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3 Introducing Greeting

Learning objectives for Session Three

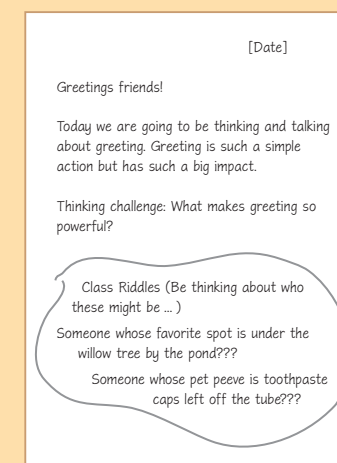
- * Continue community-building.
- * Get an overview of greeting and its benefits.
- * Learn about proactive strategies for introducing and managing greeting.
- * Apply new learning.
- * Provide structure for implementing greeting in the classroom.

Materials needed

- * Meeting message chart (see page 15 for template)
- * Welcome chart
- * Agenda for the day
- * Chart: “Purposes of Greeting”
- * Handout: “DVD Viewing: Session Three”
- * Handout: “Morning Meeting Implementation: Greeting”
- * Handout: “Double-Entry Reading Journal”

Preparation needed

- * Photocopy handouts and place them on a table by the door or on participants’ chairs.
- * Place a meeting message chart in the circle before session begins.
- * Create a chart showing the purposes of greeting (see Handouts and Charts).
- * Choose which DVD clips you will show in part IV and preview them.



Sample schedules

Following are two sample schedules—a two-hour schedule and a one-and-a-half-hour schedule. The two-hour schedule includes time for discussing past classroom implementation efforts and planning for future implementation efforts.

For the one-and-a-half-hour schedule, work with implementation will happen primarily outside the session.

Two-hour schedule

| | | |
|-------|---|--------------------|
| I. | Adult Morning Meeting | 25–30 minutes |
| II. | Reflect on implementation | 10 minutes |
| III. | Introduce the purposes of greeting | 10 minutes |
| | <i>Brief energizer break</i> | <i>2–3 minutes</i> |
| IV. | Greeting in action | 30 minutes |
| V. | Getting started with greeting | 15 minutes |
| VI. | Review “Fine Tunings” | 10 minutes |
| VII. | Plan how to introduce a greeting | 10 minutes |
| VIII. | Preparation for next session and closing reflection | 5 minutes |

*One-and-a-half-hour schedule

| | | |
|------|---|-------------|
| I. | Adult Morning Meeting | 25 minutes |
| II. | Introduce the purposes of greeting | 2–3 minutes |
| III. | Greeting in action | 30 minutes |
| IV. | Getting started with greeting | 10 minutes |
| V. | Plan how to introduce a greeting | 10 minutes |
| VI. | Preparation for next session and closing reflection | 5 minutes |

*In the detailed outline, times in parentheses are for the one-and-a-half-hour session.



I. Adult Morning Meeting— 25–30 minutes (25–30 minutes)

Have the meeting message chart set up in the circle before participants arrive.

1. Do an adult Morning Meeting according to the following guidelines.

Greeting—“Good Morning” Greeting with a handshake (*The Morning Meeting Book*)

This is the greeting learned in Session One, with the addition of a handshake.

Suggested greeting sequence:

- a. **Introduce the greeting.** With a neighbor, demonstrate what it will look and sound like. Key things to model are eye contact, friendly voice, and gentle handshake.
- b. **Ask participants to notice** what you said and did.
- c. **Check for understanding** and begin the greeting.

Sharing—Brief dialogue sharing on the topic of “something fun I’ve done with family or friends.” (For a scripted version of these directions, see the *Getting Started* booklet.)

In three or four sentences, the sharer will state a main idea and a couple of supporting details related to the topic. The sharer will then call on listeners to name something they heard the sharer say.

Suggested sharing sequence:

- a. **Write the topic** on the flip chart. Describe what the sharer and listeners will do.
- b. **Model how to** do the sharing and then ask participants what they noticed about your sharing.



This greeting builds on skills learned in Session One but increases the risk by adding in a handshake.



This sharing builds on the sharing skill of giving information about a topic and on the listening skill of remembering things the sharer said. It increases risk by asking just a few people to share and by having them add supporting details.

- c. **Ask participants to share** one thing they heard you say.
- d. **Ask for two or three volunteers** to share on the topic. After sharing, each sharer calls on listeners.

Preparation for Session Four sharing:

- a. **Let participants know** that in the next session, two of them will have the opportunity to share about a topic of their choice.
- b. **Let participants know** that as part of preparing children for open-topic dialogue sharing, they will need to differentiate between community news that is OK for everyone to hear and private news that only the teacher should hear.
- c. **To demonstrate a strategy** participants could use with children, spend a minute brainstorming community news topics for their own future sharing. Explain that these are generally topics about our ordinary lives.

- d. **Quickly chart participants' community news ideas** and then ask for two volunteers to share in the next session.
- e. **Either rewrite or ask** a participant to rewrite the list of sharing topics and keep it posted for the remaining sessions.

Activity—Pantomime Activity: One Thing You Like to Do (*The Morning Meeting Book*)

Going around the circle, each participant pantomimes a favorite activity and the rest of the participants try to guess the activity. Participants have two guesses. If they don't guess correctly, the pantomimer names the activity, and then the next person in the circle takes a turn at pantomiming.

Suggested activity sequence:

- a. **Introduce the activity** and brainstorm a few activities to pantomime.
- b. **Choose one** of the activities and ask for suggestions about how to pantomime it. Take a couple of suggestions.

This activity continues to build community. The around-the-circle structure and familiar topic help maintain safety. Risk is slightly increased because each participant needs to do something in front of the group, but the facilitator can support participants by providing some initial brainstorming.

- c. **Give participants a minute** to think of what they want to pantomime. Ask for a thumbs-up signal to indicate readiness. Let participants know they can pass.
- d. **Begin** the activity.

Morning Message—Read and discuss the meeting message.

Suggested message sequence:

- a. **Read the message together** up to, but not including, "Class Riddles." To do this, go around the circle having each participant read one word. The challenge is to see how smoothly it can be read.
- b. **Briefly discuss** the participants' responses to the related task, using the following questions to guide the discussion:
 - ✧ *What are some of the positive impacts of greeting?*
 - ✧ *What might be some of the reasons greeting has this impact?*
- c. **Do a piece** of skill work with the vocabulary word "greeting/s." For example, you could note that you've used the words "greeting" and "greetings" in a number of ways in the message. What do participants notice about how the meaning of the word changes depending on where it's used?
- d. **Read and do** the Class Riddles one at a time. Ask a participant to read one of the riddles and then call on volunteers who think they know who the person is. Do this for all the riddles.

The goal of this message is to spark interest in exploring the topic of greeting. The message also includes a community-building element called Class Riddles. In working with the message, you will demonstrate doing vocabulary skill work.

2. Paired with Morning Meeting partners, participants reflect on the adult Morning Meeting, followed by a whole-group sharing of ideas.

Focus this reflection by asking open-ended questions such as the following:

- ✧ *How did knowing we'd begin our session with a Morning Meeting affect your anticipation of our time together?*
- ✧ *What did you notice about the level of safety, risk, or challenge in each of the components in today's meeting?*

3. Review the day's agenda.



At the end of today's session, prepare sharers for the next session. Review the list of ideas with them so they can think about what they want to say. If they seem nervous or uncertain about what to say, help them think about a topic sentence and supporting details.



Grouping for II: Morning Meeting partners
join to form groups of four

II. Reflect on implementation (optional)—10 minutes

1. In small groups, participants discuss implementation efforts.

- a. **Two pairs** of Morning Meeting partners join to form a group of four.
- b. **Each participant summarizes** what he or she tried, reports successes and challenges, and talks about strategies used to deal with the challenges.
- c. **Circulate** while participants talk, listening for patterns, addressing concerns, answering questions.

2. In the large group, ask participants to name a few of the challenges (or collect a list of challenges as you circulate during the small-group time).

Address a few of the challenges, using *The Morning Meeting Book* as a reference or authority. Have a parking lot available where participants can post other questions.

If no one in your group is implementing right away, skip II and this will give more time for planning how to introduce a greeting later in the session.

For the shorter session, this reflection will happen outside of the session.

Grouping for III: Whole group in a circle,
sitting with nine o'clock partners

III. Introduce the purposes of greeting— 10 minutes (2–3 minutes)

1. Participants make text-to-self connections.

- a. **Participants move** to the circle, sitting next to their nine o'clock partners.
- b. **Direct participants** to turn to pages 34–40 in *The Morning Meeting Book*. Post a chart or overhead to show the purposes of greeting.
- c. **Ask participants to choose** one purpose and think of a text-to-self connection. They can quickly review the text about the purpose, if that helps them make the text-to-self connection.
- d. **They briefly share** this connection with their nine o'clock partners.

2. Identify key ideas from *The Morning Meeting Book*.

Going around the circle in the large group, each participant notes one key idea that stood out.

For the shorter session, you could do a brief review of the purposes, listed on a chart or overhead, then move directly to the DVD viewing.

Model making a text-to-self connection. For example: *When I read that greeting helps to meet our universal need for belonging and recognition, I remembered starting a new school mid-year when I was in fifth grade and how important it was that the teacher made sure everyone said "hello" and learned my name.*

ENERGIZER BREAK

This is a good place to pause for a quick energizer. Today teach Zoom (see directions after the detailed outline).

IV. Greeting in action—

30 minutes (30 minutes)

1. View two clips of greeting (choose any grade-level-appropriate greeting clips from the *Sample Components DVD* or the *Sample Morning Meetings DVD*).

a. Direct participants to the handout “DVD Viewing: Session Three.”

b. Ask all participants to watch the first clip and look for examples of how the greeting sets a positive tone and provides a sense of recognition. They can note examples on viewing guide.

c. Then everyone watches the second clip and looks for ways the greeting helps children learn names and practice hospitality. Participants note examples on the viewing guide.

2. Participants report on what they noted.

Briefly discuss:

- ✧ *What do you identify as the primary value of greeting? Why?*
- ✧ *How might the skills children learn during greeting connect with the academic curriculum?*

3. Make the point that for greetings to be successful, teachers need to provide structure and management.

4. View a third clip, focusing on teacher management.

a. Divide the group in two. One half pays attention to how the teacher introduces the greeting (teach, model, practice). The other half pays attention to how the teacher manages student behavior during the greeting.

b. Both groups report on what they noticed.

c. After each group completes their report, discuss the information shared. Be prepared to fill in gaps and emphasize points stated in “Key Points to Emphasize about Greeting.”

V. Getting started with greeting—

15 minutes (10 minutes)

1. Participants review the material in the “Getting Started” section of the Greeting chapter.

a. Participants move to sit with their Morning Meeting partners.

b. Ask if there are any questions about the material or any clarifications needed.

c. With their Morning Meeting partners, participants discuss what needs to happen in their classrooms to support taking these steps.

d. Ask participants to review the teachers’ and students’ responsibilities for greeting and then share with Morning Meeting partners their ideas about the following questions:

- ✧ *Which of the students’ responsibilities might be the most challenging for your particular age group?*
- ✧ *How might you proactively address this?*

2. Using the handout “Morning Meeting Implementation: Greeting,” participants work with their Morning Meeting partners to begin planning how they will introduce and implement greeting, when they are ready to do so.



For the shorter session, leave out step 2. If some or all of your group is implementing greeting right away, they can do this planning, using the planning sheet, outside of the session.

VI. Review “Fine Tunings”

—10 minutes



For the shorter session, leave this out. But be sure to point participants towards the material, especially if some are planning to implement greeting immediately.

Lead a whole-group discussion, using open-ended questions.

Sample questions:

- ✱ *Did any of the questions in the “Fine Tunings” section of the Greeting chapter particularly speak to you? What questions, issues, or wonderings came up for you?*
- ✱ *Are there any other problems that might come up that aren’t addressed here? What might help you deal with them?*

VII. Plan how to introduce a greeting—10 minutes (10 minutes)

Participants will have a chance to plan how to proactively teach a greeting to children. Here are two ways to approach this: Option 1 uses a video clip and option 2 does not.

Option 1

- Choose a DVD clip** of a teacher introducing a greeting to children. Be sure to choose a clip that you have not yet shown to participants.
- Using minimal set-up**, do the greeting with participants so they have firsthand experience of the greeting.
- After doing the greeting**, have participants discuss with their Morning Meeting partner what steps a teacher might have to do proactively to make this greeting successful.
- Follow this discussion** by showing the DVD clip.
- Participants reflect** on the experience briefly, sharing insights and confirmations from the experience.

Option 2

- Choose a greeting** that is described in *The Morning Meeting Book* and have participants read the description.
- Participants discuss** with their Morning Meeting partners what proactive steps would help make this greeting successful.
- Teach the greeting** to participants, using proactive steps such as modeling.
- Participants reflect** on the experience, briefly sharing insights and confirmations from the experience.

VIII. Preparation for next session and closing reflection—5 minutes (5 minutes)

1. Give the assignment for the next session.

- a. **Read through page 57** in the Sharing chapter. Use the handout “Double-Entry Reading Journal” to record thoughts and responses.
- b. **(Optional) Implement greeting**—Use handout “Morning Meeting Implementation: Greeting” to record plans and results.
- c. **(For participants in the shorter session) Morning Meeting partners meet** to plan for implementation of greeting.

2. Use the Snowball strategy to structure reflection on the session.

Participants write on a piece of paper an idea that particularly intrigues them, or a new insight or learning, and then wad up the paper and toss it into the center of the circle. Then, taking turns around the circle, participants each take a snowball and read the idea written on it.

Meeting Message Template: Session Three

The goal of this message is to spark interest in exploring the topic of greeting. The thinking challenge embedded in the message helps prepare participants for thoughtful discussions during the session.

Class Riddles can help build community and deepen participants’ interest in listening during sharing time. In the message below, we’ve included examples of riddles so you can see how they are written. The content of the riddles comes from information that participants share with the whole group during Morning Meetings.

[Date]

Greetings friends!

Today we are going to be thinking and talking about greeting. Greeting is such a simple action but has such a big impact.

Thinking challenge: What makes greeting so powerful?

Class Riddles (Be thinking about who these might be ...)

Someone whose favorite spot is under the willow tree by the pond???

Someone whose pet peeve is toothpaste caps left off the tube???

Zoom *(The Morning Meeting Book)*

1. **Participants** stand in a circle.
2. **The person who begins** the activity says, “Zoom,” and turns her or his head quickly to a neighbor on either the right or left. That person passes the zoom to the next person and so on around the circle.
3. **You can challenge** the group to go faster.

Key Points to Emphasize about Greeting

Following are important points to keep in mind and to emphasize during the session on greeting:

- * Morning Meeting always begins with greeting.
- * Although greetings might reinforce academic skills or content, the primary learning is social.
- * Greeting offers opportunities to help children reach across gender, clique, and friendship lines.
- * Greetings need to be carefully taught. Discuss, model, and practice how to greet someone in a friendly, warm, respectful way.
- * Teach a variety of age-appropriate greetings, beginning with simple, low-risk greetings.
- * When introducing new greetings, build on and reinforce previously mastered greeting skills. As the complexity of greetings increases, it’s particularly important to pay attention to the basics such as eye contact, friendly voice, and friendly body language.
- * Depending on the complexity of the greeting and the needs of your class, you might take several days to introduce a new greeting, each day building on skills learned the previous day.
- * Through your consistent positive attention, communicate your trust that children can use friendly and appropriate words and body language.
- * Make sure that children practice greeting everyone in the class, not just their best friends.

Purposes of Greeting

- ✿ To set a positive tone
- ✿ To provide a sense of recognition and belonging
- ✿ To help children learn names
- ✿ To give practice in offering hospitality

DVD Viewing: Session Three

Clip 1: How does this greeting set a positive tone and provide a sense of recognition? Note specific examples below.

Clip 2: How does this greeting help children learn names and practice hospitality? Note specific examples below.

Clip 3: What management strategies does the teacher use to ensure success for all?

Group 1: Focus on how the teacher introduces the greeting.

Group 2: Focus on how the teacher manages behavior during the greeting.

Morning Meeting Implementation: Greeting

When you are ready to implement greeting, what greeting will you introduce?

Remember to choose a simple, low-risk greeting, such as the “Good Morning” Greeting (The Morning Meeting Book).

What is your plan for introducing this greeting?

1. *What materials will you need to gather or prepare, if any?*

2. *What skills and behaviors need to be taught, modeled, and reinforced?*

3. *What is your plan for introducing this greeting? Remember, you can take several days to introduce the greeting.*

For those who are implementing immediately

Before coming to the next session, reflect on what happened as you introduced a greeting to your class.

What was successful? (Be specific.)

What was challenging? (Be specific.)

How did you address the challenges? (Be specific.)

Double-Entry Reading Journal

To read for Session Four: pages 49–57 in the Sharing chapter of *The Morning Meeting Book*

Using a format like the one below, note questions, key ideas, points to ponder, wonderings, text-to-self connections, etc.

| After (or during) initial reading | Upon further reflection |
|-----------------------------------|-------------------------|
| | |