Grade
6

The First 10 Days of

Morning Meetings

Purposeful and Engaging Plans in Response to COVID-19

Responsive Classroom®

Dear Fellow Educators,

2020 has been a year that none of us will ever forget. The impact of COVID-19, along with the demand for equity, diversity, and inclusion stemming from the murder of George Floyd, can be felt from coast to coast. This resource is the Center for Responsive Schools' response to the numerous requests from teachers across the country and around the globe for support in returning to school during these unprecedented times.

As students and teachers start the 2020-2021 school year, this opening of schools will be vastly different from any other school year. Some schools will be returning to all in-person learning, some will be using remote learning models, and some will be using a hybrid of the two. There is a mixture of anxiety and excitement among students, parents, teachers, and administrators. As we return, we want every student to feel welcomed, seen, accepted, and supported.

This is a resource by teachers for teachers. Educators from all over the United States answered CRS' call for ideas, strategies, and tips for the return to school. The contributors specifically designed the first ten days of Morning Meeting (for kindergarten through sixth grade) and Responsive Advisory Meeting (for sixth through eighth grade) to help reconnect and build positive learning communities, with both social distancing and virtual learning in mind.

Whether your school year starts in person, on a screen, or both, may this resource help you bring hope and joy to your students and your schools at a time when connection and community are more important than ever.

Sincerely,
Center for Responsive Schools

Morning Meeting Contributing Teachers

Linda Berger
Central Park Elementary
Santa Clara CA

Mollie Bruhn
Brooklyn Arbor
Brooklyn NY

Stephanie Campbell
Ocean Avenue Elementary
Northport East, NY

Joseph DePalma
Beecher Road Elementary
Woodbridge, CT

Melissa Gheen
The Center for Early Education
West Hollywood, CA

Heather Goldstein
McAlister Intermediate School
Suffield, CT

Amy Isenhart
Rosendale Elementary
Niskayuna, NY

Kristen Kaelin
PS 146
New York, NY

Sara Kramer
New York City Independent School
New York, NY

Jessica Langman
CCSD 89
Glen Ellyn, IL

Erin Lappe
Lyon School
Glenview, IL

Jodie Luongo
Ridgefield Public Schools
Ridgefield, CT

Laili McCarte
Compass Classical Academy
Franklin, NH

Alex Miller
Children's Day School
San Francisco, CA

Beth Osgood
Wolfeboro, NH

Maureen Russell
Stony Hill School
Wilbraham, MA

Kelly Sandoval
San Francisco, CA

Stephanie Sowell
Westwood Elementary
Junction City, KS

Rebecca Wanless
New Albany Plain Local Schools
New Albany, Ohio

Paul White
Pine Grove Elementary
Rowley, MA

April Wolfe
Lynnewood Elementary
Havertown, PA

Responsive Advisory Meeting Contributing Teachers

Keila Classen
California School for the Deaf
Fremont, CA

Christine Diaz
Willis Junior High
Chandler, AZ

Bridgette Kelly
Steel City Academy
Gary, IN

Jeny Randall
Saratoga Independent School
Saratoga Springs, NY

Susan Sprinkle
Amherst Middle School
Amherst, NH

Center for Responsive Schools Contributors

Consulting & Certification

Sarah Fillion

Michelle Gill

Lindsey Lynch

Ramona McCullough

Ann Rose Santoro

Programs

Karen Poplawski

Jane Cofie

Margie Dorshorst

Joe Tilley

Morning Meeting
Introduction

The *Responsive Classroom* practice of Morning Meeting provides students with a safe and predictable environment in which to grow and connect socially, emotionally, and academically. As students return to school in the fall, whether virtually or in spaces that have been transformed to allow for social distancing, this practice remains a key tool in supporting students as they navigate the unknowns of the school year. As we embark on this new challenge, we want to keep the goals of Morning Meeting alive while adapting in response to our current needs.

Morning Meeting (K–6)

Morning Meeting allows for a predictable time for students and teachers alike to build community in the midst of uncertainty.

Goals of Morning Meeting

- To set a tone for respectful and engaged learning in a climate of trust
- To create the positive power of community by fulfilling students' needs to belong, to feel significant, and to have fun
- To model and practice social and emotional skills
- To merge social, emotional, and academic learning

  Week 1 Goals:

  - Establish predictability and a sense of safety
  - Create a sense of belonging and significance for students
  - Encourage and share experiences and connections to create a welcoming and inclusive environment

  Week 2 Goals:

  - Continue to build and foster connections and a sense of safety
  - Strengthen and support established relationships
  - Nurture the positive community through building a continued repertoire of shared experiences

Morning Meeting Considerations

You will need to adapt Morning Meeting to fit your school's safety guidelines, space constraints, and combination of in-person and virtual learning. As you make necessary modifications, we offer the same advice that we offer teachers who have time constraints: focus on your goals and work with the structures you have in place.

- Some teachers may not be able to achieve a circle for Morning Meeting given social distancing precautions and space constraints in classrooms. We continue to use the word "circle" in the pages that follow as it is the ideal for Morning Meetings. However, you can think of "circle" as representing an order to follow during your meeting. Whether meeting in person or virtually, it can be helpful to predetermine the order for your circle and post it for all to see, using pictures as students learn names. If you are not able to physically be in a circle, you can alter any original activity directions to fit your particular classroom situation.
- In many cases, a partner share is recommended. To form partners in person, pair up students with the person seated closest to them. As students learn to navigate the space, maintain a six-foot distance, and speak with a mask, they can move to stand with different partners in the room. Online partnerships can be created by posting a list of partners for students to chat with or pairing students together in breakout rooms. If a breakout function is not available, an "around-the-screen" sharing can be substituted for a partner chat.

Considerations for Social Distancing

In the midst of our world's pandemic, having the opportunity to gather with students in person can be rewarding and can present unique challenges as you seek to meet requirements to keep students and adults safe. In implementing Morning Meeting to allow for social distancing and other safety measures, here are a few things to consider:

- Keep the focus on the goals for Morning Meeting. A Morning Meeting conducted from individual seats will still go a long way in creating a classroom community compared to having no Morning Meeting at all.
- Allow students to stand around the perimeter of your space if this is developmentally appropriate and your space allows for this modification.
- Adjust seating so students can see as many classmates as possible.
- Consider alternating between standing in a distanced circle and sitting at desks for different components. (Sharing and morning message could be seated components.)
- Select greetings and activities that do not require students to touch or to be in close proximity.
- Try alternative spaces for Morning Meeting, either indoors or outdoors (common area, multipurpose rooms, outdoor fields, blacktops, etc.).
- Review expectations and use Interactive Modeling to support student success.

Considerations for Virtual Platforms

The virtual classroom has become more common as schools adjust to keep students and staff safe and student learning going. Whether using an asynchronous virtual platform or a synchronous virtual platform to implement Morning Meeting, here are a few things to consider:

- Review, learn, and become familiar with your virtual platform and its features.
- Focus on the goals of Morning Meeting and plan components to meet the needs of students within the virtual platform.
- Use online tools like breakout rooms and screen sharing to support in scaffolding the meeting.
- Keep the classroom routine simple and predictable.
- Not everybody has to talk, but it's important that everyone can be heard and seen.
- It's okay if some elements/components are done individually and brought together for the whole group to enjoy and engage with at another time, as would be the case with asynchronous learning.
- Review expectations and use Interactive Modeling to support student success. Different skills are required to engage online, so be sure to teach these explicitly.

Additional Considerations

- **Hybrid Classrooms:** Many schools are returning to the school year using a hybrid model where some students participate virtually while others attend in person. It can be hard to be in two places at once! Therefore, you may only be able to do Morning Meeting with your students in person. You may then consider building in time once every week or two to have all students participate, either in person or virtually, in a Morning Meeting where all can be seen and heard. This opportunity will allow students to build a community with the students they will interact with on an immediate, day-to-day basis and start to connect with students they may potentially interact with as the school year progresses.

- **Scaffolding Morning Meeting:** In the following pages, we have provided ideas for each component for each grade level. Keep in mind that it is okay to begin with a few components before implementing all four. As you begin, you may consider doing a simple greeting or "greetivity" (combination of a greeting and activity such as clapping syllables to names) and then the message.

- **Trauma:** Teachers and students alike will be entering the school year with many emotions. They may feel fear about being safe in the classroom, anxiety about reengaging in person after learning online, and everything in between. This experience is new and unknown for all. For these reasons, students may be hesitant to participate fully. The teacher may want to do the heavy lifting at first so students can ease into the interactive components. It is also important to acknowledge the feelings students have while giving them space to forget about stressors and focus on creating joy and connection. During this time, it is

important to lead with empathy and make adjustments for students and adults to participate as they are comfortable.

- **Equity:** Students will be returning to school having had varying experiences over the past few months. As we settle into the school year, it is important to use inclusive activities that allow each person to participate and establish a sense of belonging, significance, and fun. Morning Meeting is a perfect place for students to begin to be seen and heard for their own unique identity.
  - One key aspect that makes a person unique is their name. Students may be apprehensive to speak up on the first day, either in person or virtually, so many of the Day 1 greetings ask teachers to greet students by name. It is important to pronounce each person's name appropriately. Therefore, it may be a good idea to connect with each student individually prior to the start of the school year or the beginning of the day to learn their name.
  - Because Morning Meeting is a perfect place to begin helping students be seen and heard, we need to pay careful attention to what students see and hear. We do not want Morning Meeting to be a place where misbehaviors and names associated with those misbehaviors are pointed out. This is counterintuitive to the community we are trying to build. For this reason, we have included a daily focus. The daily focus highlights some skills to model and address as you set students up for success with Morning Meeting.
  - Students will come to Morning Meeting with different levels of self-control. Carefully observe student behavior and be aware of when to make adjustments. If you notice one or two students off task during the greeting, keep the focus on the goal for the day rather than these one or two distractions. However, if you notice student attention starting to wane and many students struggling to stay attentive, find a stopping point, read the message, and then find time later in the day to do a quick share or activity.

The First Ten Days of Sixth Grade Morning Meetings

Considerations

Developmental considerations for twelve-year-olds:

- Enjoy conversations with adults and peers
- Very energetic; need lots of sleep, exercise, and food
- Appreciate teachers who listen and respond to their suggestions for changes in routines, when realistic
- Increased ability to think abstractly
- Capable of self-awareness, insight, and empathy

Recommendations

In-Person	Virtual
New routines for social distancing should be taught through Interactive Modeling, starting with the "what" and "why." If your space is large enough for a circle, consider using place markers for the spacing and model how to come to the spot. If there is not enough space in the classroom, help students define the personal space around their chair/desk. If students are wearing masks, it may take them some time to adjust to using the mask, so talking and hearing others may be hard at first. Ease into sharing so everyone can hear. Avoid voice-overs (repeating what students have just said). Don't look for perfection. Keep the goals in mind, while creating a daily routine that students will look forward to each day, and adjust as needed.	New routines for virtual interaction need to be taught and modeled, including clear expectations for muting/unmuting, video on/off, etc. Students will lean on you for direction and consistency. Simple rules such as "Only your face in the screen" and "Video on" will help build routines for participation. Consider a visual cue for students to mute or unmute. Tell students they will all be muted when they enter the meeting and explain how to unmute when it is their turn to talk. Don't look for perfection. Keep the goals in mind, while creating a daily routine that students will look forward to each day, and adjust as needed. When you make mistakes, students will see you as a learner, which helps build trust and mutual respect.

Week 1 Goals:

- Establish predictability and a sense of safety
- Create a sense of belonging and significance for students
- Encourage and share experiences and connections to create a welcoming and inclusive environment

Daily Focus: Simple interaction and participation in the Morning Meeting; introduce what a Morning Meeting is and the simple rules for the meeting, depending on whether it is in-person or virtual

Greeting: First and Last Name Introduction and Good Morning

In-Person	Virtual
Explain that today everyone will introduce themselves with the greeting "Good morning" and their first and last name. Model the introduction: "Hi, my name is ____." Tell students to now all greet you by saying, "Good morning, ____". Each student then introduces themselves with their first and last name, and classmates respond, "Good morning, ____." If you are in a circle, the greeting can go around the circle. If not, the teacher can call the order of who should go next. If students are wearing masks, remind them they may need to speak more loudly than usual so everyone can hear them.	Explain that today everyone will introduce themselves wih the greeting "Good morning" and their first and last name. Model the introduction: "Hi, my name is ____." Tell students to now all greet you by waving and saying, "Good morning, ____." Each student then introduces themselves with their first and last name, and classmates wave and respond, "Good morning, ____." When students introduce themselves, they should unmute, but they should remain muted when they are waving and saying "Good morning" to others. The teacher calls the order to ensure all are included.

Sharing: Partner Chat

In-Person	Virtual
Have students pair up either with a person sitting next to them in a circle or with their elbow partner at a table. After greeting their partner by name, they take turns sharing their responses to the morning message prompts. Remind students to stay on the topic and give time for each person to share while safely distancing. Use Interactive Modeling for this process to ensure success.	In advance of the partner chat, create a list of student names to share in the chat box. Let students know that one pair of students at a time can unmute themselves to complete the sharing while the rest of the group remains on mute. You might also choose to share the prompts for this sharing in the chat box so students have reminders. Students will greet, in order of the list provided, the next student on the list by saying "Hello, ____. What's the good word?" The partner will respond with, "Thanks for asking. The good word is [what the student likes about remote learning]." Then the responding student will say, "What's the good word for you?" Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Just Like Me

In-Person	Virtual
Introduce Just Like Me as a way to have fun and continue to get to know each other. Begin by naming something you like, for example, "I like to swim." Anyone who also likes to swim stands up and says, "Just like me!" and then sits back down.	Introduce Just Like Me as a way to have fun and continue to get to know each other. Begin by naming something you like, for example, "I like to swim." Anyone who also likes to swim responds with jazz hands (two waving hands) and says "Just like me!" (while muted). Continue with other statements. Try to use inclusive statements so that everyone gets a chance to show they feel the same, as well as more personal ones that help students connect with others. Remind students to notice who has something in common with them.
Continue with other statements. Try to use inclusive statements so that everyone gets a chance to stand, as well as more personal ones that help students connect with others. Remind students to notice who has something in common with them.	If using a virtual platform that has a "hands up" function, this could be used instead of the jazz hands. Alternatively, students could physically raise their hands while making sure that they are visible to others or write "like me" on a card and hold it up where their card and face are visible to others. Decide what works best for your group and your platform, and use Interactive Modeling to show students what to do.
The following phrases are only suggestions. You may replace any or all of the statements with statements of your own. Consider beginning with low-risk options and moving to high risk. • I like pizza. • I like sports. • I like movies. • I like math. • I like reading. • I like science. • I like school.	The following phrases are only suggestions. You may replace any or all of the statements with statements of your own. Consider beginning with low-risk options and moving to high risk. • I like pizza. • I like sports. • I like movies. • I like math. • I like reading. • I like science. • I like school.
Reflection: This reflection can be silent, or you can ask for volunteers to share. Ask "How does knowing the likes and dislikes of others build community?"	**Reflection:** This reflection can be silent, or you can ask for volunteers to share. Ask "How does knowing the likes and dislikes of others build community?"

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.	Display the message on the screen prior to the meeting.
[Date]	[Date]
Welcome, Sixth Graders!	Welcome, Sixth Graders!
Today we are going to begin getting to know one another. We are doing this because getting to know one other will help us build a positive community to sustain us all year.	Switching from in-class instruction and learning to a remote, stay-at-home environment was a shift for all of us. Change can be hard, and it can be easy to focus on what we are missing. Learning to shift our perspective and see the positive takes practice! Learning to see the good side of a situation does not erase the challenging moments, but it can make them easier to manage.
Consider your responses to the following questions (write yourself some notes if you would like):	Take a moment and reflect on the remote learning experience. Think of one thing that you like from remote learning and one thing you miss from in-class learning.
How are you feeling?	Let's have a great day together!
What is your favorite academic subject?	[Closing and signature]
What is your favorite school-based activity?	*Add any appropriate school or class information that needs to be shared.*
Be prepared to share your responses with a partner.	
Let's have a great day together!	
[Closing and signature]	
Add any appropriate school or class information that needs to be shared.	

Daily Focus: Active listening and engaging with others while practicing responsibility

Greeting: First Name Wave

In-Person	Virtual
Introduce by connecting to yesterday. "We learned everyone's names yesterday. Some of us will remember them, and some may need a reminder. Today, we'll practice introducing ourselves like we don't know each other's names and then greet with a wave. Watch as I model." Look to the next person in the circle and say, "Hi, I'm ___. What's your name?" When the student responds, wave and say, "Good morning, ____." The student waves and responds, "Good morning, ____." If participants are not in a circle, you can name the next student, ensuring that every student is greeted.	In advance of the greeting, create a list of student names to share in the chat box. Introduce the greeting by connecting to yesterday. "Yesterday, we learned each other's names, and today we'll greet each other in our group by saying good morning and waving. Watch how I model saying hello to one person." Turn to the first student on the list and say, "Good morning, ___," and wave. Then, have that student say "Good morning" back to you and wave. Remind students to unmute to speak and then mute again. Students continue greeting the next student on the list until everyone has been greeted.

Sharing: Partner Chat

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name, they take turns sharing their responses to the questions listed in the morning message. Remind students to stay on the topic and give time for each person to share while safely distancing. Listen in on each group and note some favorites to use in future Morning Meetings. Use Interactive Modeling for this process to ensure success.	In advance of the partner chat, create a list of student partnerships to share in the chat box. Let students know that one pair of students at a time can unmute themselves to share while the rest of the group remains on mute. You might choose to share sentence stems for responses and/or add the questions from the morning message in the chat box. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name, they take turns sharing their responses to the questions listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Love It or Leave It

In-Person	Virtual
Let students know that in a moment you will call out an item or idea. If the item/idea is something the student likes, they are to hug themselves to indicate they love it. If the item/idea is something the student does not love, they should pretend to wad the idea up and throw it away to indicate they are leaving it. Let students know to look around as they make their motions to see who else loves the item/idea or leaves the item/idea. After giving a few moments to look around, have all students stop their motion. Join the activity with the students.	If you are using a virtual platform that has a "thumbs up" and a "thumbs down" function, teach students to use this function to substitute for the motion portion of the instructions. If no "thumbs up" function is available, have students write "love it" on a card and "leave it" on another card and hold one of them up so that their card and face are visible to others.

These ideas are only suggestions. You may replace any or all of the statements with statements of your own. Begin with low risk and move to high risk.

- Roller coasters
- Chocolate
- Video games
- Board games
- Going to the movies
- Playing a sport

Reflection: This can be a silent reflection or you can ask for volunteers to share. Ask "Why is it important to consider our class as a community?"

Let students know that in a moment you will state an item/idea. If the item/idea is something they love, they should give a thumbs up or show the "love it" card. If it is something they do not love, they should give a thumbs down or show the "leave it" card. Let students know to look around to see who else the statement applies to in the group. After giving a few moments to look around, have all students reset. Join the activity by interacting with the students.

These ideas are only suggestions. You may replace any or all of the statements with statements of your own. Begin with low risk and move to high risk.

- Roller coasters
- Chocolate
- Video games
- Board games
- Going to the movies
- Playing a sport

Reflection: This can be a silent reflection or you can ask for volunteers to share. Ask "Why is it important to consider our class as a community?"

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space. [Date] Welcome, Sixth Graders! It is so good to see you all again. We are going to continue to get to know each other and build our positive community. Think about your school experience last year, and consider your responses to the following questions (write some notes to yourself if needed): What were some of the things you enjoyed about school last year? What things did you enjoy participating in last school year? Be prepared to share your responses with a partner. Let's have a great day together! [Closing and signature] *Add any appropriate school or class information that needs to be shared.*	Display the message on the screen prior to the meeting. [Date] Welcome, Sixth Graders! It is so good to see you all again. We are going to continue to get to know each other and build our positive community. Think about your school experience last year, and consider your responses to the following questions (write some notes to yourself if needed): What were some of the things you enjoyed about school last year? What things did you enjoy participating in last school year? Be prepared to share your responses with a partner. Let's have a great day together! [Closing and signature] *Add any appropriate school or class information that needs to be shared.*

Daily Focus: Making connections with others while practicing assertiveness

Greeting: Good Morning Peace Sign

In-Person	Virtual
Connect to yesterday. "Yesterday we practiced introducing ourselves and asking others' names. As we get to know each other, we start to remember names, but we may forget." Today, each student will greet the student next to them by showing a peace sign and saying "Good morning, _____." The student who was greeted will return the peace sign and say, "Good Morning,_____." This continues around the circle until all have been greeted. If students aren't in a circle, help direct the next person to greet. Remind students to ask for names if they can't recall them.	Connect to yesterday. "Yesterday we greeted each other with a good morning greeting." Today, have students greet each other around the screen by naming the person they are greeting. Remind students to unmute to greet and then mute again. Begin by greeting a student with "Good morning, _____" while showing a peace sign. Then give the student a chance to return the greeting. That student will choose someone else to greet. Consider asking those who have not been greeted to raise their hand or put a thumb up in the screen. Alternatively, post or share a list indicating the order in which students will be greeted. Continue until every person has been greeted.

Sharing: Air High-Five

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name and giving each other an air high-five (their hands should not touch), they take turns sharing their responses to the question listed in the morning message. Students should repeat this process with three people. Remind students to stay on topic and allow time for each person to share. Listen in on each group and note some favorites to use in future meetings. Use Interactive Modeling for this process to ensure success.	Share a list of partner names in the chat box. One pair of students at a time can unmute themselves to share while the rest of the group remains on mute. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name and giving them a virtual high-five, they take turns sharing their responses to the questions listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Fact or Fiction

In-Person	Virtual
Have students write down three statements about themselves. Two will be factual (true); one will be fictional (false). For example: "I moved here from Chicago [T]. My favorite ice cream is salted caramel [T]. I play basketball [F]."	Have all students create three cards reading "1," "2," or "3."
One student will read their statements aloud. The other students then vote, raising their hands to indicate which statement they think is false. The student who read their three statements reveals the false statement. Continue until everyone has shared, or spread this activity over several meetings.	Have students write down three statements about themselves. Two will be factual (true); one will be fictional (false). For example: "I moved here from Chicago [T]. My favorite ice cream is salted caramel [T]. I play basketball [F]."
Reflection: This can be a silent reflection or you can ask for volunteers to share.	The teacher will call on one student to read their statements aloud. The other students then vote on which statement they think is false, using their cards to indicate their vote. The student who read their three statements reveals the false statement.
How important are first impressions?	Continue until everyone has shared, or spread this activity over several meetings.
How much truth is in first impressions?	**Reflection:** This can be a silent reflection or you can ask for volunteers to share.
How much should they influence how we treat others?	How important are first impressions?
	How much truth is in first impressions?
	How much should they influence how we treat others?

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.	Display the message on the screen prior to the meeting.
[Date]	[Date]
Welcome, Sixth Graders!	Welcome, Sixth Graders!
It is so good to see you all again. We are going to continue to get to know each other and build our positive community.	It is so good to see you all again. We are going to continue to get to know each other and build our positive community.
Do you realize you have been in school for more than half of your life? Amazing, isn't it?	Do you realize you have been in school for more than half of your life? Amazing, isn't it?
What is something you do really well? Be prepared to share your responses with a partner.	What is something you do really well? Be prepared to share your responses with a partner.
Let's have a great day together!	Let's have a great day together!
[Closing and signature]	[Closing and signature]
Add any appropriate school or class information that needs to be shared.	*Add any appropriate school or class information that needs to be shared.*

Daily Focus: Develop communication and social skills

Greeting: Language Greeting

In-Person	Virtual
Today, have students greet others around the circle using a language other than English. You can choose a language spoken by students in your classroom or one that is spoken in your school or community. Some examples are: • Spanish: Buenos dias • French: Bonjour • Hebrew: Shalom • Haitian Creole: Bonjou Start with picking one language and modeling the greeting: "Bonjou, _____." Continue having students greet each other around the circle. If students aren't in a circle, help direct the next person to greet. Remind students to ask for names if they can't recall them.	In advance of the greeting, create a list of student names to share in the chat box. Today, have students greet others around the screen using a language other than English. You can choose a language spoken by students in your classroom or one that is spoken in your school or community. Some examples are: • Spanish: Buenos dias • French: Bonjour • Hebrew: Shalom • Haitian Creole: Bonjou Start with picking one language and modeling the greeting: "Bonjou, _____." Have students greet each other in the order listed until every student has been greeted.

Sharing: Elbow Bump

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name and elbow bumping one another, they take turns sharing their responses to the question listed in the morning message. Students should repeat this process with three people. Remind students to stay on topic and to allow time for each person to share. Listen in on each group and note some favorites to use in future meetings. Use Interactive Modeling for this process to ensure success.	Share a list of partner names in the chat box. One pair of students at a time can unmute themselves to share while the rest of the group remains on mute. You might choose to share sentence stems for responses and/or add the questions from the morning message in the chat box. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name and giving them a virtual elbow bump, they take turns sharing their responses to the questions listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Four Corners

In-Person	Virtual
In advance, prepare a set of four signs related to a main topic or question. Label each sign with one related subtopic or one answer to the question. For example, a main topic might be sea creatures, with the four subtopics being sharks, pelicans, dolphins, and starfish.	*Option 1: Virtual Four Corners*

In advance, prepare a set of four signs related to a main topic or question. Label each sign with one related subtopic or one answer to the question. For example, a main topic might be sea creatures, with the four subtopics being sharks, pelicans, dolphins, and starfish.

Name the topic and then point out that each corner of the room represents one subtopic (or sea creature). Students go to the corner they are most curious about or most knowledgeable about and discuss that subtopic with others for a few minutes. On your signal, students can either rotate clockwise to the next corner or choose a new one to go to.

Some other corner ideas are:

Animals (dog, cat, neither, both)

Sports (football, baseball, softball, volleyball)

Foods (pizza, burgers, fish, candy)

Movies (drama, horror, comedy, action)

School subjects (reading, math, science, other)

Reflection: This can be a silent reflection or you can ask for volunteers to share.

How can sharing your thoughts with others strengthen your understanding of a topic?

Option 1: Virtual Four Corners

If the virtual platform you are using allows for breakout rooms, use these rooms to create your corners. When you present the corners, ask the students to use the renaming function of the virtual platform to rename themselves after the corner they choose. Use the students' new names to manually place them into the appropriate breakout rooms. Allow them 4–5 minutes in their groups to discuss their topic. Bring them back to the whole group and repeat the process.

Option 2: Scavenger Hunt

Direct students to locate items in their work area that fit various categories and hold these up to their camera for others to see. Have the students notice who else has a similar item to their own.

Some suggested categories:

• Something in your favorite color
• Something about as old as you
• Something that makes you smile
• Something that you're proud of
• Something that helps you focus
• Something that has special meaning to you

Reflection: This can be a silent reflection or you can ask for volunteers to share.

How can sharing your thoughts with others strengthen your understanding of a topic?

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.	Display the message on the screen prior to the meeting.
[Date]	[Date]
Welcome Back to Morning Meeting!	Welcome Back to Morning Meeting!
For the past three days, we have been working to build our community. Today, we're going to learn more about each other by looking at what else we have in common. What is something you are proud of academically? Be prepared to share your answer with a partner. Let's continue to learn about one another!	For the past three days, we have been working to build our community. Today, we're going to learn more about each other by looking at what else we have in common. What is something you are proud of academically? Be prepared to share your answer with a partner. Let's continue to learn about one another!
[Closing and signature]	[Closing and signature]
Add any appropriate school or class information that needs to be shared.	*Add any appropriate school or class information that needs to be shared.*

Week 1 · **Day 5**

Daily Focus: Making simple decisions that lead to the rule-making process

Greeting: Pick One Greeting

In-Person	Virtual
Remind students that they have practiced four different greetings this week: wave, good morning, peace sign, and language greeting. Tell students that they will pick which one they want to use to greet another person in the classroom today. Explain that you'll talk about making decisions today, and this is the first decision they will be making. Model the four greetings and have students give a thumbs up when they're ready. Tell students that when they greet a person, that person will respond with the same greeting, then will turn and greet the next student using the greeting they selected. Remind students to ask if they don't recall names. Continue around the circle until everyone has been greeted.	In advance of the greeting, create a list of student names to share in the chat box. Remind students that they have practiced four different greetings this week: wave, good morning, peace sign, and language greeting. Tell students that they will pick which one they want to use to greet another person today. Explain that you'll talk about making decisions today, and this is the first decision they will be making. Model the four greetings and have students give a thumbs up when they're ready. Tell students that when they greet a person, that person will respond with the same greeting, then turn and greet the next student using the greeting they selected. Remind students to unmute when greeting and returning the greeting. Have students greet each other in the order listed until everyone has been greeted.

Sharing: Around-the-Table Chat

In-Person	Virtual
If possible, arrange the students into table groups. If needed, you can place students into groups of four or five, appropriately spaced in a standing circle.	*Option 1: Virtual Around-the-Table Chat*
	If the virtual platform you are using allows for breakout rooms, use these rooms to create your virtual groups. Once released, allow students 4–5 minutes in their groups to discuss their advice for Fiona and Mara. Bring them back to the whole group and invite a single member to share with the whole group.
Going clockwise around the table or within the group, students take turns sharing their advice for Fiona. Going counterclockwise, they take turns sharing their advice for Maria. Then students may have a free-flowing conversation. To close, invite a single member from each group to share a brief summary of their discussion with the whole group.	*Option 2: Virtual Whole Group Chat*
	Ask students to raise their hand to indicate they wish to share. Begin with advice for Fiona. Take as many shares as you can. Change the topic to advice for Mara. Take as many shares as you can. Close by asking for any remaining whole group shares of advice.
Use Interactive Modeling for this process to ensure success.	Use Interactive Modeling for this process to ensure success.

Group activity: "Ball" Toss

In-Person	Virtual
Arrange students in an appropriately spaced circle.	Prepare students for a virtual whole group activity. Have students stand at their computer unitl they have shared, and sit down after they have shared.
Call out a topic for discussion. Give an example of a difficult situation that a student might face at school with a peer—for example, not agreeing on a topic for a class project. Call out a student's name and pretend to toss them a "ball." The student who has caught the ball will share their thought on the topic. They will then call out another student's name and pretend to toss them the ball. The student who caught the ball will share their thought, and the one who tossed the ball will then sit down. You may continue with the same topic or change the topic. Allow the process to continue until all students have shared a thought.	Call out a topic for discussion. Give an example of a difficult situation that a student might face at school with a peer—for example, not agreeing on a topic for a class project. Call out a student's name and pretend to toss them a "ball." The student who has caught the ball will share their thought on the topic. They will then call out another student's name and pretend to toss them the ball. The student who caught the ball will share their thought, and the one who tossed the ball will then sit down. You may continue with the same topic or change the topic. Allow the process to continue until all students have shared a thought.
Note: This activity can make students feel vulnerable. Allowing them to "pass" without sharing is appropriate.	Note: This activity can make students feel vulnerable. Allowing them to "pass" without sharing is appropriate.
Reflection: This can be a silent reflection or you can ask for volunteers to share.	**Reflection:** This can be a silent reflection or you can ask for volunteers to share.
What is something you learned today that surprised you?	What is something you learned today that surprised you?
What is a new strategy you might try in the future for difficult situations?	What is a new strategy you might try in the future for difficult situations?

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.	Display the message on the screen prior to the meeting.

In-Person

[Date]

Welcome, Team!

We have been doing lots of great work to get to know one another and build our class community. Today, we will discuss how to handle difficult situations.

Fiona's Difficult Situation: Fiona and her friend Mara have been practicing their soccer skills all summer. At the tryouts, Mara says, "Let's promise we will only join the team if we both get accepted." Fiona says, "We have been working hard for this. If I get accepted, I'm joining no matter what." Mara says, "You're not my real friend if you decide to join the team without me."

What advice would you give Fiona in this situation?

What advice would you give Mara? Be prepared to share.

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

Virtual

[Date]

Welcome, Team!

We have been doing lots of great work to get to know one another and build our class community. Today, we will discuss how to handle difficult situations.

Fiona's Difficult Situation: Fiona and her friend Mara have been practicing their soccer skills all summer. At the tryouts, Mara says, "Let's promise we will only join the team if we both get accepted." Fiona says, "We have been working hard for this. If I get accepted, I'm joining no matter what." Mara says, "You're not my real friend if you decide to join the team without me."

What advice would you give Fiona in this situation?

What advice would you give Mara? Be prepared to share.

[Closing and signature]

Add any appropriate school or class information that needs to be shared.

Week 2 Goals:

- Continue to build and foster connections and a sense of safety
- Strengthen and support established relationships
- Nurture the positive community through building a continued repertoire of shared experiences

Daily Focus: Continue to build a sense of positive community while slowly increasing the challenge by teaching and practicing responsibility to participate and include others

Greeting: Good Morning to Anyone Who . . .

In-Person	Virtual
Tell students this greeting is similar to the activity you did last week, Just Like Me. You will name categories that may describe the students. If the category describes them, they step into the circle, say "Good morning" to others in the circle, and then step back. Begin by naming categories that help reflect the first week of school, and end with one that will ensure everyone is included. For example: "Good morning to anyone who . . ." • Met someone new last week • Was glad to be back in school • Learned something new last week • Is a sixth grader	Tell students this greeting is similar to the activity you did last week, Just Like Me. You will name categories that may describe the students. If the category describes them, they will stand up in their screen and say "Good morning" to others who are standing. Begin by naming categories that help reflect the first week of school, and end with one that will ensure everyone is included. For example: "Good morning to anyone who . . ." • Met someone new last week • Was glad to be back in school • Learned something new last week • Is a sixth grader

Sharing: Partner Chat

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name, they take turns sharing their responses to the question listed in the morning message. Students should repeat this process with three people. Remind students to stay on topic and to allow time for each person to share. Listen in on each group and note some favorites to use in future meetings. Note: This activity involves a higher-risk question that may make students feel vulnerable. You may provide an alternative question if you feel it is more appropriate. Use Interactive Modeling for this process to ensure success.	Share a list of student names, and sentence stems for responses if you choose, in the chat box. Students will unmute themselves and greet, in order of the list provided, the next student on the list. After greeting their partner by name, they take turns sharing their responses to the question listed in the morning message. Note: This activity involves a higher-risk question that may make students feel vulnerable. You may provide an alternative question if you feel it is more appropriate. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Shake It Down

In-Person	Virtual
Tell students that this activity will get them moving while counting. Have students stand and show how they will first shake their right hand, then left hand, then right foot, then left foot while they chant the numbers, and then say "Cut":	Tell students that this activity will get them moving while counting. Students will stay muted for this activity, and they should stand and count in the screen. Show how they will first shake their right hand, then left hand, then right foot, then left foot while they chant the numbers, and then say "Cut":
"1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!"	"1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16!"
(Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.)	(Shake right hand sixteen times and then repeat with left hand, right foot, and left foot.)
"Cut!" (Pretend to slice or cut right hand down on left palm.)	"Cut!" (Pretend to slice or cut right hand down on left palm.)
"1, 2, 3, 4, 5, 6, 7, 8!"	"1, 2, 3, 4, 5, 6, 7, 8!"
(Shake right hand eight times and then repeat with left hand, right foot, and left foot.)	(Shake right hand eight times and then repeat with left hand, right foot, and left foot.)
"Cut!" (Pretend to slice or cut right hand down on left palm.)	"Cut!" (Pretend to slice or cut right hand down on left palm.)
Repeat the chant and actions cutting down to 4, then 2, and then 1.	Repeat the chant and actions cutting down to 4, then 2, and then 1.
"Shake it down!" (Shake whole body once from top to bottom.)	"Shake it down!" (Shake whole body once from top to bottom.)

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.	Display the message on the screen prior to the meeting.
[Date] Good Morning, Sensational Sixth Graders! Today, we'll start <u>thinking</u> about the jobs we will have for taking care of ourselves and our school this year. As we practice being responsible, we will also <u>talk</u> about how rules will help us <u>work</u> together as a class and school. What rules are we using this year for safe social distancing? [Closing and signature]	[Date] Good Morning, Sensational Sixth Graders! Today, we'll start <u>thinking</u> about the jobs we will have for taking care of ourselves and our class this year. As we practice being responsible, we will also <u>talk</u> about how rules will help us <u>work</u> together as a class and school. What rules are we using this year for virtual learning? [Closing and signature]
Before reading the message together, ask for ideas on how to act out the three underlined words. Read together with the actions for the underlined words.	Before reading the message together, ask for ideas on how to act out the three underlined words. Read together with the actions for the underlined words.

Daily Focus: Continue to add challenge while teaching and practicing assertiveness and empathy

Greeting: Good Morning Pinkie Wave

In-Person	Virtual
Students will say "Good morning, ____" to a student next to them and do a wave with their pinkie finger. As students pass the wave around the circle, use reinforcing language to support their making eye contact and using names or asking for reminders.	Post or share a list indicating the order in which students will be greeted. Students will unmute and say "Good morning, ____" to a student in the screen and do a wave with their pinkie finger. As students pass the wave around the screen, use reinforcing language to support their using names or asking for reminders. Have students greet each other in the order listed until every student has been greeted.

Sharing: What's the News

In-Person	Virtual
Have students partner up using appropriate distancing measures. Students will greet their partner by saying, "Hello, ____. What's the news?" The partner will respond with "Thanks for asking. The news is [answer to morning message prompt]. What's the news for you?" The first student will say, "The news is [answer to morning message prompt]." They should repeat this process with three other students. Use Interactive Modeling for this process to ensure success.	Share a list of student names, as well as sentence stems for responses if you choose, in the chat box. Students will greet, in order of the list provided, the next student on the list by saying, "Hello, ____. What's the news?" The partner will respond with "Thanks for asking. The news is [answer to morning message prompt]. What's the news for you?" The first student will say, "The news is [answer to morning message prompt]." Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Do What I Said, Not What I Say

In-Person	Virtual
Tell students that this activity is to get them moving while NOT following directions. First, you'll give a direction and students WON'T follow it. Then you'll give a second direction, and they'll follow the FIRST direction. The pattern will continue. Directions: 1. Stand up 2. Touch your knees 3. Pat your back 4. Turn around 5. Cross your arms 6. Touch your head 7. Sit down 8. Sit down	Tell students that this activity is to get them moving while NOT following directions. First, you'll give a direction and students WON'T follow it. Then you'll give a second direction, and they'll follow the FIRST direction. The pattern will continue. Directions: 1. Stand up 2. Touch your knees 3. Pat your back 4. Turn around 5. Cross your arms 6. Touch your head 7. Sit down 8. Sit down

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space. [Date] Good Morning, Empathetic Sixth Graders, While school is very different this year, one thing is the same—how much you care for each other. One way to show our care is by showing empathy. I've seen students showing empathy when someone forgets a name or forgets to distance by kindly reminding them. When do you show empathy? How does it feel when someone shows empathy to you? [Closing and signature] Read aloud together. Engage in a discussion about empathy.	Display the message on the screen prior to the meeting. [Date] Good Morning, Empathetic Sixth Graders, While school is very different this year, one thing is the same—how much you care for each other. One way to show our care is by showing empathy. I've seen students showing empathy when someone forgets a name or forgets to unmute by kindly reminding them. When do you show empathy? How does it feel when someone shows empathy to you? [Closing and signature] Read aloud together or ask for a volunteer to read aloud to the group. Engage in a discussion about empathy.

Daily Focus: Continue to add challenge while applying academic skills in the Morning Meeting

Greeting: Alliterative Name Greeting

In-Person	Virtual
Have students think of a positive adjective that can describe them and begins with the first letter of their first name. For example: "Savvy Sierra." Students pick an alliteration for their greeting and give a thumbs up when they're ready. Tell students it's OK if someone picks the same adjective. Begin by saying, "Good morning, everyone. I'm [your alliteration]." All students respond, "Good morning, [your alliteration]." Continue until everyone has been greeted.	Post or share a list indicating the order in which students will be greeted. Have students think of a positive adjective that can describe them and begins with the first letter of their first name. For example: "Savvy Sierra." Students pick an alliteration for their greeting and give a thumbs up when they're ready. Tell students it's OK if someone picks the same adjective. Begin by saying, "Good morning, everyone. I'm [your alliteration]." All students respond, "Good morning, [your alliteration]." Continue until everyone has been greeted. Students can unmute when they share, and stay muted when they greet.

Sharing: Air High-Five

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name and giving each other an air high-five (their hands should not touch), they take turns sharing their responses to the question listed in the morning message. Remind students to stay on topic and to allow time for each person to share. Students should repeat this process with three people. Listen in on each group and note some favorites to use in future meetings. Use Interactive Model for this process to ensure success.	Share a list of student names, as well as sentence stems for responses if you choose, in the chat box. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name and giving them a virtual high-five, they take turns sharing their responses to the questions listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Spelling Karate

In-Person	Virtual
Tell students this activity will get them moving by doing safe karate moves. Model that for tall letters (all capitals, b, f, l, etc.) they will chop up with their hand. For small letters (lowercase c, e, n, etc.), they will chop forward. For fall letters (lowercase j, g, y, etc.) they will kick forward. First, practice by going through the alphabet. Next, pick simple words to spell. Do this spelling bee style—word, spell, word.	Tell students this activity will get them moving by doing safe karate moves. Model that for tall letters (all capitals, b, f, l, etc.) they will chop up with their hand. For small letters (lowercase c, e, n, etc.), they will chop forward. For fall letters (lowercase j, g, y, etc.) they will kick forward. First, practice by going through the alphabet. Next, pick simple words to spell. Do this spelling bee style—word, spell, word.

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space. [Date] Welcome, Studious Sixth Graders, Quote for the day: "If you have a positive attitude and constantly strive to give your best effort, eventually you will overcome your immediate problems and find you are ready for greater challenges." —Pat Riley, NBA coach and executive Silent Reflection: What is something non-school-related that you know you give all your effort in? [Closing and signature]	Display the message on the screen prior to the meeting. [Date] Welcome, Studious Sixth Graders, Quote for the day: "If you have a positive attitude and constantly strive to give your best effort, eventually you will overcome your immediate problems and find you are ready for greater challenges." —Pat Riley, NBA coach and executive Silent Reflection: What is something non-school-related that you know you give all your effort in? [Closing and signature]

Daily Focus: Apply and practice the classroom rules and targeted social and emotional skills in a fun and appropriately challenging meeting

Greeting: Match My Voice Greeting

In-Person	Virtual
Students greet the person next to them with a "Good morning" greeting in a voice of their choice. The next student returns the greeting, matching the voice. Continue around the circle. Engage in a discussion of how everyone said the same words, but the different voices changed how the message felt.	Post or share a list indicating the order in which students will be greeted. Students greet another student with a "Good morning" greeting in a voice of their choice. The greeted student returns the greeting, matching the voice. Have students greet each other in the order listed until every student has been greeted. Engage in a discussion of how everyone said the same words, but the different voices changed how the message felt.

Sharing: Partner Share

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name, they take turns sharing their responses to the question listed in the morning message. Students should repeat this process with three people. Remind students to stay on topic and to allow time for each person to share. Listen in on each group and note some favorites to use in future meetings. Use Interactive Modeling for this process to ensure success.	Share a list of student names, as well as sentence stems for responses if you choose, in the chat box. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name, they take turns sharing their responses to the question listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Look Around

In-Person	Virtual
Students may stand or sit. Instruct them to move their heads in the direction you name. You might say any of the following, in any order: "look up," "look down," "look left," "look right." After giving those directions several times, begin to change the meaning of the words: "look up" now means "look down." After several rounds, all of the directions have been changed: "look down" now means "look up"; "look left" now means "look right"; "look right" now means "Look left." Repeat for several rounds. **Reflection:** This can be a silent reflection or you can ask for volunteers to share. Why is it important to laugh? Why is it important for us to have fun while we learn?	Students may stand or sit. Instruct them to move their heads in the direction you name. You might say any of the following, in any order: "look up," "look down," "look left," "look right." After giving those directions several times, begin to change the meaning of the words: "look up" now means "look down." After several rounds, all of the directions have been changed: "look down" now means "look up"; "look left" now means "look right"; "look right" now means "Look left." Repeat for several rounds. **Reflection:** This can be a silent reflection or you can ask for volunteers to share. Why is important to laugh? Why is it important for us to have fun while we learn?

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space. [Date] Welcome, Sixth Graders! Welcome back! I am so glad you are here! We have worked very hard to build our community and to set our goals. Sometimes, though, you just have to take some time to enjoy your surroundings and have a good laugh. Silent Reflection: What is something in your house that makes you laugh? [Closing and signature] *Add any appropriate school or class information that needs to be shared.*	Display the message on a whiteboard prior to the meeting so students can read it as they enter the meeting space. [Date] Welcome, Sixth Graders! Welcome back! I am so glad you are here! We have worked very hard to build our community and to set our goals. Sometimes, though, you just have to take some time to enjoy your surroundings and have a good laugh. Silent Reflection: What is something in your house that makes you laugh? [Closing and signature] *Add any appropriate school or class information that needs to be shared.*

Daily Focus: Continue to build connections to strengthen the community while practicing empathy and responsibility

Greeting: Invisible Ball Toss

In-Person	Virtual
Students greet another student across the room and then pretend to throw an invisible ball to them. The other student pretends to catch the ball and then greets that student in return. Continue until everyone has been greeted. So students know who hasn't been greeted, have every student start out standing and then sit down after they've been greeted.	Students greet another student in the screen and then pretend to throw an invisible ball to them. The other student pretends to catch the ball and then greets that student in return. Continue until everyone has been greeted. So students know who hasn't been greeted, have students raise their hand or give a thumbs up to show they haven't been greeted.

Sharing: Partner Share

In-Person	Virtual
Have students partner up using appropriate distancing measures. After greeting each other by name, they take turns sharing their responses to the question listed in the morning message. Remind students to stay on topic and to allow time for each person to share. Students should repeat this process with three people. Listen in on each group and note some favorites to use in future meetings. Use Interactive Modeling for this process to ensure success.	Share a list of student names, as well as sentence stems for responses if you choose, in the chat box. Students will greet, in order of the list provided, the next student on the list. After greeting their partner by name, they take turns sharing their responses to the question listed in the morning message. Use Interactive Modeling for this virtual partner chat to increase understanding and confidence.

Group activity: Relax, Breathe, Repeat

In-Person	Virtual
• Have students stand. Ring a chime. Instruct students to close their eyes and focus on the sound. When the sound stops, ask students to inhale slowly and deeply and then exhale slowly. Continue this slow, deep breathing for about 30 seconds.	• Have students stand. Ring a chime. Instruct students to close their eyes and focus on the sound. When the sound stops, ask students to inhale slowly and deeply and then exhale slowly. Continue this slow, deep breathing for about 30 seconds.
• Ring the chime again. Students should continue slow, deep breathing until the sound ends. Have them open their eyes and then remain still and quiet for a silent count of five.	• Ring the chime again. Students should continue slow, deep breathing until the sound ends. Have them open their eyes and then remain still and quiet for a silent count of five.
• Ring the chime again. Instruct students to extend their arms in front of them with their fingertips touching, as if holding a large pumpkin.	• Ring the chime again. Instruct students to extend their arms in front of them with their fingertips touching, as if holding a large pumpkin.
• Students then stretch their arms wide as they inhale to the count of five and then bring arms back until fingertips touch again while exhaling to the count of five. Repeat five times.	• Students then stretch their arms wide as they inhale to the count of five and then bring arms back until fingertips touch again while exhaling to the count of five. Repeat five times.
• Students rest their arms at their sides. Then they take a slow, deep breaths, bring their shoulders up to their ears, and exhale as they release their shoulders.	• Students rest their arms at their sides. Then they take a slow, deep breaths, bring their shoulders up to their ears, and exhale as they release their shoulders.
Reflection: This can be a silent reflection or you can ask for volunteers to share.	**Reflection:** This can be a silent reflection or you can ask for volunteers to share.
Why is it important for us to laugh together as a group?	Why is it important for us to laugh together as a group?
Why is important for us to be able to pause, breathe, relax, and begin again?	Why is important for us to be able to pause, breathe, relax, and begin again?

Morning message:

In-Person	Virtual
Display the message on a whiteboard or screen prior to the meeting so students can read it as they enter the meeting space.	Display the message on the screen prior to the meeting.
[Date]	[Date]
Welcome back, Amazing Sixth Graders!	Welcome back, Amazing Sixth Graders!
We have been learning so much about each other and beginning to build a real sense of community.	We have been learning so much about each other and beginning to build a real sense of community.
We have developed goals and determined what effort and change needs to occur to achieve our goals.	We have developed goals and determined what effort and change needs to occur to achieve our goals.
Silent Reflection: What is something you have learned or done this week that you will apply in the future?	Silent Reflection: What is something you have learned or done this week that you will apply in the future?
[Closing and signature]	[Closing and signature]
Add any appropriate school or class information that needs to be shared.	*Add any appropriate school or class information that needs to be shared.*

CENTER FOR **RESPONSIVE** SCHOOLS