

SESSION 3

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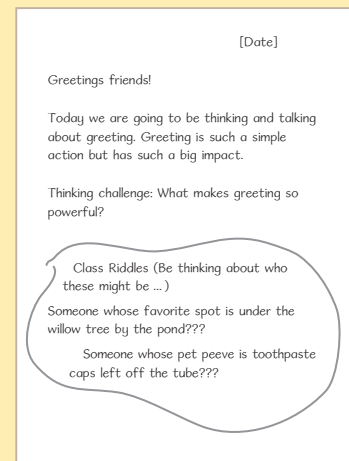
# 3 Introducing Greeting

## 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
- \* 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 sample chart after detailed outline).
- \* 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.

\*In the detailed outline, times in parentheses are for the one-and-a-half-hour 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	25–30 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

# 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 “Scripts for Introducing Sharing.”)

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.



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.

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.

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

## II. Reflect on implementation (optional)—10 minutes



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.

### 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.



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 "Purposes and Reflection," Greeting chapter, *The Morning Meeting Book*. Post a chart 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, 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).