food you like. These can be fruit, vegetables or other healthy foods.

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 Choral Reading.

- Invite youth to come up to the board and draw their favorite healthy food.
- Ask the following questions to make academic connections:
 - What do you notice about healthy foods?
 - What does your healthy food taste like? Sweet? Spicy? Etc...
 - How often do you eat these healthy foods?
 - What other words can we use to describe foods?
- 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 healthy foods 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?*

Note: Please provide your reflections on the template provided



Dedicated to Quality Out-of-School Time

Afternoon Meeting

Lesson 25: 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 3 minutes

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

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



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!

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 for 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 the 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 everyone is 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 the first person to share in the circle]... What else can we do to make this work well?

If there is time you can 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.

2. Group Activity 5 minutes



“Jolly Jump Up”- page 114 of *Morning Meeting Ideas K-2* book. You will need a deck of Flashcards with any of the following: shapes, numbers, sight words 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.

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 for 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.

3. Afternoon Message 5 minutes



Good afternoon, Peacemakers! (See page 188-189 of *Morning Meeting Ideas K-2* book sample below) Connect to historic facts and traditions, heroes, peace-making, and creating dreams and goals.

Date,

Good afternoon Peacemakers,

Today we all wished for peace.

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

Do you have a dream for our country?

Write or draw it here:

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 Choral Reading.*

- Invite youth to come up to the board and write or draw their dream
- Ask the following questions to make connections to academic/historical/ SEL content:
 - *What is the difference between a dream for yourself and a dream for our country?*
 - *What is a peacemaker / hero? What can we learn from heroes?*
 - *Who is your hero?*

Closing 2 minutes

- Reflect: *“How did you feel talking about wishing peace for others 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.



Dedicated to Quality Out-of-School Time

Afternoon Meeting

Lesson 26: 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 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.

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.

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 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.

Ok 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 we did jumping jacks. Think about your day. How often do you move your body? Why is it important to exercise your body every day?

Draw a picture or write a word of other exercises you like to do outside and share with your friend.

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 Choral Reading.*

- Invite youth to come up to the board and write or draw their exercise
- 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 exercises did we all share today?*

Closing 2 minutes

- Reflect: *“How did it feel to move your body in Afternoon Meeting today?” “What other exercises 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

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 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 [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.

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 some examples of favorite places? (you can write a list on the board or chart paper beforehand) Take feedback and suggest others – the beach, the playground, the kitchen, 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, tell me: how do we behave when we are sharing around the circle. 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 everyone is paying attention and being respectful.

After all, youth have shared, challenge the class with four or five “Who Remembers?” questions.

Who remembers whose favorite place is the park? Does anyone remember why that was her favorite place?

If there is 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.

Variation- when youth have practiced this type of sharing, invite them to come up with their own "Who remembers?" questions.

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 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 intensity 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.

2. Afternoon Message 5 minutes



Dear team mates.

Date,

Dear Team mates!

Today we collaborated as a team in the Frog greeting and in the Mouse Trap game. What other team games do you play?
Write your answer below

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 Choral Reading.*

- Invite youth to come up to the board and write their answer
- Ask the following questions to make social and emotional learning connections:
 - *What is a team player? What are some things team players think and do?*

Closing 2 minutes

- Reflect: *“How did you feel talking about being a team player 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 everyone is 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 being proud, kind, and caring to each other.

Draw a picture of a time when you were kind and caring to someone below.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of a time when they were kind and caring to someone.

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 Choral Reading.

- Invite youth to come up to the board to draw their answer or have them draw on their journals
- Ask the following 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?
 - What does it feel like when someone shows you they care? And when you show you care?

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.



Dedicated to Quality Out-of-School Time

Afternoon Meeting

Lesson 29: 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 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 classmate 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.

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 out of capri sun pouches”

Before we start the game, remember to use respectful faces when your friends 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 and things that are unique. Think about what everyone shared and write or draw in each of the boxes below:

In Common	Unique

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

- Invite youth to write their answer on the board or copy the table and write answers on paper
- Ask the following questions to make social and emotional learning connections:
 - *Why is it important to know what we have in common? ... how we are unique?*
 - *How does it make us feel to share these things?*
 - *How does this help us to be better friends?*

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 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 - See "Fun Food Finds" on page 82, in *Morning Meeting Ideas K-2*. This fun activity helps with finding commonalities. Prepare matching food cards pairs using index cards. Variation: You can use other matching pairs like book titles, movies, animals, and so on.

Sample Script: *Today we are going to do a "Fun Food Finds" sharing. In a moment I will pass out some cards with different food pictures on them, and then I will ask you to walk around and find your partner who has the same food picture on their card. Then each person will chat until they find two things they have in common about that food, 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 food?"

"What do you like or dislike about this food?"

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 food. 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 taste of your food.

Who had in common that they both dislike how their food tastes?

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.

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.

Dear Copycats,

Today we learned to listen and follow directions in a Copy Cat game. Draw a picture of you and your friend copying a pose.

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 choral reading.*

- Invite youth to come up to the board to draw their answer or to draw on a piece of paper as an art activity.
- Guiding questions:
 - *What did we have to do to be good copycats?*
 - *Why is it important to listen and follow directions?*

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.