

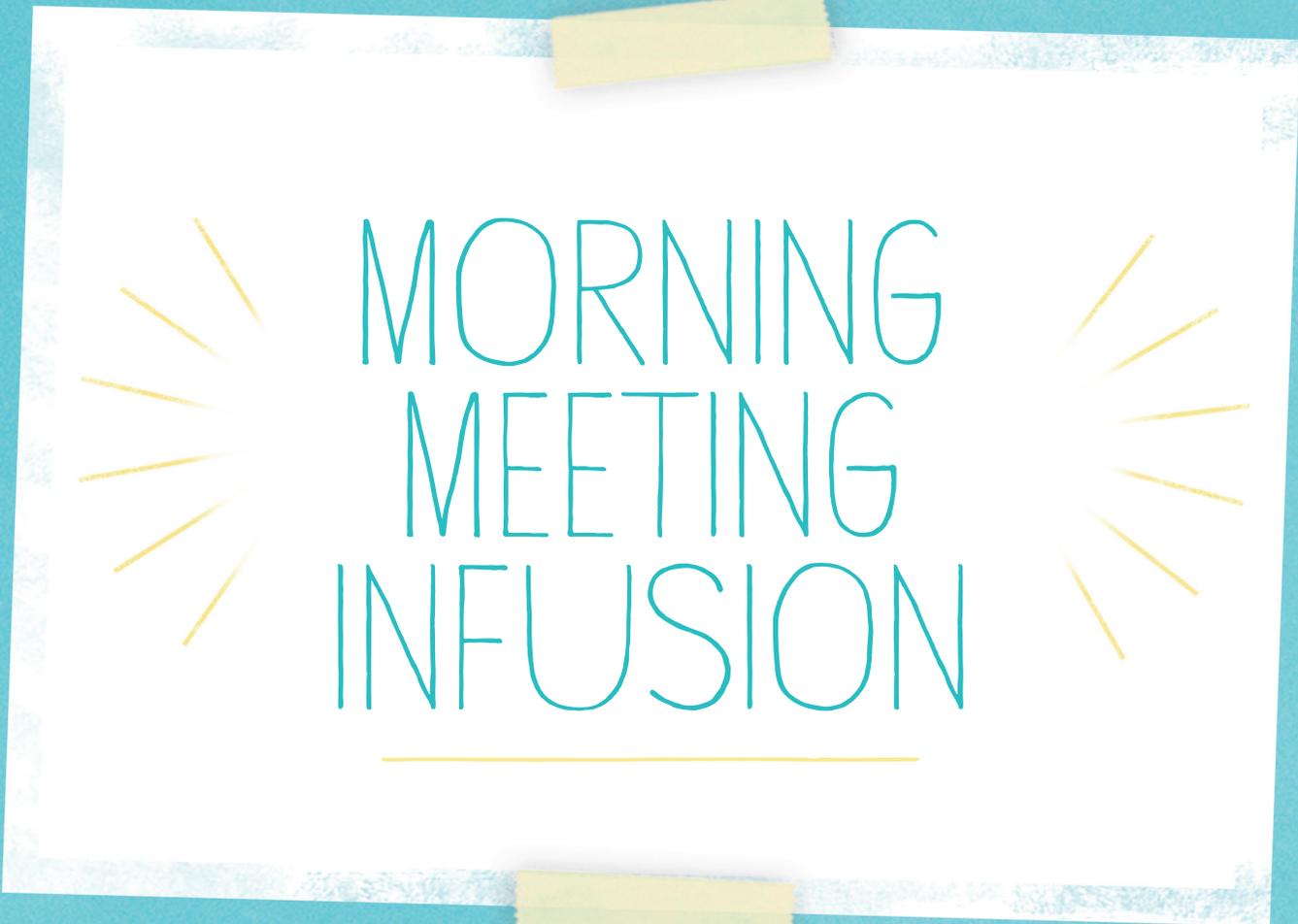


# Choose Love Movement

Morning Meeting Infusion

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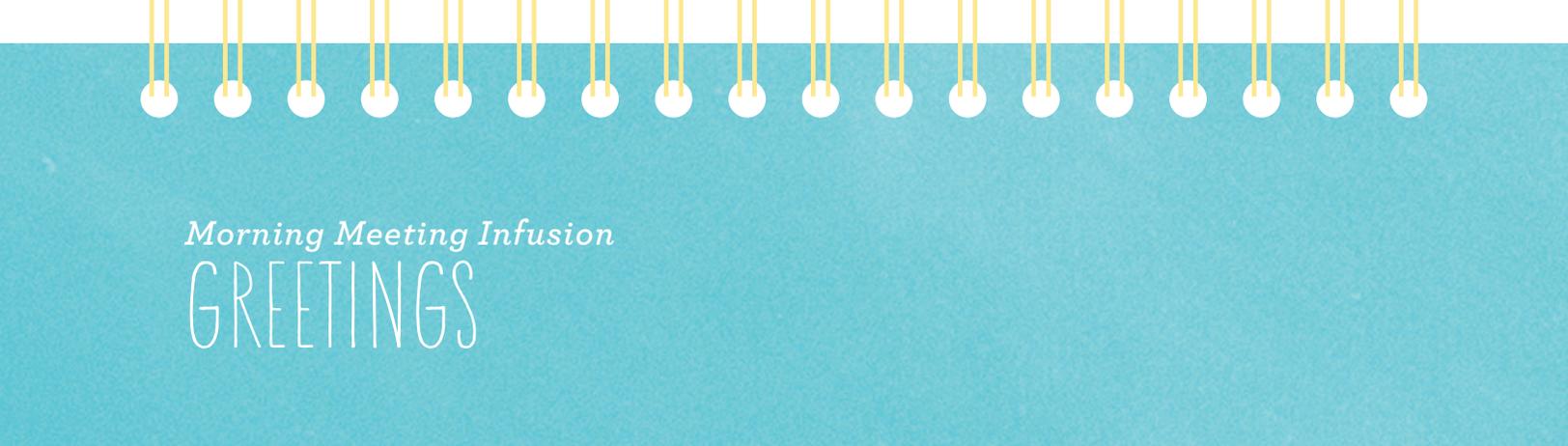




# MORNING MEETING INFUSION

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Feel free to use this resource to incorporate the components of the Choose Love equation into your Morning Meeting on a regular basis. In keeping with the four parts of Morning Meeting, you will find some ideas for greetings, sharing, activities, and messages that complement the Choose Love units on Courage, Gratitude, Forgiveness, and Compassion in Action. These suggestions can be modified to fit various grade levels. You may consider recycling these ideas periodically throughout the school year. The ideas shared here are just a few thoughts to get the wheels turning in terms of how to capitalize on this wonderful daily opportunity to reinforce concepts, skills, and components of the Choose Love Enrichment Program. This daily, devoted time spent launching our day with an unwavering focus on building a supportive community is a wonderful opportunity to stay close to choosing love.



## Morning Meeting Infusion

# GREETINGS

### **Overarching Practice - Popsicle Sticks:**

Consider using popsicle sticks with students' names written on them in a jar and be sure to include all adults that work in the room, as well. If students grow accustomed to using popsicle sticks to interact with others, they will enjoy experiences to work with all members of the classroom community. This conscious classroom management choice sends the message that all of us are worthy and valued, and when we can flexibly interact positively with others, we are enacting skills and concepts tucked into the choose love equation.

### **Overarching Practice - Promoting Compassion:**

Make it a practice for students to notice which student(s) were chosen last, and together as a community, be sure that those students are chosen first next time. Ask students to continually reflect on whom they choose to greet and how they can exhibit courage in greeting a variety of people, especially those they do not know as well as others.

### **Friendliest**

Students think about what makes a friendly greeting and also what body language, facial expressions, intonation, gestures lead us to feel another person is friendly. After discussing this first as a group, students then greet a classmate in the very friendliest way they can.

### **Compliment**

All members of the classroom take turns taking a popsicle stick at random and holding it close to their chest. They have time to think of a compliment specific to the person they selected. You could give this a theme - a compliment about their personality, a compliment about them as a student/learner, a compliment about them as a reader, etc. You could also give students word banks of character traits. Or, you could assign the greeting a sentence starter like :

“Good Morning, \_\_\_\_\_. Something I admire about you is \_\_\_\_\_” or

“Good Morning \_\_\_\_\_. I notice that you are \_\_\_\_\_.”

The truth is, we do not always know what kind of morning or extraneous situation those around us are dealing with. However, we do know that we can begin our day by saying something kind to lift one another up.



## ***My wish for you...***

You may ask students to use popsicle sticks, choose someone across the circle, next to them, or to choose whomever they would like to greet and give them a wish for the day. The wish could be thematic, like - choose someone and give them a wish for the day that reflects some component of the choose love equation or it could be left more open ended.

## ***Closed Eye***

Students stand up in the circle and close their eyes. If it is a challenge in terms of self-control to do so, students can face the outside of the circle with their eyes closed. One student begins by tapping a member of the class on the shoulder. That classmate opens their eyes and the two greet one another. Students are seated after they've had a turn. This greeting involves risk-taking and trust in the nature of having eyes closed.

## ***Full Name***

Students greet a classmate by their first, middle, and/or last name. It may be helpful for students to go around the circle and state their full name first. Students do not often call one another by their full name, and sometimes do not know one another's full names. For some, it may take courage to announce their full name and be called by their full name, yet it is an important gesture in feeling known. Names carry a certain personal history about us, one we can celebrate and be grateful for, and one we can practice courage with in being gracious when we practice a challenging full name but also acknowledge that we show one another respect when we care about getting it right.



## Morning Meeting Infusion

# SHARING

### Sharing

Sharing time can fall into one of several categories: rotating, lightning, or partner/small group shares. Either way, compassionate listening and courageous sharing are fundamental practices during this part of Morning Meeting. This time may also give students an opportunity to share news and happenings in their life that reflect moments of gratitude, forgiveness, courage or compassion. Remind students to be on the lookout for these threads and to comment/question students further when they notice them in conversation.

### Rotating

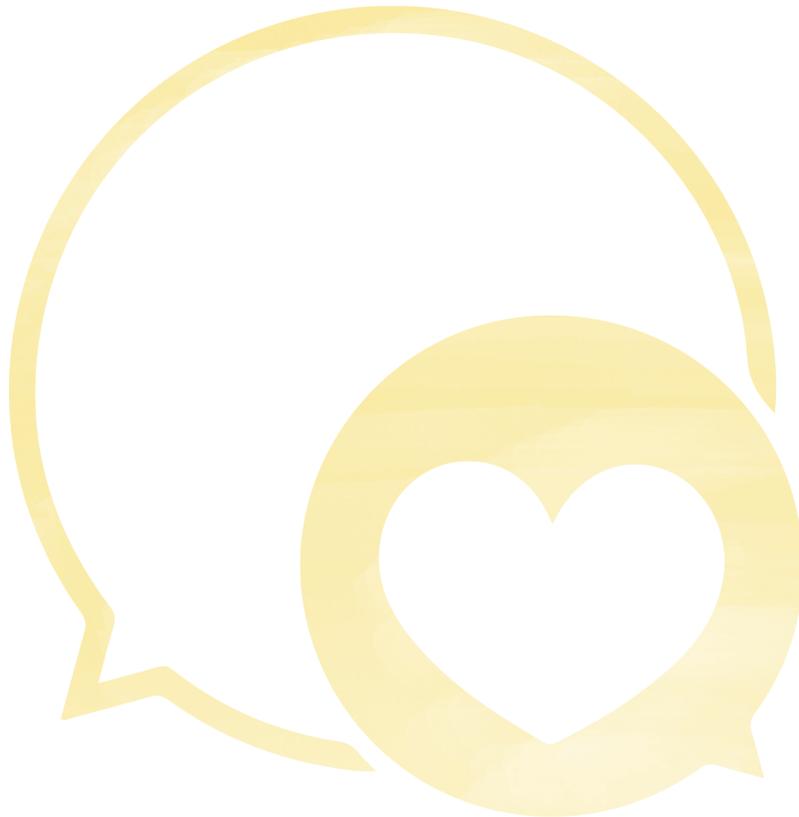
You may make a schedule that rotates throughout the year where several days a week, several students share. For example, on Tuesdays-Thursdays, three students can share each day and this schedule can rotate until all students in the class have had a chance to share. This might be posted in the room somewhere so students prepare what they'd like to say. At the beginning of the year, it may be important to discuss the difference between a share that's appropriate for a public sphere versus a private share. If students are ever in doubt, they may run their idea by you first. Some students may benefit from rehearsing with you, a peer, or another trusted adult prior to sharing, as well. When it's a student's day to share, they should be prepared to say 2-3 sentences about their topic and then take questions and comments. It is very important that some frontloading work on compassionate conversations be done prior to taking comments and questions. In other words, comments and questions are a chance to elicit more from the speaker or to show compassion and as such, they must remain focused on what the speaker said. They should also be open-ended questions and comment stems rather than eliciting yes/no answers from the speaker. Rotating shares provide a window into a person's mind and heart - they reflect information that the speaker found important enough to share with a whole group.



## **Lightning or Partner/Small Group Shares**

Lightning shares are when all members of the classroom have a chance to say one sentence. It could be open ended, such as sharing a sentence about something on the mind or something that was done over the weekend. Or, it could be thematic. These kinds of shares can also be done in partnerships or small groups. Here are some possible topics:

- Something that makes me unique...
- A time I displayed courage was when...
- Courage/gratitude/forgiveness/compassion looks like... OR sounds like...
- Something/someone/someplace I am grateful for...
- Analogy/comparison: Forgiveness is... (e.g. forgiveness is a dove set free; forgiveness is an untethered bird)
- I noticed \_\_\_\_\_ show compassion in action/courage/gratitude/forgiveness when they \_\_\_\_\_.
- I showed compassion in action when I \_\_\_\_\_.
- I was a receiver of gratitude/forgiveness/compassion when...



# ACTIVITIES

## **Mindfulness Breaths**

Lead or invite a student to lead the class in the brave, gratitude, forgiveness, or compassion breath as the activity for that morning. Invite individual quiet reflection time or group discussion after the breath.

## **A Warm Wind Blows**

All participants stand in a circle. The teacher or a student names a truth for them (e.g. A warm wind blows for people whose favorite season is summer or A warm wind blows for people who love chocolate peanut butter ice cream or A warm wind blows if you are the youngest person in your family). If the statement is also true for you, step into the center of the circle gently and quietly, as if a warm wind were blowing you in. Quietly take a moment to observe those who also blew into the circle as well as those who remained on the outside of the circle. Then, take a step back into your original spot. If you wanted this activity to have a theme, you could be the only person who names the statements and they could be focused on whichever unit in the program you are on.

## **Take Sides**

All participants stand. One side of the carpet or room is designated as 1 choice, the opposite side of the carpet or room is designated as the other choice. A statement is made and students must choose their preference. For example, the teacher may point to side 1 and say “I would describe myself as outgoing when I meet new people” and then would point to side 2 and say “I would describe myself as reserved when I meet new people.” Students then select the side they identify more closely with by walking to that side. Students observe where they stand and where their peers stand quietly. This series of statements could be focused upon one or more of the units in the Choose Love Enrichment Program.

## **Just Like Me**

All participants sit in a circle. The teacher or student names a true statement (much like A Warm Wind Blows). For example, you may say: ‘It’s hard for me to stand up for others when I hear someone say something unkind, but I do it anyway’ or ‘I am grateful for the ability to come to school’ or ‘I love to read’. If the statement is true for others, they stand up, throw their arms high above their head and enthusiastically state ‘just like me!’. Then, all sit back down. Play continues for several rounds.



## Who Remembers?

After playing A Warm Wind Blows, Take Sides, or Just Like Me, play a series of Who Remembers? This is where you ask ‘who remembers someone who...’ and then repeat one of the statements used during the game. Pull popsicle sticks or call on people at random to name a classmate who fits with the statement you just made. This promotes attention towards and care for others.

## Song

Consider learning, singing, and coming up with gestures for various songs such as:

- With My Own Two Hands - Ben Harper
- Imagine - John Lennon
- Brave - Sara Bareilles
- Best Day of My Life - American Authors
- Roar - Katy Perry
- Forever Young - Rod Stewart

## Mental Vacation

In a comfortable, seated pose, ask students to close their eyes and picture their favorite place or a place they’d like to go. Picture all that is around them: sights, smells, etc. After 60 seconds ask them to pantomime what they’d be doing there. Ask a few students to share out. Ask them how they can access this strategy to help them choose love.

## Feelings Charades

Often, young students will default to describing another’s emotions as happy, sad, or mad. It is important to grow our vocabulary and understanding of the many, varied, and nuanced emotions we experience and we witness others experience. Place various feelings words on index cards or print copies of faces showing various emotions. This could be played as a matching game, or students could be given a certain card and asked to act out that feeling with their facial expressions, body language, gestures. Other students can raise a quiet hand or popsicle sticks can be selected to guess the emotion.

## Pass the Face

Students are given a card with a photo of a face expressing an emotion and/or a printed word listing an emotion. The student names the emotion aloud, represents that emotion on their face, and passes the face to the person next to them, who then turns and makes that same face to the next person, and so on until the face has traveled around the circle.

This activity targets self and social awareness and builds students’ capacity to ‘read’ others.



# MORNING MESSAGES

Here are a few sample morning messages that may be helpful. These can be used as discussion starters, writing prompts, or mindful minutes where students can just quietly reflect.

## Early in the unit:

“Good Morning Courageous Class, today is \_\_\_\_\_. We will focus on **courage** as our first part of the equation for choosing love. What does the word courage mean to you? Write or draw an idea.” Your teacher, \_\_\_\_\_

You could use a similar message on the mornings that you begin a new unit in the enrichment program. Or, you may choose to introduce the vocabulary like the message below.

“Good Morning Courageous Community, today is \_\_\_\_\_. We will focus on **courage** as our first part of the equation for choosing love. Courage means that you are willing to work through challenges and obstacles when it is hard for you. Can you think of a time when you showed courage or you witnessed someone show courage?” Your teacher, \_\_\_\_\_

## Mid-unit:

“Good Morning Courageous Leaders, today is \_\_\_\_\_. You’ve been growing **courage** in your thoughts and actions. Finish one of the following sentences:

To me, courage is...

I show courage at school by...

I show courage at home by...

I show courage in my community by...

It takes courage to show my feelings because...”

Your teacher, \_\_\_\_\_

## Late-unit:

“Good Morning Courageous Leaders, today is \_\_\_\_\_. **Courage** helps us to take healthy risks and to play and learn in a community where we really trust one another. Which strategies have benefited you most in beginning to focus on developing courage? Which will you continue to use?” Your teacher, \_\_\_\_\_



### Early in the unit:

“Good Morning Gratitude Practitioners, today is \_\_\_\_\_. The second part of the choose love equation is **gratitude**. What does the word gratitude mean to you? Write or draw an idea.” Your teacher, \_\_\_\_\_

“Good Morning Gratitude Growers, today is \_\_\_\_\_. We will focus on **gratitude** as our second part of the equation for choosing love. Gratitude is when you feel thankful and want to show that thankfulness. Think: when is a time you have felt thankful and have done or said something to show that gratitude?” Your teacher, \_\_\_\_\_

### Mid-unit:

“Good Morning Gardeners of Gratitude, today is \_\_\_\_\_. Did you know that **gratitude** grows much like a garden? When you plant seeds of gratitude, and care for them mindfully, they grow into something beautiful. People who practice gratitude sleep better, are happier and more positive, have better relationships, and are less stressed than people who do not. This is much like a careful gardener who enjoys beautiful plants. Name the last time you practiced gratitude.” Your teacher, \_\_\_\_\_

### Late-unit:

“Good Morning Grateful Ones, today is \_\_\_\_\_. You know well now that **gratitude** is mindful thankfulness, and we can feel gratitude for lots of different people, places, and things in our lives and show that gratitude in our words and actions. One of the more challenging things in practicing gratitude is to even practice it when things aren’t going your way. It takes some hard work, but it’s worth it. When is a time you weren’t feeling so grateful? Let’s try to think of what a moment of gratitude could have looked like or sounded like in that difficult time.” Your teacher, \_\_\_\_\_



**Early in the unit:**

“Good Morning Forgiving Friends, today is \_\_\_\_\_. The third part of the choose love equation is **forgiveness**. What does the word forgiveness mean to you? Write or draw an idea.” Your teacher, \_\_\_\_\_

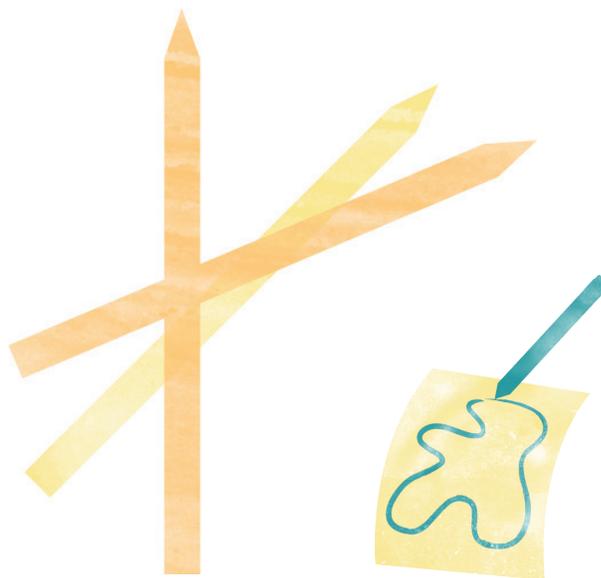
“Good Morning Gratitude Growers, today is \_\_\_\_\_. We will focus on **forgiveness** as our third part of the equation for choosing love. Forgiveness is when you choose to stop feeling angry at someone and decide not to think or act in a negative way toward that person. Think: when is a time you have forgiven another person or another person has forgiven you?” Your teacher, \_\_\_\_\_

**Mid-unit:**

“Good Morning Followers of Forgiveness, today is \_\_\_\_\_. When we practice **forgiveness**, we sometimes need help. After all, forgiveness is hard but like most things in life, it is easier with help from people who care about us. The first thing to do on the road to forgiveness is to feel calm again. What is a strategy a classmate, friend, or trusted adult may use to help you to feel calm again in a moment of anger?” Your teacher, \_\_\_\_\_

**Late-unit:**

“Good Morning Forgiving Friends, today is \_\_\_\_\_. During our study of **forgiveness**, we have practiced various strategies to feel calm so we are better able to choose to let go of anger. While our friends and family can help us to calm down, we also need to help ourselves to be in a good place to forgive. One way we can do this is by saying affirmations, or positive things we say to ourselves. Here’s one of mine: Breathing in, I let go of anger. Breathing out, I calm down. Write one of your affirmations about forgiveness below.” Your teacher, \_\_\_\_\_



### Early in the unit:

“Good Morning Compassionate Class, today is \_\_\_\_\_. The fourth part of the choose love equation is **compassion in action**. What does the word compassion mean to you? Write or draw an idea.” Your teacher, \_\_\_\_\_

“Good Morning Compassionate Students, today is \_\_\_\_\_. We will focus on **compassion in action** as our fourth and final part of the equation for choosing love. Compassion is when you understand the pain or suffering of others and do or say something to try to help them feel better. Think: when is a time you have felt compassion towards another or someone has showed you compassion?” Your teacher, \_\_\_\_\_

### Mid-unit:

“Good Morning Compassionate Crew, today is \_\_\_\_\_. We’ve been working through 3 steps to showing **compassion**. I’ll write step 1, then you fill in the other two.

1: Ask yourself, “how does the other person feel?”

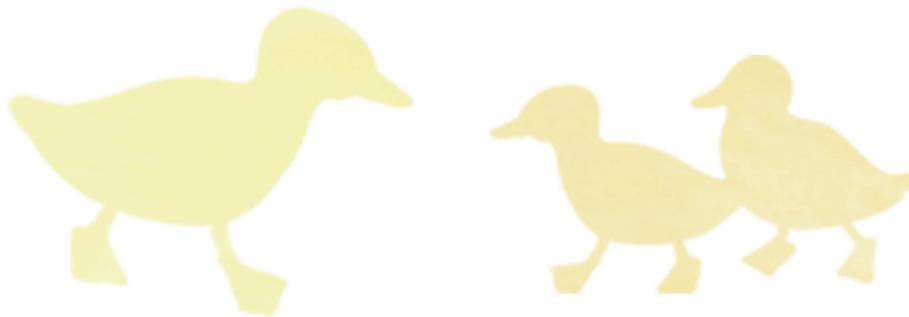
2:

3:

Let’s practice an example together: You really want to play with two students during recess. When you ask them to play, though, they say you aren’t good enough. How can you use courage, forgiveness and gratitude to show these two students who have hurt you compassion in action?” Your teacher, \_\_\_\_\_

### Late-unit:

“Good morning Kind Kids, today is \_\_\_\_\_. Today will be our very last Choose Love lesson. Can you believe it?! Although it is the last lesson, it is still only the beginning of practicing **courage, gratitude, forgiveness, and compassion** in action in our life in order to choose love. Write a time you have recently practiced one of the parts of the choose love equation, or more than one!” Your teacher, \_\_\_\_\_



# STUDENT LED

## ***Student Led***

As the year progresses and students become increasingly comfortable with one another as well as the structure of Morning Meeting, invite students to plan and carry out student-led morning meetings. At the end, invite students to give one another feedback in the form of compliments and tips. Make the connection between student leadership and courage explicit, along with inviting discussion about how being a participant requires the community to choose love.

