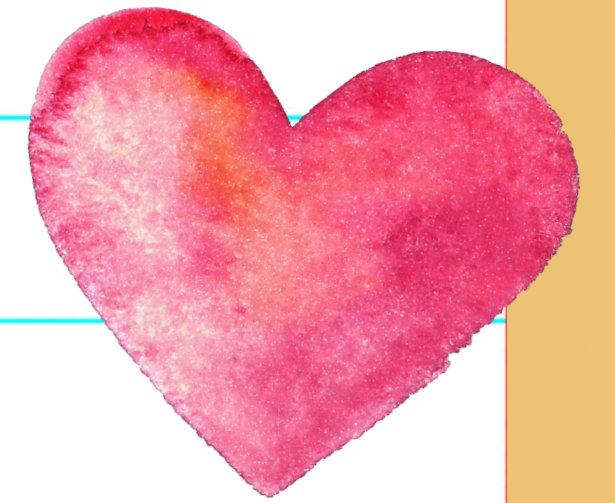


Morning Meeting Guide

Week Four



Morning Meetings



Dear Friend,

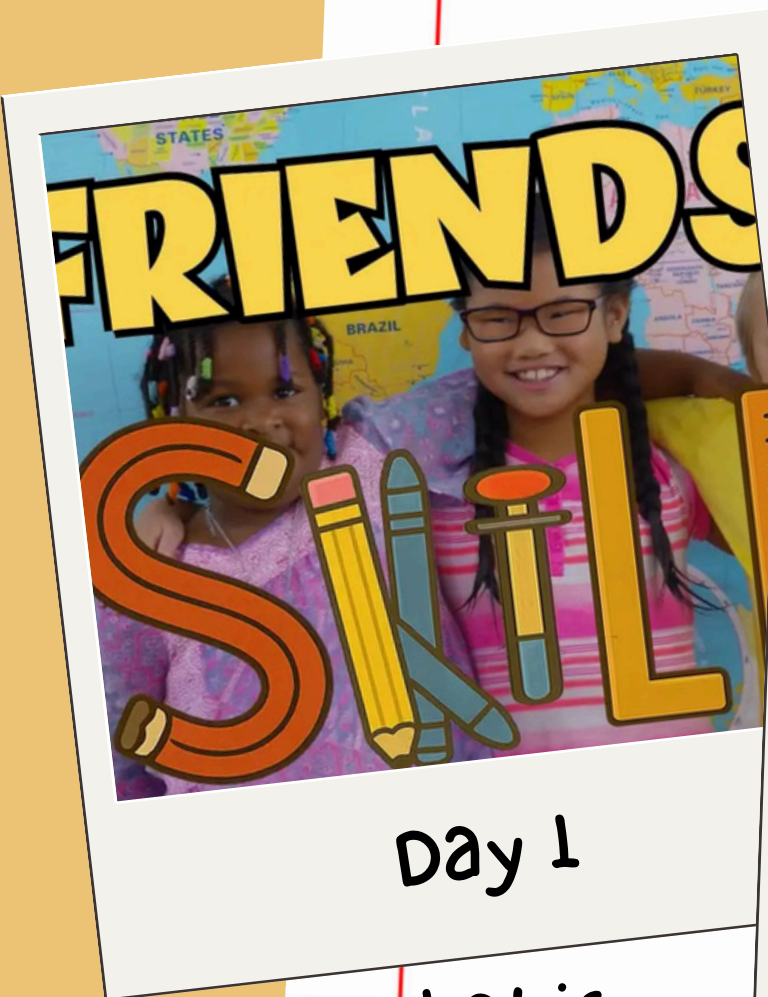
If you're feeling weary or discouraged, please remember this: your work matters greatly. Every moment you show up with patience, presence, and care, even when it feels unnoticed, you're shaping the hearts and minds of our future. There's a lot to navigate, and so much nuance to negotiate, but never fear: your steady effort leaves a lasting imprint.

If you can't see the big wins today, start to notice the little ones, the quiet moments of connection, the "aha" glimmers, the student who feels seen because of you. Approach challenges with curiosity instead of judgment. Our best creativity and compassion unfold when our hearts are open.

You've got this. You are making a difference, more than you know.



Week 4 Overview



Day 1

What is
Friendship?



Day 2

taking turns, Sharing,
and Being Okay With
Losing



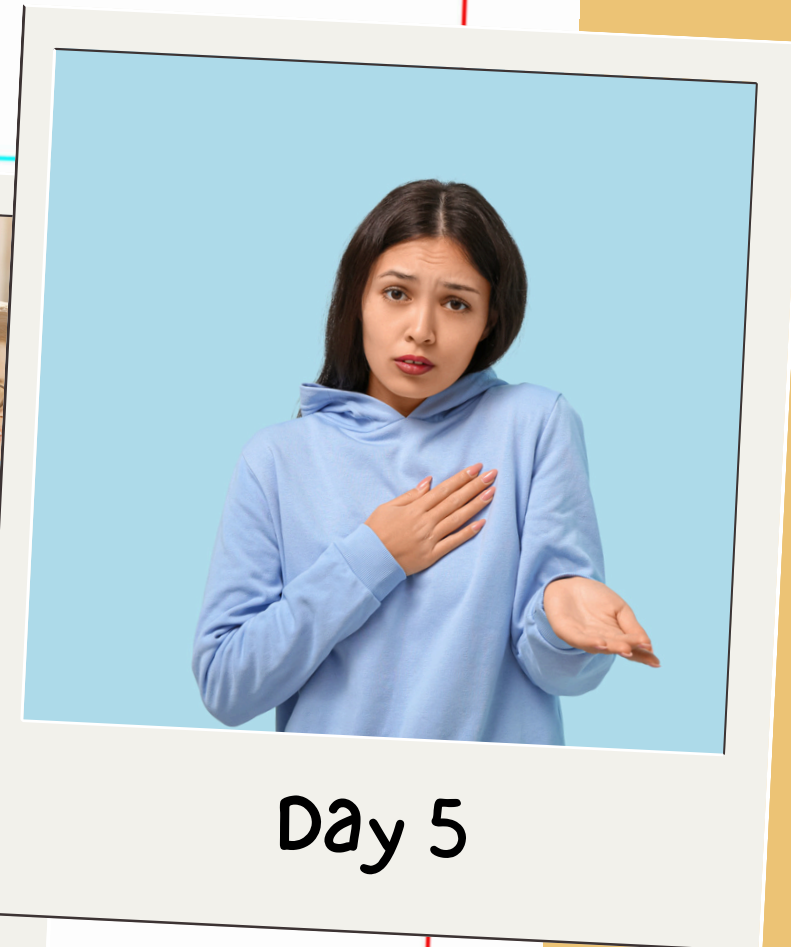
Day 3

How to Listen



Day 4

Words Matter

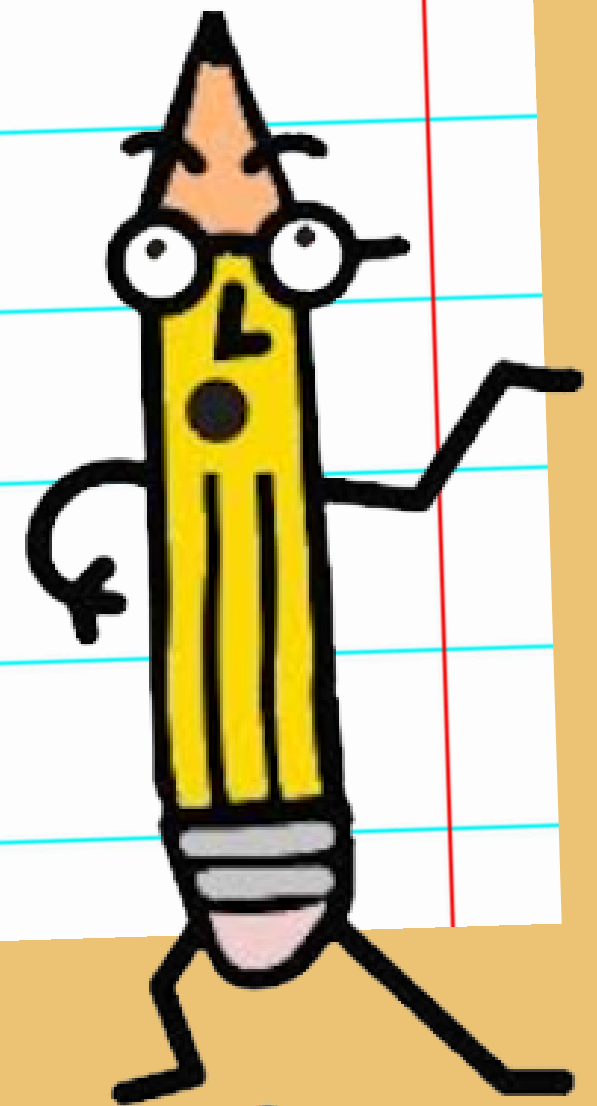


Day 5

OYA, Apologize,
and Move On

Week Four

Day One



Day One

Good morning, everyone!

Today we're going to learn about one of the most important parts of being human, friendship. Making friends can be easy, but keeping them strong and healthy takes kindness, honesty, and effort. Think about the kind of friend you want to have? Probably it's someone who listens, tells the truth, and makes you feel safe. Now think about how you can be that kind of friend to others. When we practice kindness and curiosity, we help build friendships that can last a lifetime.

What is Real Friendship?



Cluster (version 1)

Have everyone spread out in a large open area, after you have given directions.

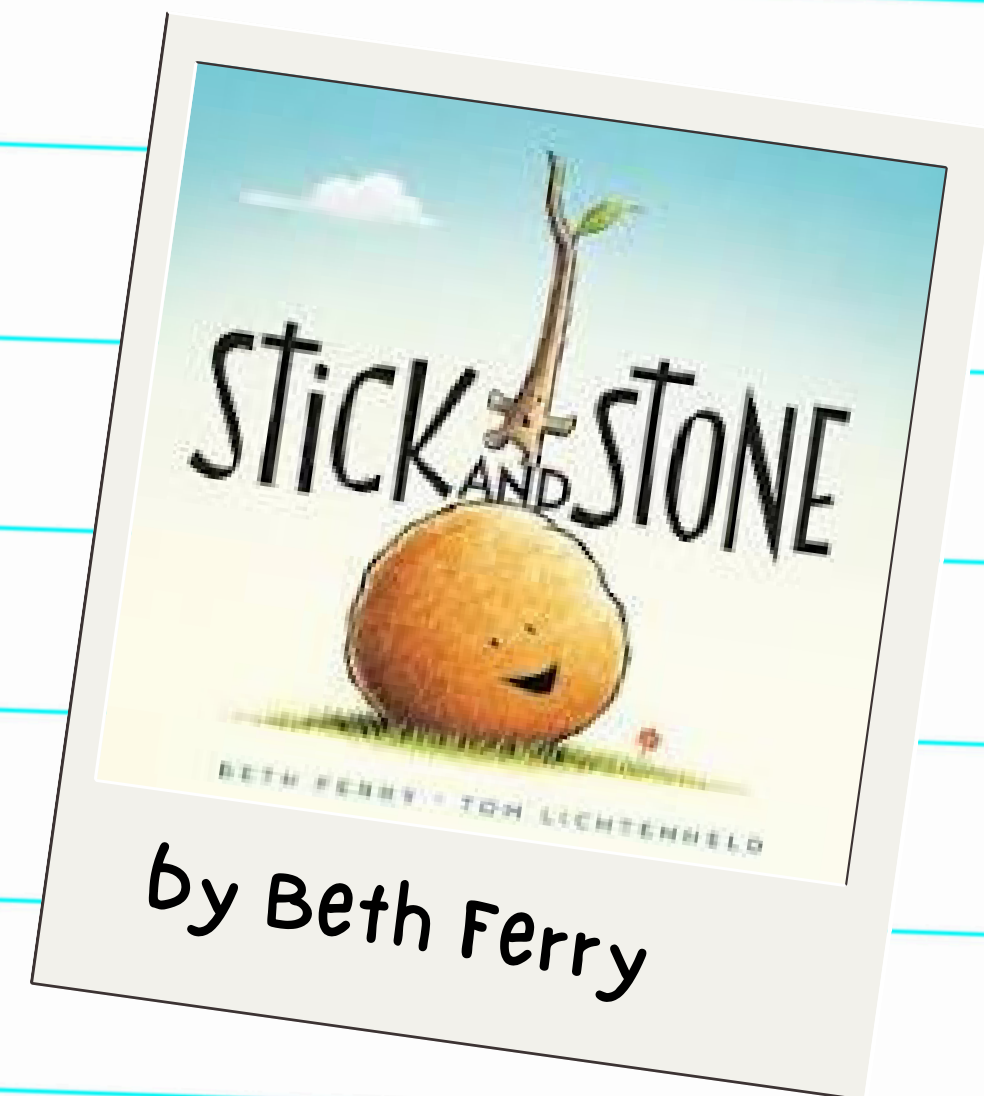
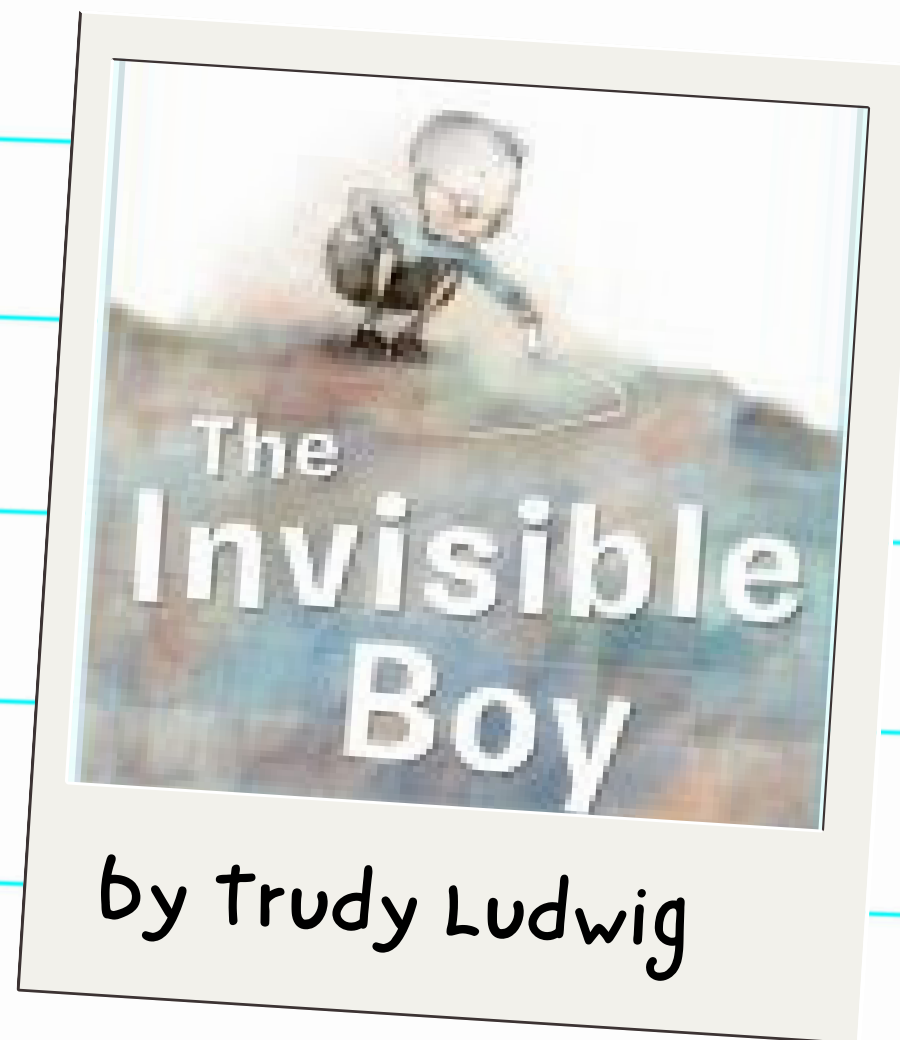
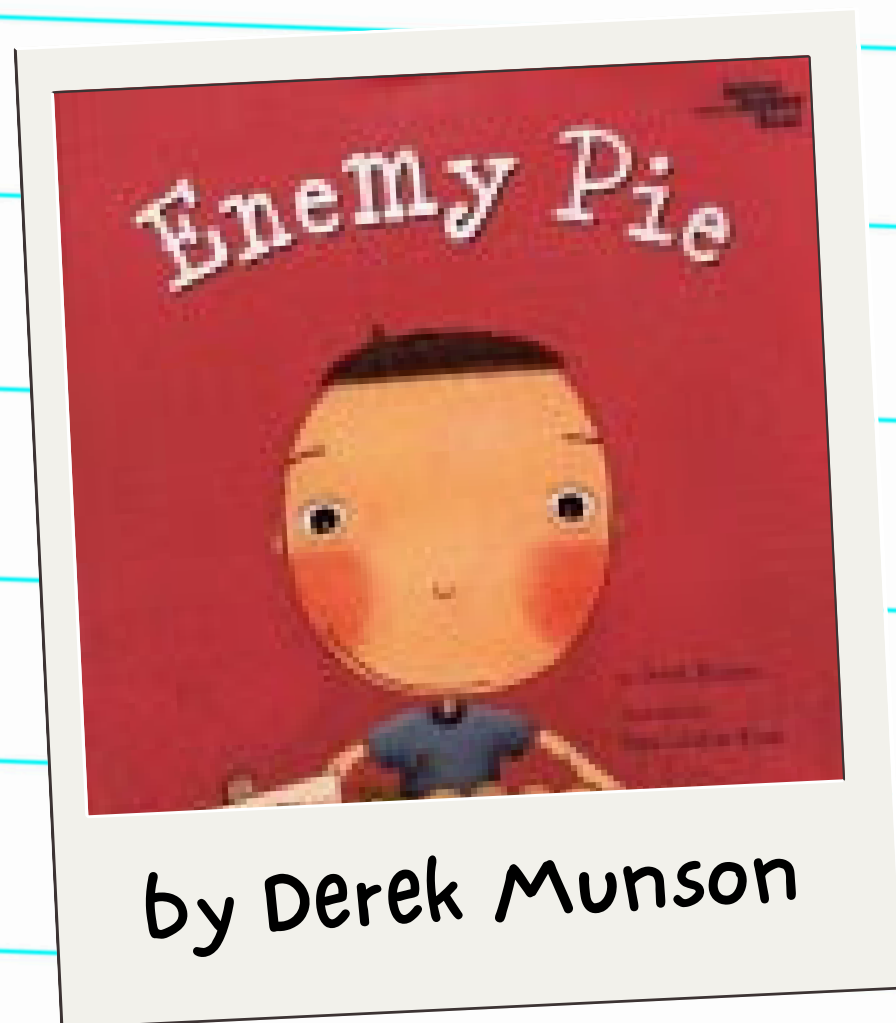
Explain that you will call out a number, and students will need to quickly form a group of that exact number of people.

If you yell out a number, for example, "Four!". Players must quickly find other people to form groups of that size (in this example, groups of four).

Leftovers: Anyone who doesn't find a group of the correct number is out and gathers next to the teacher to wait until the next number is called.

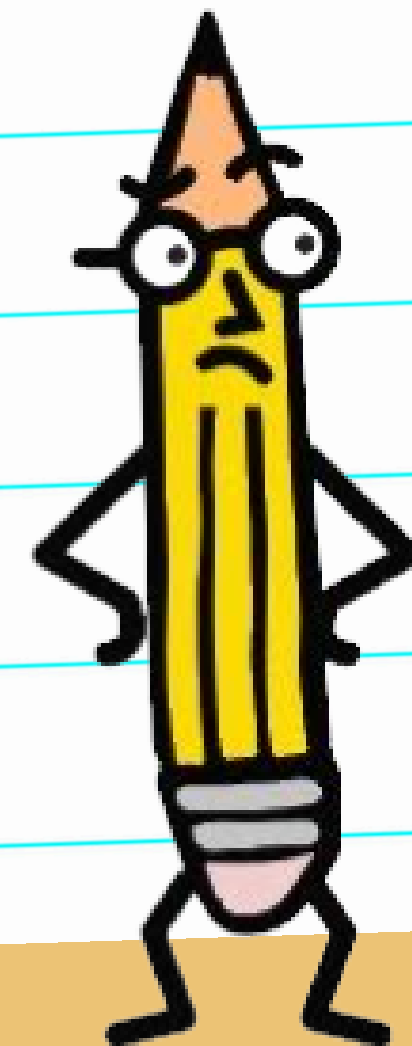
Continue by calling out different numbers.

Recommended Read Alouds



Week Four

Day Two

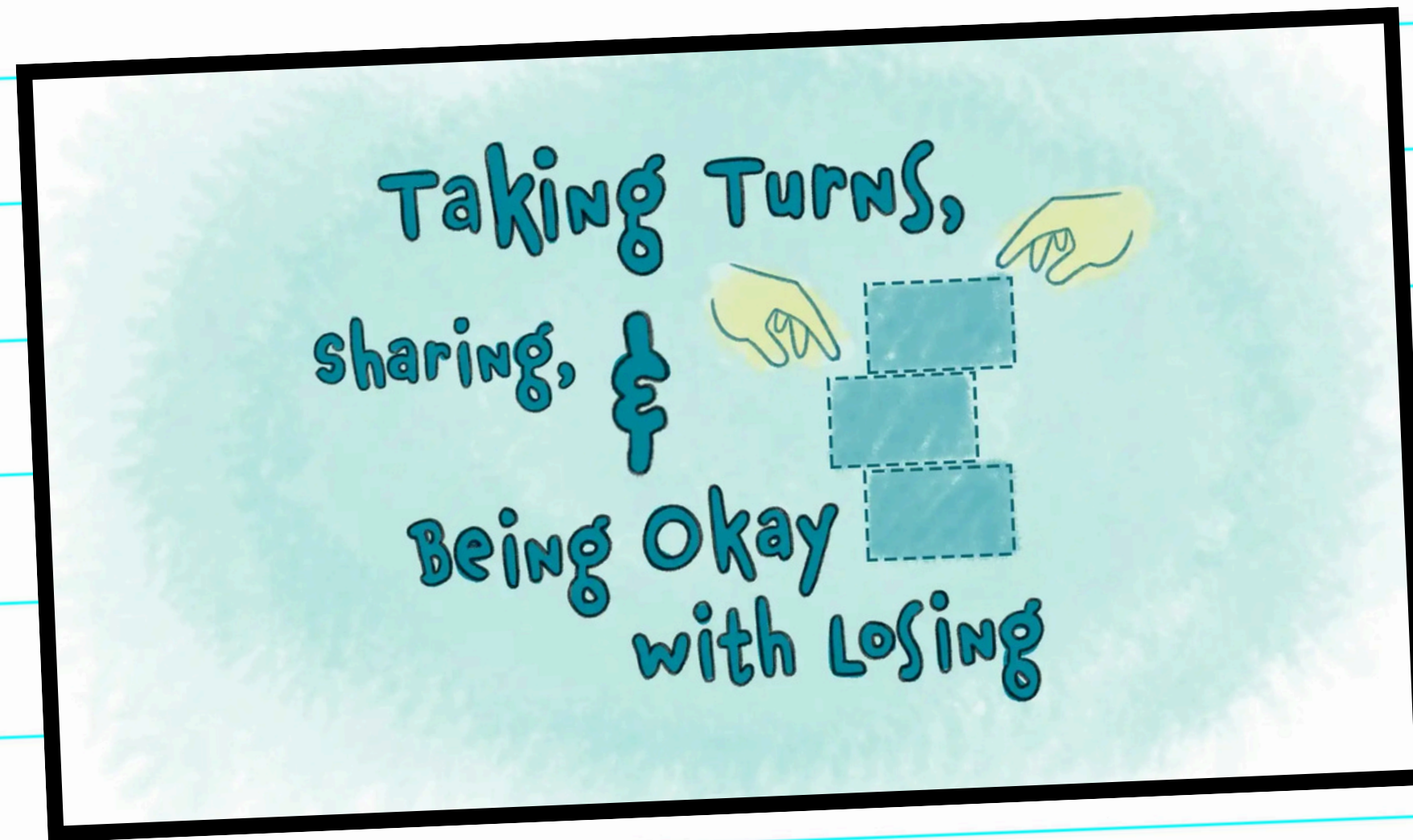


Day Two

Good morning, everyone!

Today we're going to think about three important friendship skills that help our classroom feel safe and fun: taking turns, sharing, and being okay with losing. When we take turns, we show respect and make sure everyone gets a chance to be included. When we share, we discover that fun and creativity grow even bigger when we do things together. And when we lose, we get to practice kindness, patience, and good sportsmanship, the kind that lasts longer than any game. Each of these skills helps build trust and friendship, one small choice at a time. Let's look for ways today to be fair players, generous sharers, and caring friends because that's what makes our classroom community strong.

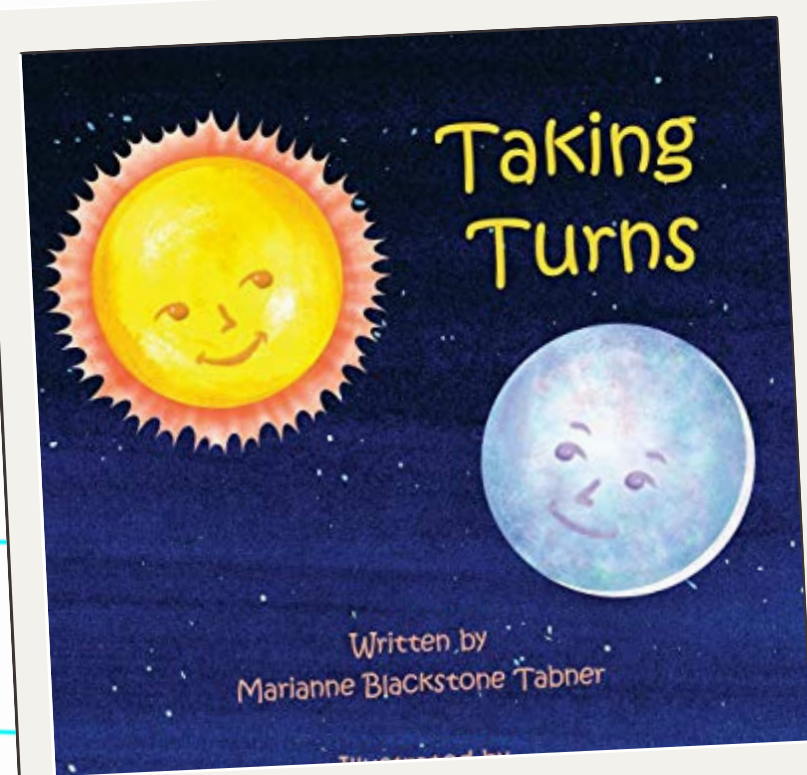
taking turns, Sharing, and Being Okay With Losing



Recommended Read Alouds



by Mo Willems



by Marianne
Blackstone Tabner



by Victoria Jamieson

Cluster (version 2)

Have everyone spread out in a large open area, after you have given directions.

Explain that you will call out a number, and students will need to quickly form a group of that exact number of people.

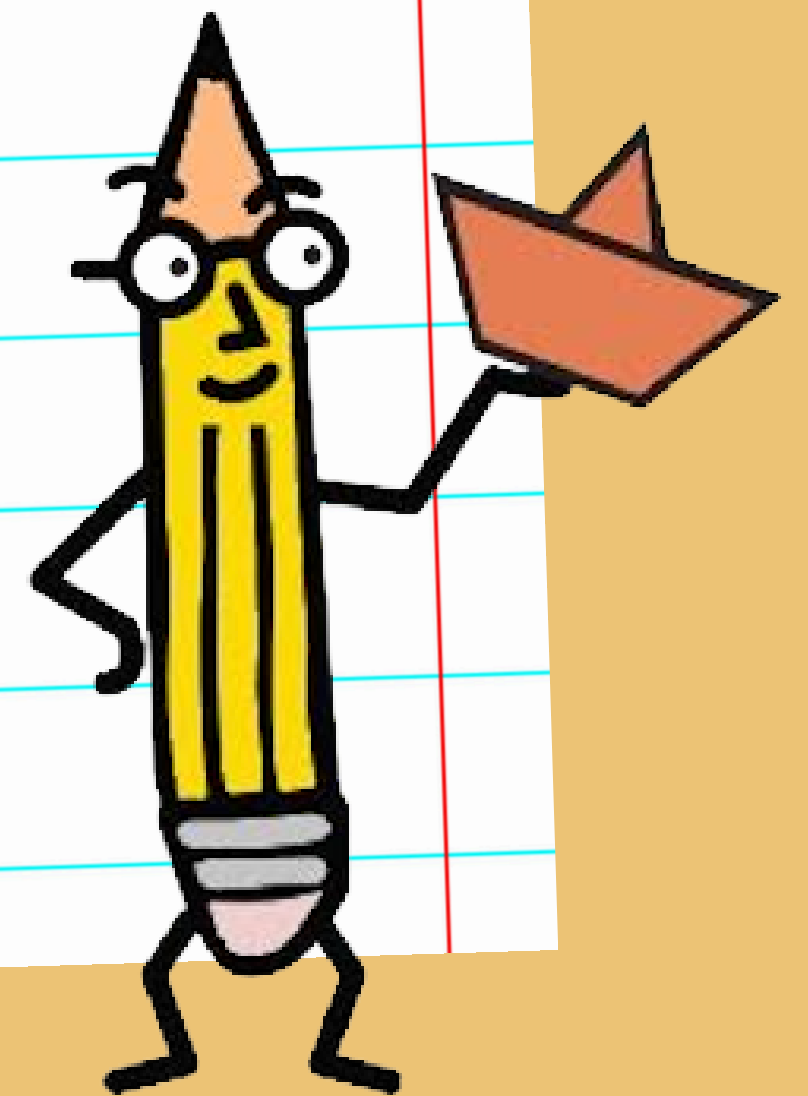
If you yell out a number, for example, "Four!". Players must quickly find other people to form groups of that size (in this example, groups of four).

Leftovers: Anyone who doesn't find a group of the correct number is eliminated. They will now be responsible for demonstrating good sportsmanship. Students practice losing today because you can't always win.

Continue by calling out different numbers. *Variation for older students: use math equations to solve the size of the group. Example $32/8=4$, so students would get into groups of four.

Week Four

Day Three



Day Three

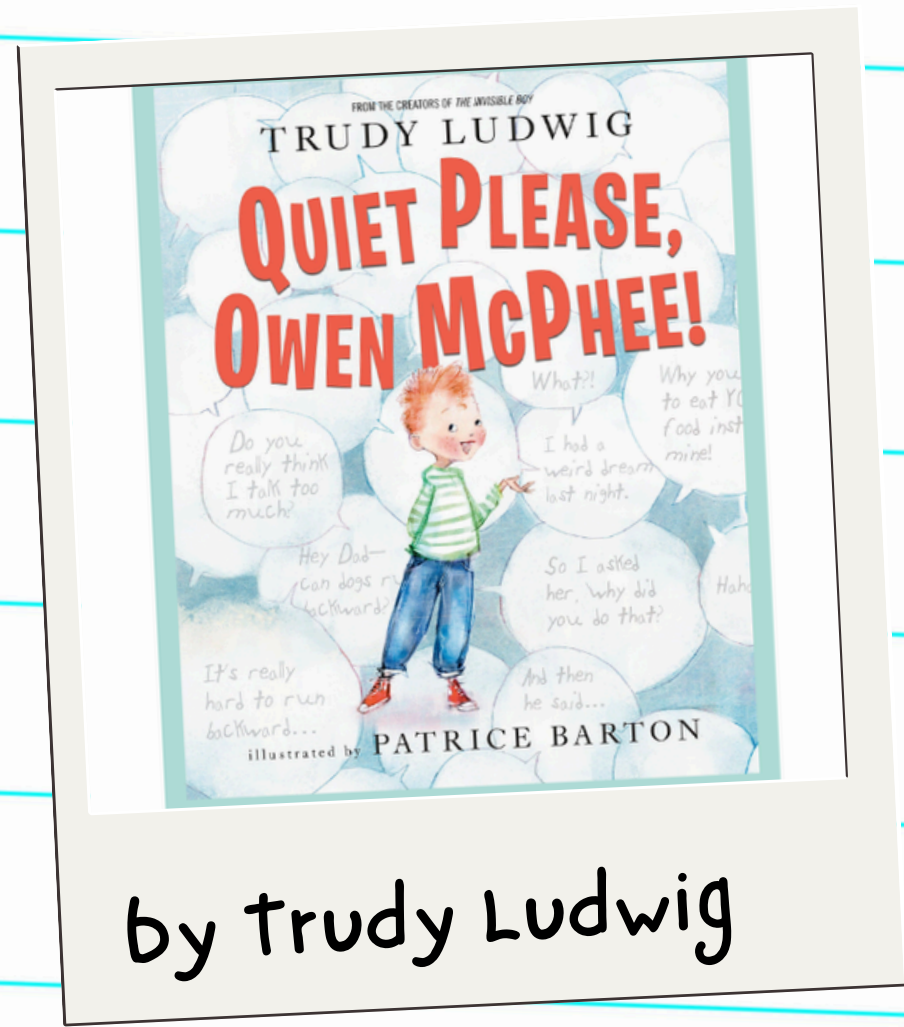
Good morning, everyone!

Have you ever been talking to someone and realized they weren't really listening? Maybe they were looking at a screen, or thinking about something else. That never feels very good, does it? Today, we're going to learn about how to really listen, not just with our ears, but with our whole body. That means our eyes are watching, our hands and feet are calm, our brain is focused, and our heart is open to care about what's being said. When we listen with our whole body, we show others that they matter and that makes our classroom a kinder, safer, and stronger community.

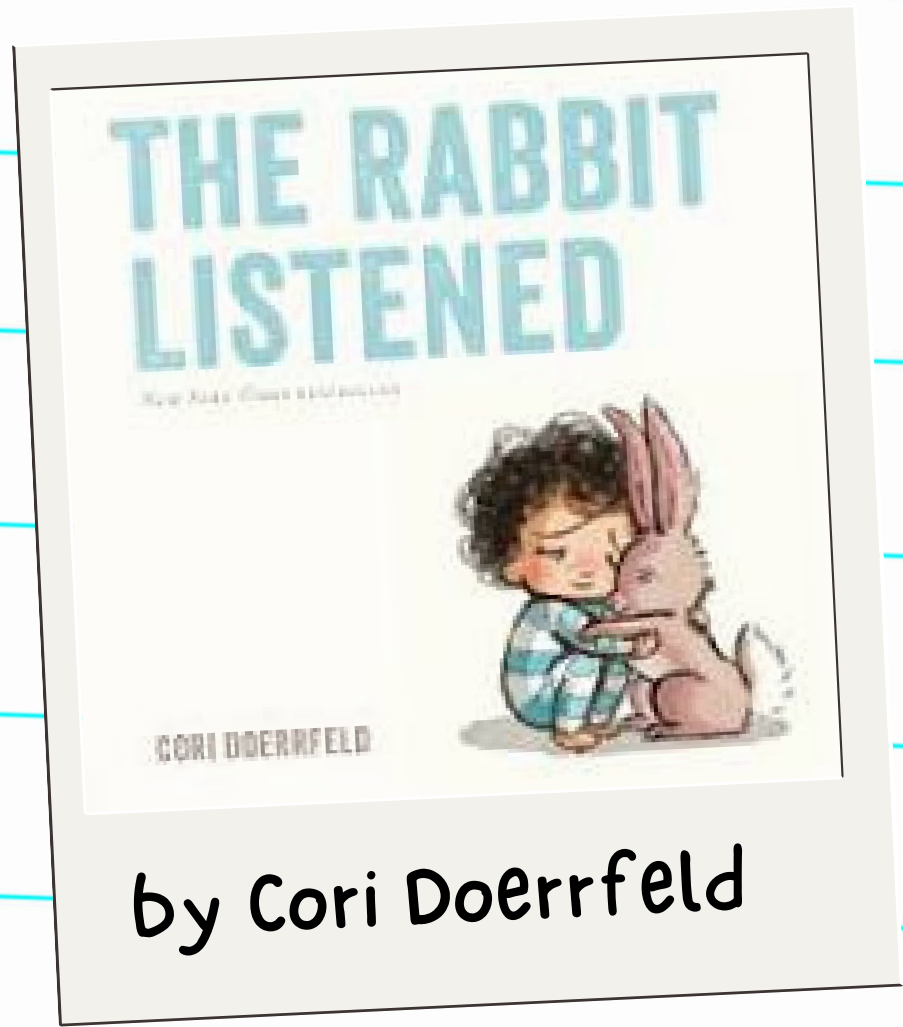
How to Listen,
Like
REALLY LISTEN



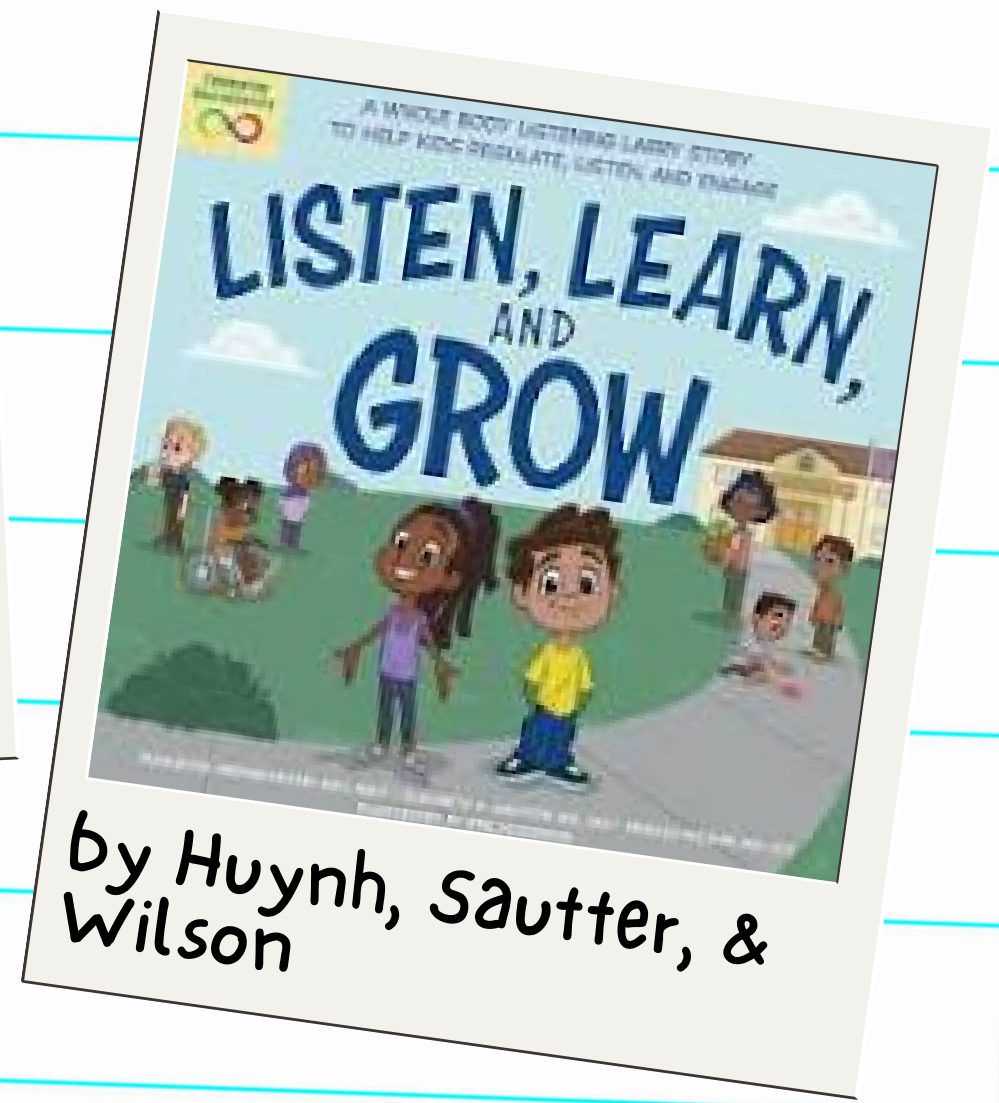
Recommended Read Alouds



by Trudy Ludwig



by Cori Doerrfeld



by Huynh, Sautter, & Wilson

Activity: telephone (everyone version)

Players must sit in a circle or stand in a straight line. They need to be close enough that whispering is possible, but not so close that players can hear each other whisper.

The first person in the line or circle whispers a word or phrase into the ear of the person sitting or standing to their right.

The game continues. Players whisper the phrase to their neighbors until it reaches the last player in line.

The last player says the word or phrase out loud so everyone can hear how much it has changed from the first whisper at the beginning of the circle or line.

Activity: telephone

(everyone version)

telephone game words work well for younger players.

Words should be fairly long and open to misinterpretation.

Vocabulary needing to be introduced works well, too.

Some examples of telephone game words are:

- Manipulation
- Anticipation
- Regulator
- Proposition
- Incredible
- Courageous
- Triumphant
- Additional

Activity: telephone (upper elementary version)

Begin with the basic version first, then add a variation.

Variations:

Team telephone Game The telephone Game works as a team game, especially if you have a large group. Give both teams the same word or phrase, or let them choose one of their own. The winning team is the one with the ending word or phrase closest to the original.

Rumors Rumors is a version of the telephone game where players deliberately change one or two words of the phrase. Rumors is also known as Gossip.

Activity: telephone (upper elementary version)

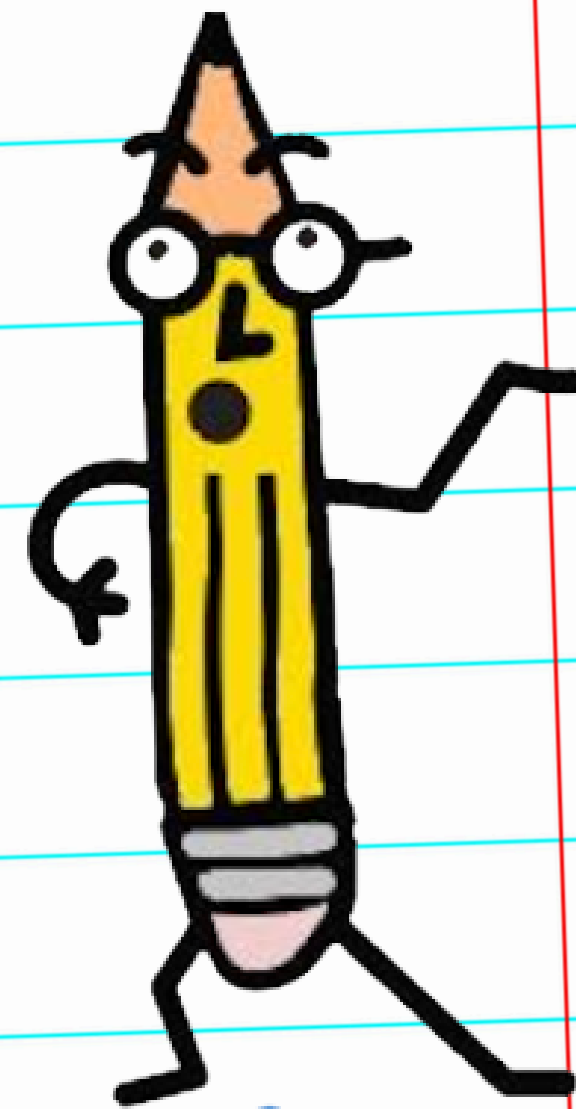
Good telephone Game sentences include famous quotes, or sentences containing multiple numbers and colors.

Remember that a telephone Game sentence should be fairly easy to misinterpret. Also, try to use sentences with alliteration.

- Two tiny toads ate fat flying flies.
- The funny bunny hid the colored candy in the colored can.
- The queen sat on her throne and ate thorny kumquats.
- Many maids mop motels.
- Dogs dig holes for big bones.
- A bunch of yellow bananas launched on a blue boat.
- Twelve tumbling purple people pulled turnips.

Week Four

Day Four

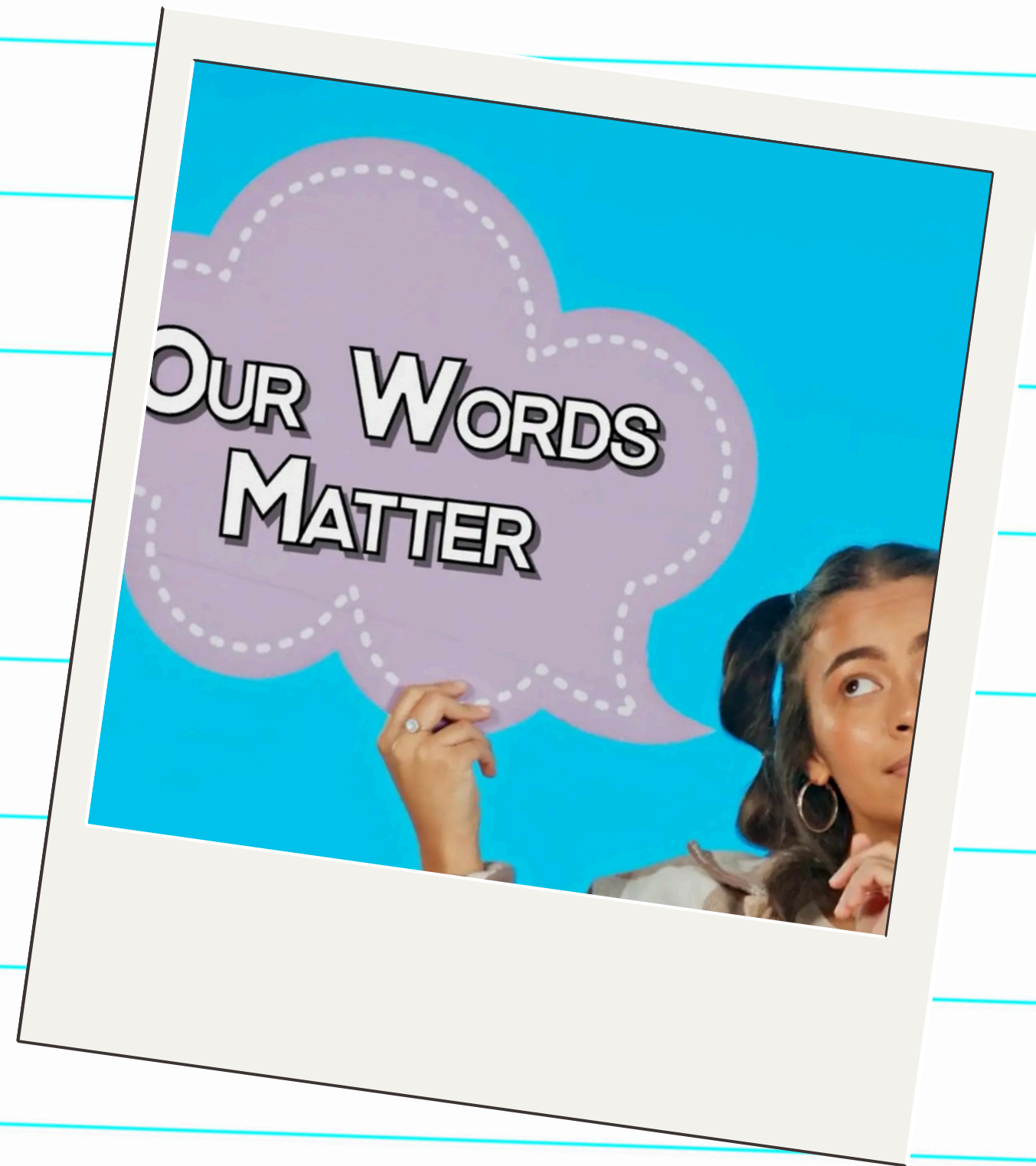


Day Four

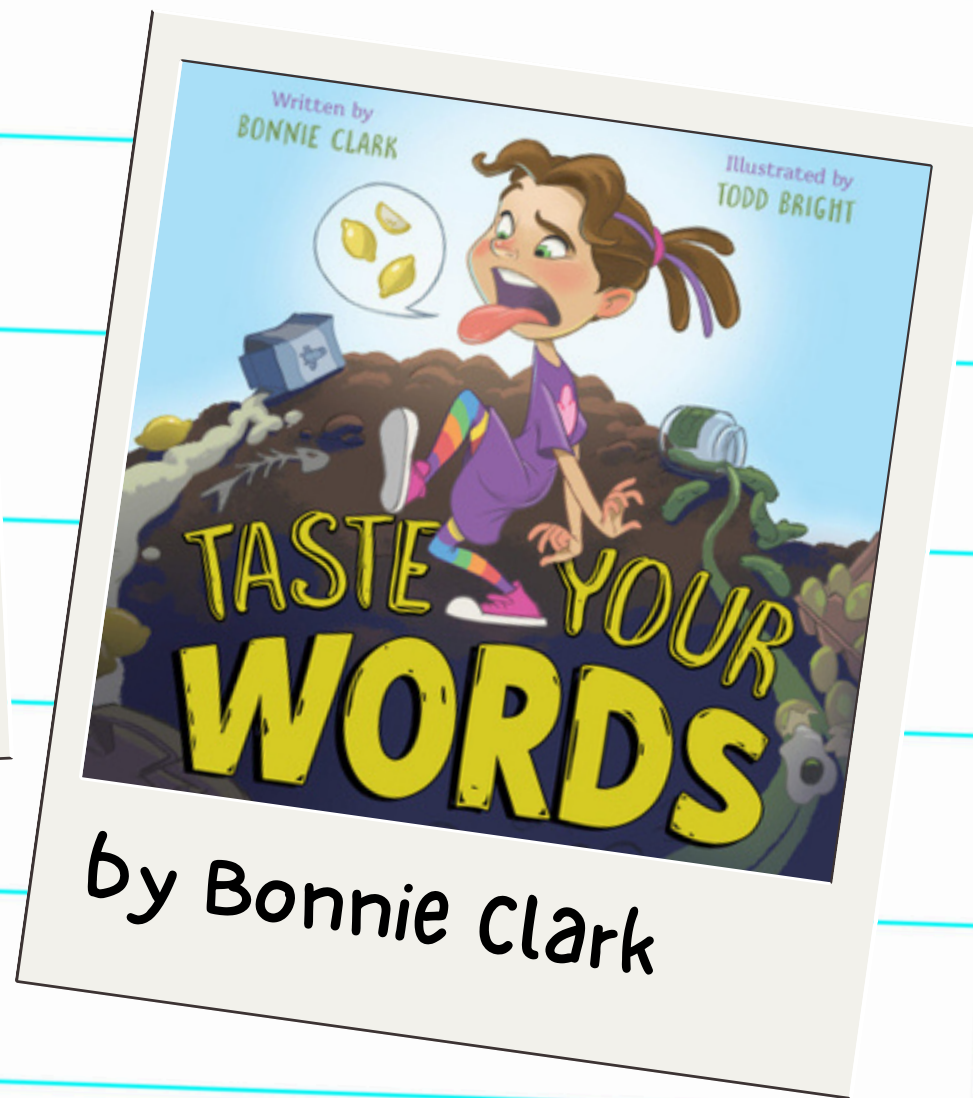
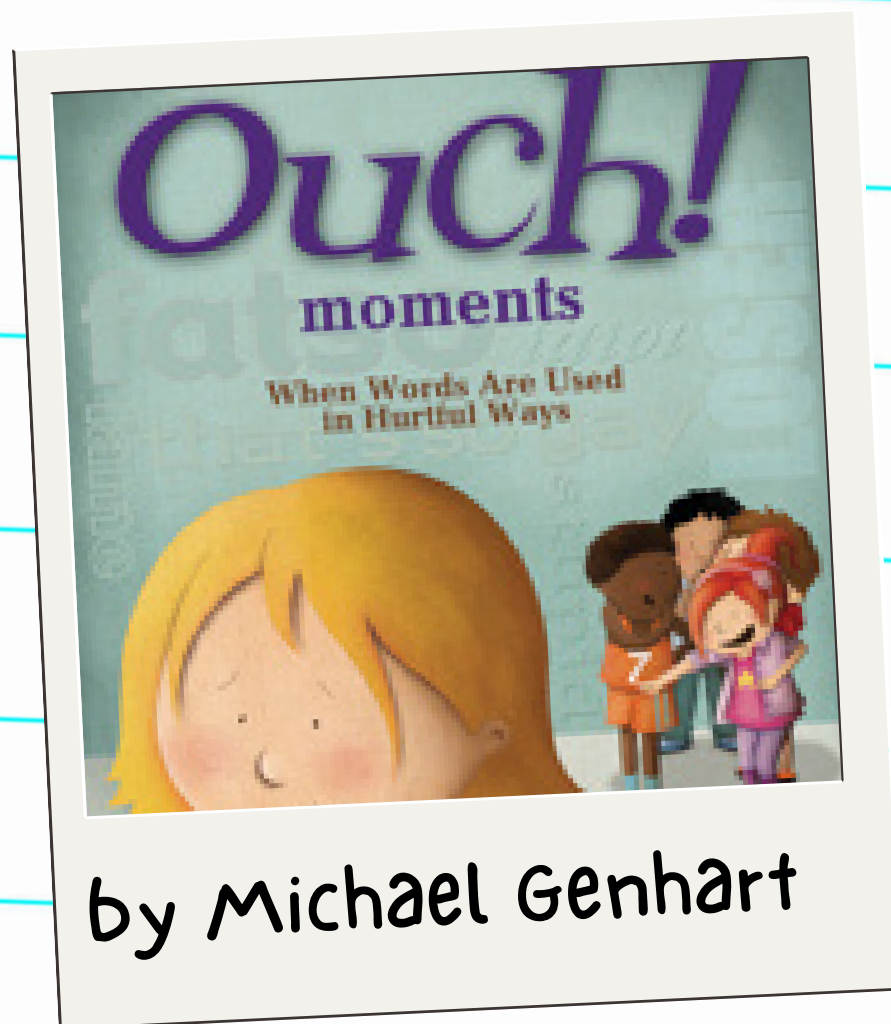
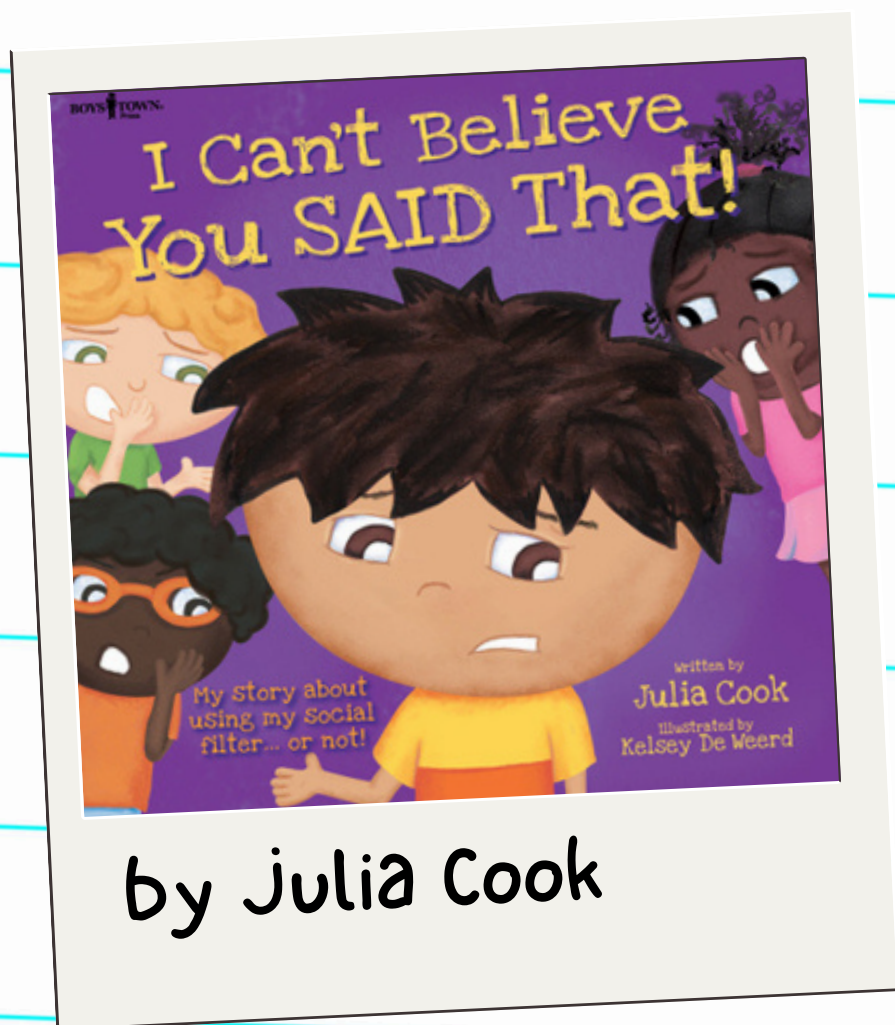
Good morning, everyone!

Today we're going to think about something small that makes a big difference and that is our words. Words can lift people up or tear them down, and we get to choose which kind we use. Kind and encouraging words can make someone feel strong, noticed, and included. Hurtful words can do the opposite, they can stick and sting, even long after they're spoken. When we use our words to help, include, and cheer others on, we make our classroom and our world a better place. Let's look for ways today to surprise someone with kindness, not because we have to, but because we can.

Our Words
Matter



Recommended Read Alouds



Activity: Hula Hoop Pass

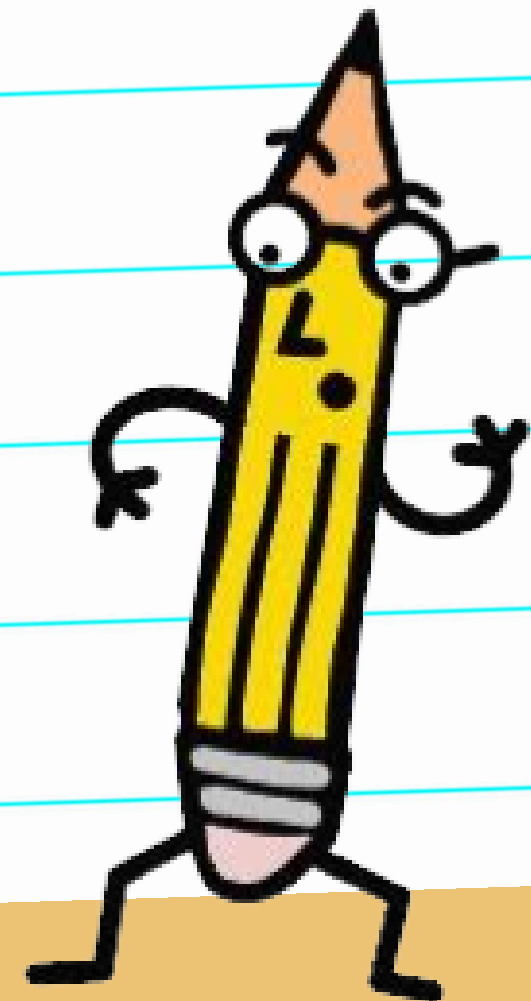
Divide the group into small groups of approximately 10 kids. Have the group form a circle holding hands. Ask two students to be the starters, they will let go of their grip so you can place their hands through a hula hoop before rejoining them. They must work with the person next to them to pass the hula hoop around the circle in a specified direction until it returns to the starting point.

Another way to play is to use 2 loops of yarn or rope and have them go around the circle in opposite directions. (Yarn or rope should be about hula hoop size).

Take away Lesson: We are all connected. Kindness can spread, but it requires patience and

Week Four

Day Five



Day Five

Good morning, friends!

Today we're going to talk about something that everyone, yes, everyone, has to face sometimes: what to do when we mess up. Nobody's perfect, and mistakes happen every single day. What matters most is what we do next. When we take responsibility for our choices, say a real apology, and try to make things right, we show courage, honesty, and care for others. Owning our actions builds trust, and trust builds stronger friendships and a safer classroom. So today, let's practice being brave enough to say, "I messed up," kind enough to say, "I'm sorry," and strong enough to make it right.

Double Feature!

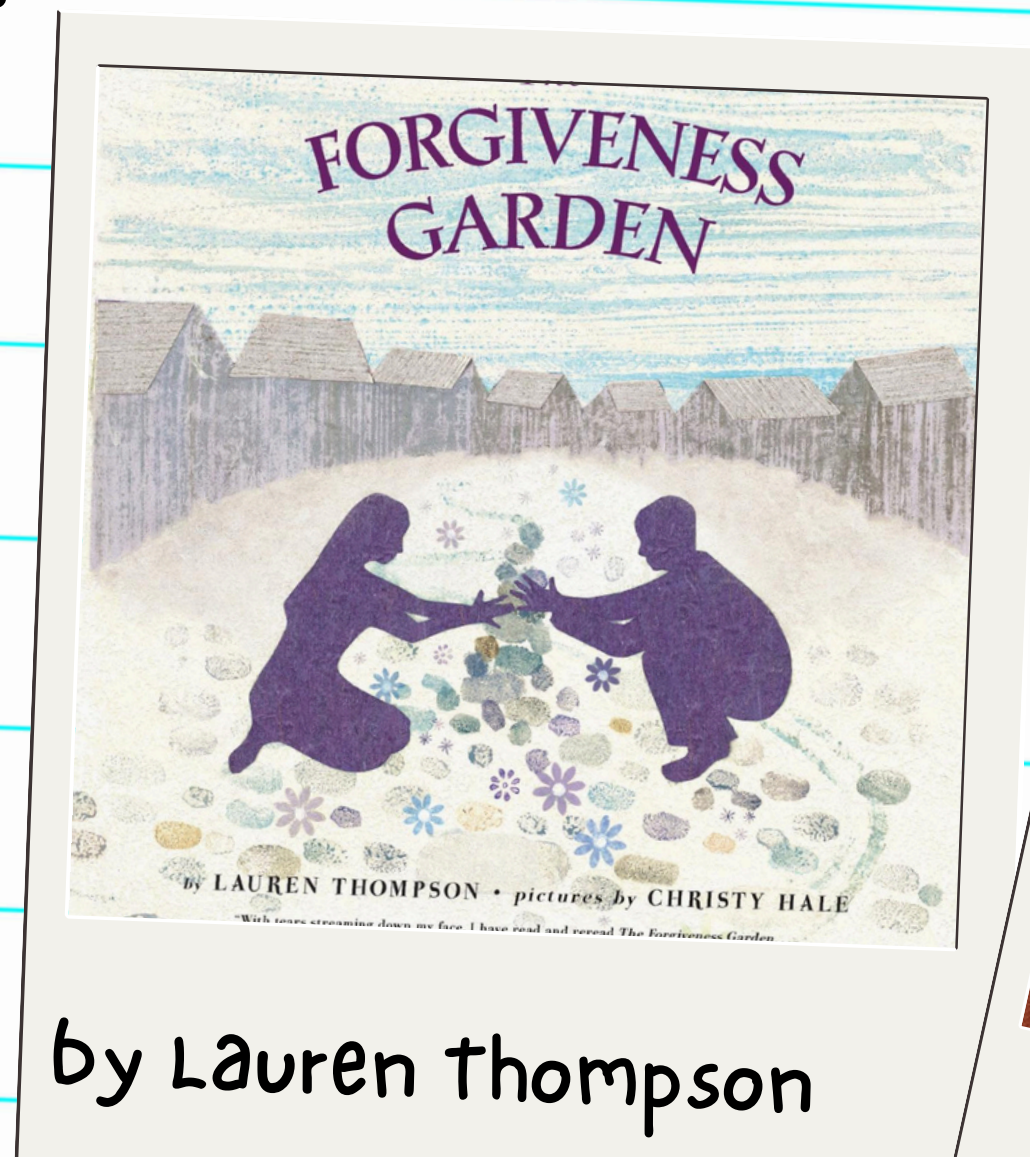
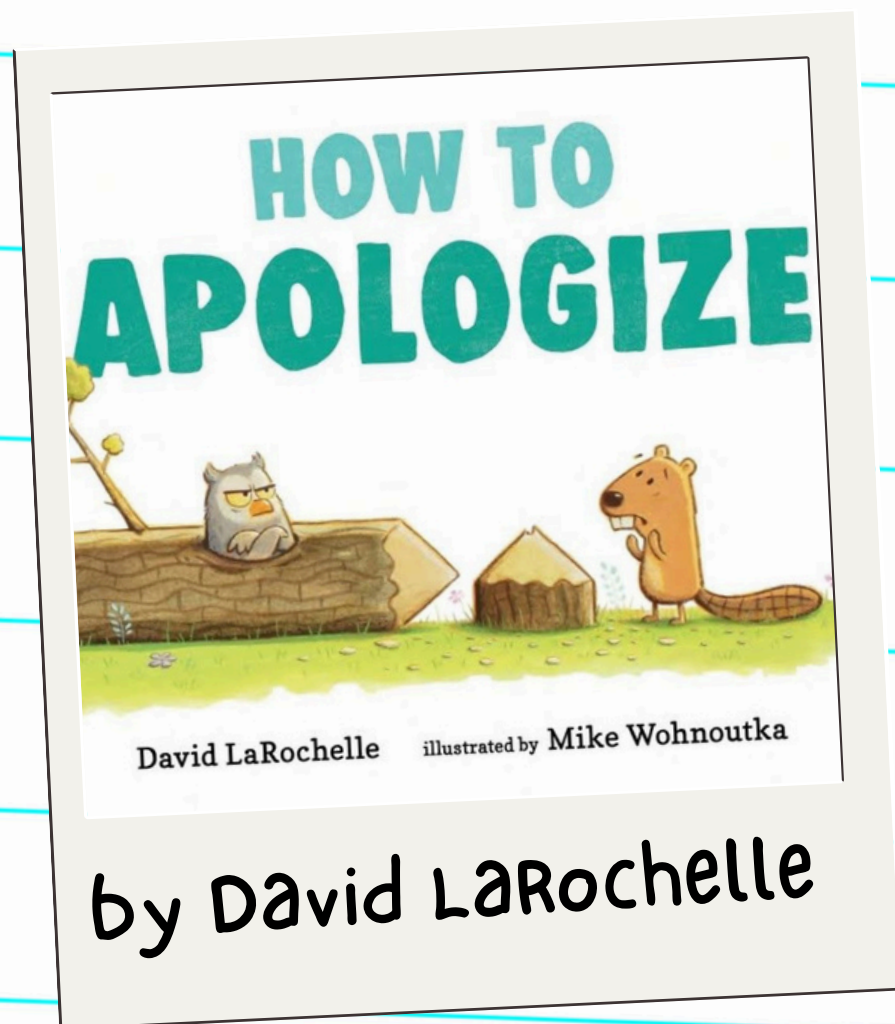
O-Y-A



O-Ya,
Apologize,
and Move On!



Recommended Read Alouds



Follow My Lead Drawing

Place students in pairs, one facing you and the other facing in the opposite direction with a piece of paper and a pencil.

Next, tell your students that you are going to show a simple picture to the students facing you. After they've had 15 seconds to look at it, you will hide it (but don't erase it).

Once you say "go," they'll have one minute to describe the image to their partner in as much detail as possible. At the end of the minute, the drawing students will bring their pictures to the front of the room to compare them to the original. The drawings that are most similar can be deemed the "winners." The process then repeats with the partners switching spots.

Follow My Lead Drawing

(Quick tip: It works best to choose pictures that are simple to draw but have several details. Depending on the age of the students the more or less detail you add.)

- basic house with a chimney, 3 windows, 2 doors, and a tree with 9 apples & a squirrel
- A sailboat on an ocean, with a moon up above and 7 fish in the water, an island in the distance with a volcano and a palm tree.

Although a lot of fun, this game can be frustrating, and that's sort of the point. It can be challenging to try to describe something from memory. It can also be challenging to try to interpret what someone is describing to you and then draw it. Both team members have a responsibility to the other that they must try to meet. You can really enhance this concept by adding a reflection activity to the end of the game. Ask your students how it felt to be the describer or the drawer. Have them explain what frustrations they felt. Discuss appropriate ways to deal with any feelings of nervousness or fear that come from not doing a good job in either role.

YOU DID IT!

WEEK FOUR

