

COMMUNITY GATHERINGS:
PRACTICAL WAYS TO
INTRODUCE AND BROADEN
THE USE OF SEL PRACTICES
IN CLASSROOMS

MNPS SEL Definition and Competencies



METRO
NASHVILLE
PUBLIC
SCHOOLS

Social and Emotional Learning

Social and emotional learning (SEL) is a process through which adults and children learn to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions, and behave ethically, respectfully, and responsibly.

SELF-AWARENESS

- Identify personal, cultural, and linguistic assets
- Identify prejudices and biases towards people different than oneself
- Understand the connections between one's emotions, social contexts and identity
- Demonstrate an accurate self-concept based on one's strengths and challenges
- Identify when help is needed and who can provide it

SELF-MANAGEMENT

- Regulate one's emotions and behaviors in contexts with people different than oneself
- Motivate oneself to set and achieve goals

RESPONSIBLE DECISION MAKING

- Problem solve effectively while being respectful of people similar to and different from oneself
- Behave responsibly in personal, professional and community contexts
- Make constructive and respectful choices that consider the well-being of self and others

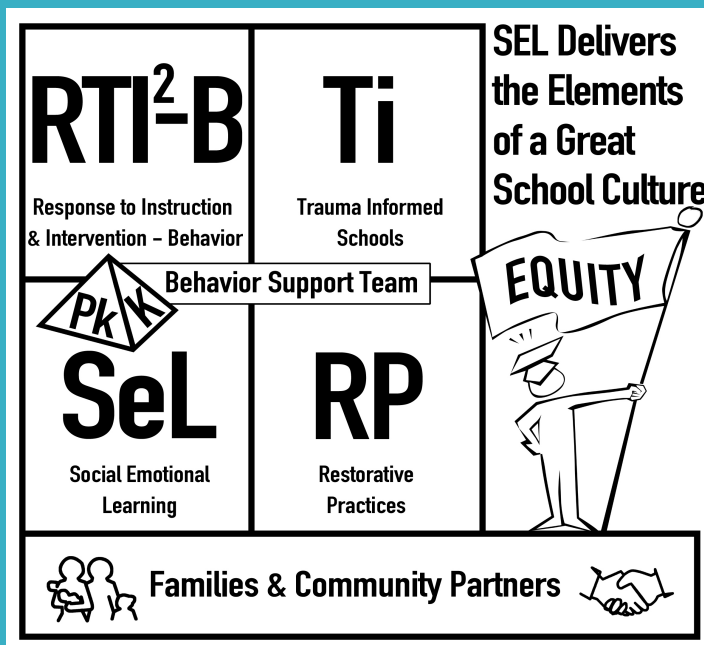
SOCIAL AWARENESS

- Establish and maintain healthy interactions and relationships across diverse communities
- Embrace diversity and take the perspectives of people different from oneself
- Demonstrate empathy for people similar to and different from oneself

RELATIONSHIP SKILLS

- Relate to people similar to and different than oneself
- Communicate clearly and effectively
- Build, establish and maintain healthy relationships





Getting Started with Community Gatherings and Morning Meetings at the Elementary and Middle School Level

Throughout MNPS, elementary and middle school teachers begin the day by gathering students in a circle to engage in Community Gathering or Morning Meeting. The goals for these gatherings are to build a close-knit learning community, to integrate social, emotional and academic learning, and to help students feel a stronger sense of connectedness to school.

Community Gatherings at the elementary and middle school level consist of four major components:

- A welcoming ritual
- A structure for facilitating dialogue
- An Icebreaker/Group Game
- A Daily Memo (interactive message written by the teacher prior to students' arrival)

In getting ready to launch a successful Community Gathering or advisory practice, take the time to help students understand its purpose and function. Before jumping into topics and activities, meet with students to discuss goals and expectations, and to introduce the format and structure of Community Gatherings. The [Social and Emotional Learning Competencies](#) embedded in Community Gathering are skills that need to be taught and practiced. We don't make assumptions about what our students understand; we take time to introduce procedures and expectations in a clear, meaningful and respectful way. Establishing and maintaining high standards for behavior during Community Gatherings is an important goal.

Toward this end, some teachers engage students in identifying and establishing guidelines and expectations for these beginning of the day meetings, while other teachers may use already established guidelines. The important thing is that the guidelines are stated positively and

inspiringly. For example, “Make everyone feel welcome,” versus, “Don’t exclude others.”

The following tips/keys to success will help teachers make the most of Community Gathering time:

Follow a predictable structure and format. It is best to hold Community Gathering or Morning Meeting at the top of the day, as this helps to set a positive tone, and contributes to a sense of safety and joy. The consistent format of the four components provides opportunities for students to get to know others and to build more positive relationships with teachers and peers. When time is limited, teachers may choose to modify or compact the meeting, engaging in just one or two components. Ideally, these meetings last from 10-20 minutes.

- **Community Gathering or Morning Meeting is conducted in a circle.** In a circle, all students are on equal footing and at the same level. The circle structure also enables all students to be seen and contributes to a more cohesive community. Provide ample room for students to sit comfortably (on the floor or in chairs) in a circle; when students are too cramped, behavior issues arise.
- **Consider assigned seating until students are able to manage this on their own.** By assigning seating early in the year, students aren’t just sitting by their “best friends,” and there is less opportunity for students to exclude others. The goal is to have Community Gatherings or Morning Meetings evolve to the point where students make their own choices about where they sit, and they have the opportunity to sit by a variety of peers throughout the year.
- **All students participate.** Community Gathering or Morning Meeting time needs to be protected. Students should not be pulled for intervention or support during this important time of day. If related arts occur near the top of the day, try to gather students in a circle to engage in a welcoming ritual or group game before they leave the classroom.
- **Teachers proactively teach routines and social skills in engaging and interactive ways.** Modeling and teaching appropriate greetings and appropriate listening and speaking skills are crucial for students’ success in Community Gatherings or Morning Meetings, school and life.
- **Teachers select activities and structures for welcoming rituals and icebreakers/games that promote cooperation over competition.**
- **Select meaningful and relevant topics (social and academic) for facilitating dialogue.** Also consider varying the structures that you use for this component. You may want to experiment with partner dialogue, small group dialogue, or whole group dialogue where one student shares and then takes questions, connections and comments from the class.
- **Teachers use encouraging and positive teacher talk to reinforce positive student behaviors and skills.** Noticing and naming what students do well (academically and

socially) is crucial to supporting positive behaviors and SEL competencies.

- **Teachers participate in Community Gatherings with students, and thoughtfully plan activities that meet students' social, emotional and academic needs.**

The SEL Team has created resources to support teachers in launching Community Gatherings or Morning Meetings for the first nine weeks. A detailed menu of ideas for the first nine weeks of schools, with a focus of all of the SEL core competency focus, can be found on Schoology.

	Welcoming Ritual	Sharing	Icebreaker
Monday	Students go around the circle greeting one another with fist pound explosion: and share name and 1 adjective that describes themselves.	Sharing Included in the Icebreaker.	Instruct students to select a photo pic (magazine, postcard) images that will generate meaning and feelings of inspiration for students. Students then take two minutes to write on a notecard or piece of paper what the image made them feel. Facilitate partnerships by having students find a partner based on an image match that they define as a match. Students discuss their image and how the picture can be used as a reminder for 1 minute per person.
Tuesday	Facilitate a standing circle: Students go around the circle and share how far up they are able to jump today. Provide levels of	Mission to Space: Introduce the scenario, what if the earth was no longer inhabitable and we had to live on another	Divide students into planet groups. Instruct students to work together to create a plan for getting there.

	<p>measurement that represent their levels of effort for the day: ceiling, treetops, sky, stars Example statement: "I'm going to jump for the sky today and work my hardest in math!"</p>	<p>planet, which planet would you live on and why? Facilitate partnerships amongst students and facilitate discussion.</p>	<p>How will they get there? What will they need along the way? (Anything is possible, encourage imagination and creativity)</p>
Wednesday	<p>Curiosity: Facilitate a standing circle. Have students greet each other with a handshake on right and offer something you wonder about the new subject matter.</p>	<p>Continue around circle answering the questions: How do you feel when you get a surprise? When is the last time you gave someone a surprise?</p>	<p>Pass along a sack/ or box with random items inside. Each person gets 30 seconds to experience the box and make a guess on what is in it. Facilitate discussion (all class or groupings of facilitators choice) on curiosity and how it can be applied with academics.</p>

Thursday	<p>From a standing circle: Students go around and talk about something awesome they will accomplish this week.</p>	<p>Image breakdown: Teacher places an image (abstract art/ psychology old-young woman as an example) on the board or monitor for students to examine: Ask students to take 2 minutes to look into the image and write down what they think they see. (encourage creativity and individuality)</p>	<p>Group students into triads: have students count 1 by 1 to three. Each group triad discuss' what they feel like they are seeing? to discuss what they feel like they are seeing? Decide who is right. Have students write on sheet of paper who was right and what image was the correct one.</p> <p>Reflection discussion: Sometimes we see things differently and it's important that we respect each other's viewpoints.</p>
Friday	<p>Sounds like inspiration: From a standing circle: students round the circle 1 by 1 and share a song they feel inspired by and why.</p>	<p>How do you think music influences our moods?</p>	<p>Teacher shares a song for students to listen too. Students individually reflect while listening. Instruct students to listen for how it makes them feel inside. Students write down a few</p>

			<p>words that come to mind or stand out.</p> <p>Facilitate partnerships for discussion. Facilitator can make this an all share classroom discussion if time permits.</p>
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	Welcoming Ritual	Sharing	Icebreaker
Monday:	<p>From a standing circle: Facilitator asks students to have a 1-minute personal reflection on what they are in need of from our community...</p> <p>Hi 5= motivation. Fist pound= chill pill/ relax. Hug= needing a friend. Dance move= cheer and good feel.</p> <p>going around the circle starting with facilitator who will then model offering support to student by saying: Good morning (Student on left) would you like a fist pound, hi five, hug, or dance move.</p>	<p>Sharing question to be used in the icebreaker: What is one thing you can do to support your classmates?</p>	<p>Yarn Connections:</p> <p>Facilitator introduces icebreaker with a ball of yarn and explain that they are connected in community.</p> <p>Each participant will have 30 seconds with the ball of yarn to tell 1 thing they can do to offer support to classmates in need.</p> <p>After 1 thing is said participants keep a piece of the yarn for themselves to hold while they toss the yarn ball to someone else in the circle until every participant has had a turn.</p>

			<p>The circle should represent a physical connection for everyone involved with the yarn.</p> <p>Partner talk: facilitator poses reflective questions about community:</p> <p>How can being a part of a community be helpful?</p> <p>How can you continue to make positive contributions in your classroom community?</p>
Tuesday	<p>Self Portrait of Emotions: Facilitate opportunity for student to draw a full self portrait of themselves on a piece of paper and identify a favorite part of who they are.</p>	<p>Students share using hand up mix and mingle engaging strategy. (Students share with a partner and when partners are done sharing, they both raise their hands again to symbolize that they need and are looking for a new partner. (3-5 minutes)</p>	<p>Students partner up; Each student is given a list of emotions to sort through. Each partnership must choose 5 emotions and describe the body language of each emotion on your self-portrait.</p> <p>Give students a chance to share about who they are with the entire class if time permits.</p>

		Give students a chance to popcorn share (open forum for random sharing of ideas with entire group)	
Wednesday	From a standing circle: Students do a quick right left hi-five or handshake greeting.	Student sharing is included in the icebreaker activity.	<p>Hang chart paper with an emotion written on each.</p> <p>Students free roam to chart paper and write down 2 emotions they have a hard time with, and 2 they feel like they are successful with and why.</p> <p>Students try and find others who do well with those emotions by sharing and exchanging with as many students in the room for the given amount of time. (5 minutes)</p> <p>Popcorn Share:(open forum for random sharing of ideas with entire group)</p>

Thursday	<p>Facilitate a standing circle: Pass around a bag of m and m's. Ask students to help themselves with consideration that everyone gets their fair share. Try to be sure you don't have more or less than anyone else. Encourage balance and fairness:</p> <p>Name a color M and M group to share something positive about their class community.</p>	<p>Continue around circle: What are things that are important to notice in the people in your community?</p>	<p>Divide students up by using 4 puzzles with large puzzle pieces all jumbled into one bag or box. Pass around box for students to select 1 of the various puzzle pieces.</p> <p>Have students then form their puzzle team. Once students have their puzzle teams,</p> <p>Facilitator instructs team 1 and team 2 to work together and team 3 and team 4 to work together.</p> <p>Each team must assess the other team's physical appearance as a group.</p> <p>Facilitator instructs teams to separate to make some adjustments to the group's physical appearance. (Someone may remove</p>
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			<p>glasses or change hair in some way etc.)</p> <p>Have groups guess what is different about the other group's changes.</p> <p>Facilitate classroom reflection around relationship of 5 competencies.</p>
Friday	<p>Week Reflection.</p> <p>Facilitate a standing circle. Have students greet each other by going around the circle saying how they want to close out their week.</p>	<p>Concentric circles will encompass sharing questions.</p> <p>Concentric circles are an engaging strategy that has a circle within a circle. The inner circle faces outer circle.</p> <p>Facilitator asks a question for students to answer with partner across from them.</p> <p>Give students talk time for each question.</p>	<p>Have students number off 1,2,1,2. Have the 1's form a circle and the twos form a circle inside. Have inner circle face the outer so that each participant then has a partner.</p> <p>Teacher facilitates discussion starting with questions or activities.</p> <ol style="list-style-type: none"> 1. Have students thumb wrestle 2. Name one success you had this week

		<p>After talk time, have students in inner circle move one person for a new partner, question and conversation.</p>	<ol style="list-style-type: none">3. Thumb dance4. Name one thing you struggled with this week.5. Rock paper scissors6. What is one thing you did this week that made you successful that you can also try next week.7. So on with reflection questions that get students to reflect on their week to be successful next week
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	Welcoming Ritual	Sharing	Icebreaker
Monday	Have students attempt to greet everyone in the room for 1 to 4 minutes with a hi five have an awesome day.	Facilitate a circle: Students go around circle and share which direction they feel like their day will go and which way the smoke blows after the icebreaker.	Future planning: Start off in a circle with students and pose a brain teaser scenario question: ex. If an electric train is going 279 mph heading from Nashville to Miami, which way does the smoke or steam blow? Give students think time. Group students into quads to discuss their answers. Groups then share out with larger group their answers. Facilitator eventually shares the answer. Electric trains don't produce smoke!
Tuesday	Goals: In a circle, have students think about a goal they want to accomplish today/ this	Using hand up stand up mix and mingle engaging strategy, have students share their personal goals	Students are grouped up with a balled-up piece of paper at the foul line tossing paper in basket as if

	week and write down on a notecard.	with classmates and offer to each other how they can be supportive.	basketball in class one by one they shoot baskets till they make it. Those who make the baskets then cheer on the others until all have been successful. Bring home the point of the effort to accomplish a goal.
Wednesday	All Aboard: Students start in a standing circle and greet one another with a high 5 and say let's go!	Students share: How can you be inclusive with classmates I our community?	Identify or create a small space for students to step on as if a base that can barely fit all the students. Facilitator explain to students that in this class these are our goals and it's going to take all of us and our best efforts. We can't leave anyone behind. This square platform is the vehicle that will take us to our class goal, and we need to be sure everyone fits on it.

			Students work to fit, balance and support themselves as a group on platform. Facilitate caution and importance of community support.
Thursday	From a standing circle: Students use facial communication to express how they feel. The class makes guesses on what that emotion is. This can be taking turns around the circle, or having student go to middle of circle.	Facilitate partnerships among students: Have partners discuss which emotion they are the most. Popcorn (students have option to freely share out answers individually)	Facial recognition: From student partnerships, pass out emotion cards/ or slips of paper with an emotion for students to act out with their faces. The other partner has to guess what emotion it is. Facilitate a discussion about body language and its importance.
Friday	Gratitude for Community Start student off with a mindfulness introduction and lead them into an individual exploration of the classroom to identify things that make them feel	Student sharing is used in the icebreaker activity.	Group students into 4 groups: Have students share in groups the things they noticed that made them feel positive and develop a symbol of that feeling.

	positive, proud and accomplished.		All groups have an assigned leader to report out. (Whoever has the brightest shoes.)
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	Welcoming Ritual	Sharing	Icebreaker
Monday	<p>Story picture: Entry ticket: students draw a picture of one favorite thing. Food, activity/hobby, subject on color notecard.</p>	<p>Students find color group based on note card color. Students then discuss their favorite things as a color group.</p>	<p>Students work as a color group to generate a story that incorporates each person's favorite thing.</p>
Tuesday	<p>Could you learn it? Growth Mindset Have students write their names normally on piece of paper. Next have students write names with eyes closed. Last have students write with non-dominant hand. Ask how it felt and facilitate What if you kept trying daily?</p>	<p>Students share around circle 1 thing they can keep trying at daily to practice and get better with.</p>	<p>Students must decide if they can learn it or if they don't feel like they can. Can learn it Can't learn it Teacher gives subjects or things to potentially learn. (Spanish as a subject or have an object like a phone) Students can determine if they can learn it or if they can't. Facilitate the point: we can learn anything as long as we keep trying.</p>
Wednesday	<p>A Warm Wind Blows: Facilitate a sitting circle. 1 less chair or space than there are students.</p>	<p>All share: students talk to as many of their peers as they can to share where</p>	<p>Students select paper Airplane example to create. Students write down a place in the world they would like</p>

	<p>One person starts in the middle and makes a statement such as “the warm wind blows for anyone who.... LOVES DOGS”.</p> <p>Everyone who loves dogs walks into the middle of the circle and then quickly finds a new spot in which to sit.</p> <p>The person in the middle now has the change up warm wind blows statement.</p>	<p>they want to go when the wind blows.</p> <p>Student optional share with group.</p>	<p>to travel when they feel successful. Have them refer to a map. Students can work with a partner to follow paper airplane making instructions provided (found on google)</p>
Thursday	<p>Students go around circle greeting the person on their right with a handshake they make up and good morning your day will be fantastic as long as you_____.</p> <p>Students fill in the blank.</p>	<p>Students share: What is your idea of success?</p> <p>What do you think it takes to be successful every day?</p>	<p>Inspectors of success; Facilitate a standing circle. explain to students in the scenario that they are inspectors of success and are here to evaluate for the things needed to be successful.</p> <p>Chart paper around the room with categories such as academics, behavior, friendships, etc.</p>

			<p>Students offer success measures to each chart. (things they feel like contribute to success.</p> <p>Students discuss at tables things they noticed they could use to be successful.</p>
Friday	<p>Do what I say: Stand facing the students and call out a command. Students must follow the previously given command not the immediate one.</p> <p>Teacher: Stand on one foot! Students: do nothing</p> <p>Teacher: Hop on one foot! Students: stand on one foot!</p> <p>Teacher: Flap your arms Students: Students hop on one foot.</p>	Sharing is in icebreaker as well as welcoming ritual.	<p>Students interview one another using hand up mix and mingle engaging strategy.</p> <p>Ask students to answer, what went well this week? Students reflect on aspects of their experience throughout the week and write down 3 things that went well for them/ 1 thing they can make better next week.</p> <p>Students then offer 1 thing the other person did well.</p>

	Teacher: Pat your head Student: Students flap their arms.		Facilitate a standing circle: after the icebreaker to share 1 thing they learned that another student did well. Facilitate a Growth Mindset that we must try even though we don't always get it right. Eventually we will.
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	Welcoming Ritual	Sharing	Icebreaker
Monday: This community gathering emphasizes community having community connection and being supportive for one another in our community	<ul style="list-style-type: none"> • Students circle up • Facilitator explains that we will go around the circle starting with facilitator who will then model offering support to student by saying: • Good morning (Student on left) would you like a fist pound, hi five, hug, or dance move. Explain that each one is depending on how you are feeling. • Facilitator asks students to have a 1-minute personal reflection on what they are in need of from our community... 	Welcoming ritual also encompasses sharing.	<p>Yarn Connections:</p> <ul style="list-style-type: none"> • With a ball of yarn participants find connection in community. • Each participant will have 30 seconds with the ball of yarn to tell 1 thing they can do to offer support to classmates if they need. • After 1 thing is said participants keep a piece of the yarn for them to hold while they toss the yarn to someone else in the circle until every participant has gone. • The circle should represent a physical connection with the yarn.

	<ul style="list-style-type: none"> • Hi 5= motivation Fist pound= chill pill/ relax. Hug= needing a friend Dance move= cheer and good feel. 		<ul style="list-style-type: none"> • Partner talk: Facilitator poses reflective questions about community: How can being a part of a community be helpful? How can you continue to make positive contributions in your classroom community.
Tuesday	Self portrait of emotions: Students draw a full self portrait of themselves on a piece of paper and identify a favorite part of who they are.	Students share using hand up mix and mingle. 3-5 minutes. All students then have choice to popcorn share with full group.	Students partner up; Each student is given a list of emotions to sort through. Each partnership must choose 5 emotions and describe the body language of each emotion on your self portrait
Wednesday	Students do a quick right left hi-five or handshake greeting. Hang chart paper with an emotion written on each.		Students try and find others who do well with those emotions by sharing and exchanging with as many students in the room for the

	Students free roam to chart paper and write down 2 emotions they have a hard time with, and 2 they feel like they are successful with and why.		given amount of time. (5 minutes) All share popcorn Reflective transition
Thursday	Divide students up by using 4 puzzles with large puzzle pieces all jumbled into one bag or box. Students must unsort the various puzzles then form their puzzle team. Once students have their puzzle teams....		Facilitator instruct team 1 and team 2 to work together and team 3 and team 4 to work together. Each team has to assess the other teams physical appearance as a group. Facilitator instruct teams to separate to make some adjustments to the group's appearance. Have groups guess what is different about the other groups changes.
Friday	Concentric circles week reflection: Gather together in a circle to start. Have students greet each other by going around		Have students number off 1,2,1,2. Have the ones form a circle and the twos form a circle inside. One circle faces the other, each participant then has a partner.

	the circle saying how they want to close out their week.		<p>Teacher facilitates circles starting with questions or activities.</p> <ol style="list-style-type: none">8. Have students thumb wrestle9. Name one success you had this week10. Thumb dance11. Name one thing you struggled with this week.12. Rock paper scissors13. What is one thing you did this week that made you successful that you can also try next week.14. So on with reflection questions that get students to reflect on their week to be successful next week
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	Welcoming Ritual	Sharing	Icebreaker
Monday	Instruct students to select a photo pic (magazine, postcard) images that will generate meaning and feelings of inspiration for students. Students then take two minutes to write on a notecard or piece of paper what the image made them feel.	Facilitate partnerships by having students find a partner based on an image match that they define as a match. Students discuss for 1 minute per person their image and how the picture can be used as a reminder.	
Tuesday	Mission to Space: Introduce with a scenario: what if the earth was no longer inhabitable and we had to live on another planet, which planet would you live on and why? Discuss in partnerships for 1 minute per person.		Divide students into planet groups. Instruct students to work together to create a plan for getting there. How will they get there What will they need along the way. (Anything is possible, encourage imagination and creativity)
Wednesday	Curiosity: Facilitate a community gathering circle.	Pass along a sack/ or box with items inside. Each person gets 30 seconds to	

	Have students greet each other with a handshake on right and on left	experience the box and make a guess on what is in it. Facilitate discussion (all class or groupings) on curiosity and how it can be applied with academics.	
Thursday	Image breakdown: Circle students to start. Students can go around and talk about something awesome they see in their future. Teacher places an image (abstract art/ psychology old-young woman as an example) on the board or monitor for students to examine: Ask students to take 2 minutes to look into the image and write down what they think they see. (encourage creativity and individuality)	Group students into triads to discuss what they feel like they are seeing? Decide who is right. Have students write on sheet of paper who was right and what image was the correct one. Reflection discussion: Sometimes we see things differently and it's important that we respect each other's viewpoints.	

Friday	<p>Sounds like inspiration: Circle share: students round the circle 1 by 1 and share a song they feel inspired by and why. Teacher shares a song for students to listen too</p>	<p>Students individually reflect while listening: listen for how it makes you feel inside. Students write down a few words that come to mind or stand out. Discuss with a partner. All share/ discuss</p>	

	Welcoming Ritual	Sharing	Icebreaker
Monday	Future planning; Start off in circle with students and pose a brainteaser scenario question: ex. If an electric train is going 279 mph heads from Nashville to Miami which way does the smoke or steam blow? Give students think time.	Students go around in a circle and share which direction they feel like their day will go and which way the smoke blows.	Group students into quads: Have students plan a trip.
Tuesday	Goals: In a circle, have students think about a goal they want to accomplish today/ this week and write down on a notecard.	Have students share goals with classmates and offer to each other how they can be supportive using hand up stand up mix and mingle.	Students are grouped up with a balled up piece of paper at the foul line tossing paper in basket as if basketball in class 1 by one they shoot baskets till they make it. Those who make the baskets then cheer on the others until all have been successful.
Wednesday	All Aboard: Students start in a standing circle and greet one another		Identify or create a small space for students to step on as if like a base. Explain to students that in this class

	with a high 5 and say let's go!		these are our goals and it's going to take all of us and our best efforts. We can't leave anyone behind. This square platform is the vehicle that will take us and we need to be sure everyone fits on it. Students work to fit and support themselves on platform. Facilitate caution.
Thursday	Facial recognition: Partner students then pass out emotion cards/ or slips of paper with an emotion for students to act out with their faces. The other partner has to guess what emotion it is.	Have partners discuss which emotion they are the most. Popcorn share.	
Friday	Gratitude for Community Start student off with a mindfulness introduction and lead them into an individual exploration of the classroom to identify things	Matré d reflection: Call for students to group using matréd party of 4. Have students share the things they noticed that made them feel positive.	

	that make them feel positive, accomplishments, achievements as a class.	All share popcorn conclusion	
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	Welcoming Ritual	Sharing	Icebreaker
Monday	Story pics: Entry ticket: students draw a picture of one favorite thing. Food, activity/hobby, subject on color notecard.	Students find color group based on note card color. Students then discuss their favorite things.	Students work together to tell a story using the things they identified as favorite.
Tuesday	Could you learn it: Growth mindset	Students must decide if they can learn it or if they don't feel like they can. Can learn it Can't learn it Teacher gives subjects or things to potentially learn. Spanish for example. Students can determine if they can learn it or if they can't. Cant on one side of room can on the other. Discuss.	Have students write their names normally on piece of paper. Next have students write names with eyes closed. Last have students write with non-dominant hand. Ask how it felt and facilitate What if you kept trying daily?
Wednesday	Circle greeting: When the wind blows:	All share: students talk to many of their peers as they can to share where they want to go. Optional popcorn share	Students select paper Airplane example to create. Students write down a place in the world they would like to travel when they feel successful. Have them refer

			to a map. Students can work with a partner to follow paper airplane instructions.
Thursday	Inspectors of success; Circle students to explain scenario that they are inspectors of success and you are here to evaluate for the things needed to be successful.		Chart paper around the room with categories such as academics, behavior, friendships, etc. Students offer success measures to each chart. Students discuss at tables things they noticed they could use to be successful.
Friday	What went well this week: Students reflect on aspects of their experience throughout the week and write down 3 things that went well for them/ 1 thing they can make better next week.		Students interview one another using hand up mix and mingle engaging strategy. Students then offer 1 thing the other person did well.

	Welcoming Ritual	Sharing	Icebreaker
Monday	<p><u>What's the News?</u></p> <p>Students sit in a circle. After reviewing guidelines for greeting and sharing , select a student to go first</p> <p>2. The first student turns to his left, greets that student and asks, "What's the news?"</p> <p>That student returns the greeting and shares "news" in one or two sentences (or responds "No News Today."</p> <p>3. The second student turns to the third and the process is repeated around the circle until everyone has been greeted.</p> <p>Ex. Tanisha is first and turns to Jill. "Good</p>	<p>"In this world it is not what we take up, it's what we give up, that makes us rich."</p> <p>-Henry Ward Beecher</p> <p>Question: What is something you could "give up" to make a difference in someone else's life?</p>	<p><u>Come to My Party:</u></p> <ol style="list-style-type: none"> 1. Gather your group together, close enough so everyone can hear one another. 2. Each person's task is to identify the 'key' which unlocks the secret to a puzzle. 3. Announce that you're hosting an imaginary party, and everyone is invited. 4. To attend, every person must bring some 'thing' with them. It can be a food, a prop or even a person. 5. Next, invite a series of volunteers to nominate what they would like to bring to your party. 6. Here's the key: the 'thing' must be spelled with two consecutive letters that are the same to be acceptable. 7. Unless a person brings the correct thing, strawberries, Darren, they cannot attend the party.

	<p>morning Jill. What's the news?"</p> <p>Jill responds, "Good morning Tanisha. The news is that my grandma is coming to visit this weekend."</p> <p>Jill then turns to Ricardo and says "Good morning Ricardo. What's the news?"</p> <p>Ricardo greets Jill and shares his "news."</p>		<p>8. As each person makes an attempt to uncover the key, congratulate those who get it, and encourage those who do not.</p> <p>9. Continue to offer more and more obvious clues until everyone has identified the key.</p> <p>https://www.playmeo.com/activities/fun-large-group-games/come-to-my-party/</p>
Tuesday	<p>Category Greeting:</p> <ol style="list-style-type: none"> 1. Students stand in a circle. The teacher or leader calls out a category 2. All students who fit the category move into the circle and greet each other in the designated way. 	<p>Question: If you could snap your fingers and appear somewhere else in the world, where would you be? What would you do there?</p>	<p>Find 5:</p> <p>Split the students into small groups and ask them to find 5 things that they each have in common that <i>you wouldn't know by looking at them</i>. This prevents students from saying obvious things like, "We all have brown hair," and forces them to look a little deeper.</p> <p>This is a great way to review things you've taught or activate prior</p>

	<p>When every student has greeted every other student in the group, they all move back to their places in the circle.</p> <ol style="list-style-type: none"> 3. The process is repeated for two other categories, with students only entering the circle one time. 4. After three categories, the teacher or leader calls out, "Anyone who has not greeted yet!" and any remaining students enter the circle and greet each other. 		<p>knowledge also. You could have the kids find 5 questions they all have about chemistry, the topic you're about to study, or 5 things they learned about the Civil War so far. Physical education teachers might do this before a competitive game and ask kids to find 5 ways to show good sportsmanship. This activity is great during a Morning Meeting, but as you can see it can be used at different times of the day as well.</p>
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Wednesday	<p>Fist2Fist: Students greet 3 other students with a “Good Morning” and a fist bump.</p>	<p>6-Word Memoir: 1) Create a “you” list – fill the page: List as many words as you can about yourself – things you like, feelings you have. Don’t cross out, change, or rewrite anything. Don’t worry about spelling – just write. You are going for quantity, so write as much as you can for at least 3 minutes. 2) Circle 3 items that inspire you to say more: Pick words from your list that, if heard aloud, would make you think about something that happened in your life, a story or an idea, or something that was important to you. 3)</p>	<p>Milling to Music: 1. Give each student a card with a question written on it (when reviewing academic content, the answers can be written on the back of the card). 2. Play music for about 30 seconds while students mill about and dance. When you stop the music, everyone finds a partner who is nearby. 3. Children take turns asking and responding to question on the cards.</p>
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		<p>From those items you circled, select one:</p> <p>“Free write” about it for at least 2 minutes.</p> <p>“Free write” means you just start writing about that idea, object, role or event. The only rule is: don’t stop writing for at least two minutes.</p> <p>Whatever comes to mind is fair game. 4)</p> <p>Synthesize: Develop a 6-word phrase that captures the essence of what your topic means to you.</p>	
Thursday	<p>Greeting the Round:</p> <p>Form an inner circle and outer circle, concentric circle. Have the inner circle rotate and greet the students on the outer circle.</p>	<p>Animal, Vegetable, City:</p> <p>Standing in a circle, students are given think time to think of an animal, a vegetable and a city that is most</p>	<p>Zip Zap Zop</p> <p>This most basic version of the game isn’t very challenging but will get a group moving and using their voice and get them used to paying attention and</p>

		<p>like them and share aloud.</p> <p>Note: Encourage students to think of animals, vegetable, and cities that describe positive self-images</p>	<p>responding. It's great for the start of a class!</p> <p>Everyone stands in a circle.</p> <ol style="list-style-type: none"> 1. The first player claps their hands, says "Zip", and points at another player in the circle. 2. The player that was pointed to must immediately clap and point at someone else in the circle (including the previous player), saying "Zap". 3. The third player continues the pattern, this time using the word "Zop". 4. The pattern of words repeats, going: "Zip", "Zap", Zop", "Zip", "Zap" etc. 5. If anyone hesitates or says the wrong word, they take a strike. 6. Three strikes and a player loses, which ends the round. 7. Try to play the game with some speed to increase the chances of a mistake.
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Friday	<p>3-Gesture Greeting: Instruct the students to come up with 3 gestures to greet their classmates. Students will greet 2 classmates using their gesture greetings.</p>	<p>New Friends: Participants are given a sheet with a VENN Diagram Students will pair up and begin to discuss and list 10 of their similarities and 10 of their differences using the graphic organizer. Student pairs will say their names and share out their similarities and differences.</p> <p>Debrief: Ask which was easier and why</p> <p>Challenge: Can the class find one thing that the ALL have in common?</p>	<p>Race for the Truth - Have each person stand on the starting line while a leader lists off general facts. (For example, I have a dog.) If the stated fact is true for any of the students, those students must move forward a step. Whoever crosses the finish line first wins!</p>
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	Welcoming Ritual	Sharing	Icebreaker
Monday	<p>Adjective Greeting: To start the greeting, each student chooses an adjective that begins with the same sound as his/her first name and then introduces him/ herself to the group by saying, "Hello, my name is (adjective) (first name)." For example, "Hello, my name is Jazzy Janet!" To make the greeting go more smoothly, you'll need to do some planning. Make a list of the initial letters or sounds of each student's first name. Then write down several adjectives that also begin with each of those letters or sounds. Bring this list with you to the Morning Meeting circle.</p>	<p>Question: What is your favorite holiday and why?</p>	<p>Ball Toss: While holding a ball, someone announces a category (ex. Presidents, sports, plants) and then names something in that category. One student then tosses the ball to someone else, who has to quickly name something in that same category. Start over with a new category if someone gets stumped.</p>

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Wednesday	<p>Ball Toss Greeting: Each child greets another child, then gently throws,</p>	<p>Question: What is something you can't live without?</p>	<p>Buddy Draw: In a group of 3, have each person in the group draw a squiggly line</p>

	<p>rolls, or bounces a ball to that child, who returns the greeting (but not the ball). She/he then chooses a new child to greet and to pass the ball to. The greeting continues in this way until each child has been greeted once. The greeting ends when the ball returns to the starter. If you're using a soft, small ball, throwing underhand works best. With a large, bouncy ball, rolling or bouncing the ball works best.</p>		<p>or shape on a piece of paper. Have each group member switch papers and turn their buddy's squiggle into a new picture by adding to the drawing. Next incorporate all group members drawing into a story that the team writes together.</p>
Thursday	<p>Skip Greeting: (In a large circle) Students greet the person two down from him/her and skip the person sitting/standing next to them.</p>	<p>Buddy Anagrams: Working as a pair, have students use the letters from their first names to create a new name and handshake- Allow each team to share their new name and handshake.</p>	<p>Poetry Prompt: Choose a classroom object with a teammate and write a short poem or rap about it. (ex. Stapler, paper, pencils, etc.)</p>

Friday	<p>E.T. Greeting: Students touch finger tips and say “Good Morning”, like E.T.</p> <p>*(You may have to explain what E.T. was)</p>	<p>Question: What is something that you have learned from someone close to you?</p>	<p>Word Builders: In pairs, have one students write down a letter. Next, have the other student add a letter with a particular word in mind. Student pair continue alternating adding letters until they have spelled out a word.</p>
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	Welcoming Ritual	Sharing	Icebreaker
Monday	Students greet classmates by giving them a “High-Five” and a “Low-Five”.	Question: If you could choose to be anywhere in nature (ex. Beach, mountains, desert, etc.) where would you be? Why?	Popcorn: Everyone slowly walks around the room. Once everyone has spread out, the announcer calls out a number and an object (ex. 2-rocking chair). Those who are walking must form groups of that number and create that object with their bodies. Switch announcers and repeat.
Tuesday	Butterfly Greeting: Sit-down butterfly – While saying good morning, two children sitting next to one another hook their thumbs together and wave their fingers in the sign language sign for butterfly. This greeting then goes around the circle. Stand-up butterfly – This is the same greeting except that students stand up and	Question: What is something for which you are thankful? How do you show that you are thankful?	What’s the Use? The teacher chooses a classroom object and the students (in teams of 3) use their imagination to generate as many tradition and non-traditional uses for that object as possible in 3 min.

	walk to greet someone across the circle.		
Wednesday	Elbow Rock: This greeting goes around the circle with each student saying good morning to the next, but instead of shaking hands; the students lock elbows and shake arms.	Question: “Today you are you that is truer than true. There is no one alive who is you-er than you.”-Dr. Seuss What has made you feel proud?	Word Associations: One person begins by stating any random word (ex. Banana). The next person repeats the first word and add another word associated with the first word (ex. Split). The next person repeats the last word and adds a word associated with that one (ex. Lip), and so on.
Thursday	Language Greeting: Students greet each other in a different language. (ex. Some options: Bonjour (French) , Buon giorno (Italian) Shalom (Hebrew) , Buenas dias (Spanish)	Question: Share a time when you had to stand up to others because of something you believed was right (or wrong).	Supermarket: One person says “I went to the supermarket and bought an _____ (Something that begins with “a”). The next person repeats the previous sentence and adds an item that begins with “b”. Continue adding to the list all the way to “z”.

Friday	<p>Friendship Web: Sit in a Circle with one person holding a ball of yarn. The person with the yarn holds the end, gives someone a compliment and rolls the yarn to that person. The person who receives the yarn thanks the person for the compliment, holds on to a section of the yarn and continues rolling the yarn along with a compliment.</p>	<p>Question: “The human race has one really effective weapon, and that is laughter.” -Mark Twain What is something that has made you laugh this week?</p>	<p>Human Word Search: Give each student a paper with a letter on it. Challenge children to combine their letters to form a word.</p>
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	Welcoming Ritual	Sharing	Icebreaker
Monday	Find a Match: Give each student picture pair (one student may have a picture of a sock and other student a picture of a shoe). At the sound of a chime, students are to find their picture mate and greet them with a "Good Morning".	Question: Name 2 qualities that you look for in a friend. Why are those qualities important to you?	Would You Rather activity/Cards Website: https://tinyurl.com/yxtjx8b2
Tuesday	Mingle: Students will greet as many people as they can in a specified time limit.	Question: Which day of the week is your favorite? Why?	A Warm Wind Blows: Website: https://www.youtube.com/watch?v=c8EyhOVli9U
Wednesday	Alphabetical greeting: Students form an alphabet circle (alphabetizing by first name) and person #1(Letter A) begins greeting person #2 and so on until reach last	Question: If you could only study one subject all day, what would it be and why?	Desert Island - Each person goes around the circle and says one thing they would take with them on a desert island. The next person must then name the items before them and add their own item on. Keep going until someone makes a mistake!

	person in alphabet circle.		
Thursday	Silent Greeting: Going around the circle, each student comes up with a new non-repeated silent signal to greet the next person (ex. A wave, nose wiggle, peace sign, etc.)		Double This-Double That: Directions on website below. Website: www.responsiveclassroom.org/energizers-double-this-double-that/
Friday	Greet three students with a fist bump and a "Good Morning".	What song best describes your week? Why?	A New Identity: Using adhesive name badges, write an occupation, celebrity name, etc. on the badge, place it in a bowl. Students form a circle and passes around the container so players can draw a name badge without anyone else reading it. Have students place the name badge on the back of the person to their right. At a signal, Students begin walking around trying to find out their new identity by asking their classmates questions that can only be answered with a "Yes" or "No".

	Welcoming Ritual	Sharing	Icebreaker
Monday	Formal Greeting: Students greet other students using last name: “Good Morning Ms. Price,” Good Moring Mr. Kapernick.	I’ve Never: Students stand in a circle. The teacher rings the chime and students begin to mill around the circle. When the chime rings again, everyone freezes and finds the closest partner. The person with the shortest hair speaks first and makes the statement:” I’ve never _____, but someday I’d like to. Students continue to “mix and mingle” one more time and match up with a different partner and repeat.	Fortunately, Unfortunately: Gather the students into circle and announce a story prompt. Challenge the group to go around the circle with each child adding one sentence to the story. The sentences should alternately begin with fortunately or unfortunately.
Tuesday	Find A Friend Who... The teacher will ask the students to “Find a Friend Who ...” - fill in the blank. As students find friends with shared interests they can greet each other good	Question: Do you have any pet peeves-things people do that really bother you? What are they? What do you do when someone is	What Goes Down: Students form two lines facing each other. Everyone holds out an index finger facing up so that the fingers for a line down the center.

	<p>morning and share something with their new friend.</p> <p>Some great Find a Friend questions to get you started are:</p> <ul style="list-style-type: none"> • Find a Friend Who ... Likes the Beach • Find a Friend Who ... Has the Same Kind of Pet as You • Find a Friend Who ... Likes the Same Sport as You • Find a Friend Who ... Has the Same Number of Siblings as You • Find a Friend Who ... Has the Same Favorite Flavor of Ice Cream as You <p>Activity from: www.thoughtco.com</p>	<p>committing one of your pet peeves?</p> <p>*This can be done in an inside/outside circle format</p>	<p>A yardstick (or other object) is placed across the outstretched fingers and the group must lower the yardstick to the floor together, without using any other finger or part of their body, and without curling their finger around it.</p>
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Wednesday	<p>Hidden Treasure:</p> <p>The Hidden Treasure comes into play, however, when the teacher chooses one student to hide the treasure (a penny works well) in the hand that she is not using to shake hands. Everyone tries to guess who has the hidden treasure by asking one question of the person they have greeted to try and determine if that person holds the treasure. The treasure holder shouldn't reveal the truth right away and should play along pretending she does not have the treasure. Students can't outright ask if the hand shaker has the treasure, but creative sleuths might be able to figure it out. However, the truth won't be revealed until the treasure owner shakes at least five or more students' hands! This activity is also a great way to help students build social skills.</p>	<p>Question: If you could be invisible, where would you go? And what would you do?</p>	<p>Shrieking Iceberg:</p> <p>Place squares together on the floor to create an "iceberg". Students must have at least one foot on it at all times without touching the ground outside the shape. Take away one square at a time until the group can no longer squeeze onto the iceberg.</p>
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Thursday	<p>A "Kooshy" Hello: Grab a "koosh ball," or another similar soft and squishy ball (finding a ball with the fringe bits make it much easier to catch than using a regular round ball), and then organize your class so they are either sitting or standing in a circle. The teacher can start by greeting a student in the circle and then gently tossing the ball to him or her, modeling what a gentle throw looks like. The person who receives the ball will greet the person who tossed it, and then greet someone else and toss it to him or her.</p>	<p>"Be the change you wish to see in the world" -Gandhi</p> <p>Question: If you could change one thing about the world, what would it be and why?</p>	<p>Encore: Students divide up into teams of 4. The teacher calls out a word or topic and within 5 minutes, each team tries to come up with as many songs as they can that use that topic or word.</p>
Friday	<p>Friday Greeting: "Hello _____ the weekend is near! What are you going to do when it gets here?"</p> <p>Individual: "Hello Everyone, I am going to _____!"</p>	<p>Question: What "ticks" you off or makes you angry?</p>	<p>Olympic Bobsled Team: Team of four stand in a line like they would be sitting in a bobsled. Assigned positions in order of 1-2-3-4. On certain commands they need to switch positions.</p>

	<p>*This can be done as a chant or a rap</p>		<ol style="list-style-type: none"> 1. "Change": front person moves to the back of sled and the back person comes to the front of the sled 2. "Switch": positions 2&4 switch spots 3. "Rotate": everyone rotates 180 degrees, so now positions 1-2-3-4 becomes 4-3-2-1 4. "Loose Caboose" your team scatters and each person needs to form a new group with 3 others.
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