

## Week of Jan. 25th

### Monday

#### Goals:

- [Zones Check-In](#)- What are you feeling today? What Zone are you in? Why?
- Relationship Skills - getting to know our classmates

#### Part 1

- **Zones Check-in.** I think it's important that we as staff have a way to know where students are at as they re-enter the buildings each week and for students to practice that self evaluation/awareness of where they are at. You can do this however you'd like - whether it's having them share, having them write it on a post it note, putting it in a journal spot, etc.

#### Part 2

- **Relationship Skills** - we've talked about how at school our classrooms are our classroom communities and it's important to get to know our classmates that make up our classroom community so we can work together and be part of a safe, positive learning space. Since we don't get to interact with the other classes on the playground, it's even more important that we get to know one another - as learners and people - to best understand one another. Strong relationships are built from communication and work on knowing one another. We are going to play a game the first day of every week until every classmate in our room gets a chance to do some sharing.
- Getting to know you game. Pick 2-3 students or take volunteers (you choose how many depending on time), to sit in front of the class and answer 5 questions. They will be asked/answer the below two questions and then three questions that your class can generate that they want to know about the student.
- Boundaries
  - The student answering questions can "pass" on answering any question that they don't want to answer or are not comfortable answering.
  - Questions need to be appropriate.
  - Goal is to get to know our classmates better!
- Questions
  - 1. What is one trait you look for in a friend? (kind, helpful, funny, etc)
  - 2. What is something that really bothers you while learning (we call this a pet peeve)? (Example: pet peeves are something someone does that we don't like, but they might not know that it bothers us. For example when someone interrupts the teacher, or a tapping pencil, etc).
  - 3, 4 & 5 - classroom generated (examples - what's your favorite book character, what do you like best about school, what do you look forward to most each day, what's one thing you wish all your classmates knew about you, etc).

	<ul style="list-style-type: none"> <li>• Wrap Up - the more we know about our peers, the more socially aware we can be as their work partners, friends, and community members!</li> </ul>
<b>Tuesday</b>	<p><b>Goal</b></p> <ul style="list-style-type: none"> <li>• School Safety - with our classrooms at elementary back to 5 day learning and some additional students returning to Montessori at the middle school level for the start of second semester, it's important that we orient students with the standard response protocol procedures if we had any type of emergency. We are not holding physical drills this year.</li> </ul> <p>Review with Students:</p> <ul style="list-style-type: none"> <li>• Safety is always important and we are going to spend some time reviewing our different procedures for if there was an emergency while we are at school, but also we are going to review safety in the specific things we are doing to keep school open and safe during COVID.</li> <li>• Remind students that we want to keep school open and not have to be virtual and the things that we have control over to minimize germs is 1. Wearing our masks appropriately 2. Washing our hands and 3. Keeping our distance. (I know this can be hard because we like to be by our friends and it's easy to forget how close we are, but we need to be super aware of staying spaced out!).</li> <li>• Standard Response Protocol - please review what each of these means for students.</li> </ul> <p><b>Hold:</b> Explain to students that a hold occurs when something is going on outside the classroom and we need to stay in the room. (example: medical emergency). Ask students to think about where they would go if they were in the hallway or bathroom when a hold was called.</p> <p><b>Secure:</b> Explain to students that if there is a dangerous situation outside the school, we must all go inside to keep ourselves safe.</p> <p><b>Lockdown :</b> we stay in our classroom and quietly sit and wait for adult directions. Locks, Lights, out of sight. Include thinking through with students, what do you think you'd do if you were in the bathroom, the office, hallway, etc?</p> <p><b>Evacuate :</b> this is a fire drill where we leave the building quickly, quietly and orderly. Include thinking through with students, what do you think you'd do if you were in the bathroom, the office, hallway, etc?</p> <p><b>Shelter:</b> can explain to students that this is if there is really bad weather outside and we need to stay safe by being away from windows, in hallways and spaces with safely enclosed places to sit quietly.</p>
<b>Wednesday</b>	<p><b>No Morning Meeting Plan for Today</b></p> <ul style="list-style-type: none"> <li>• AP - Asynchronous Day</li> <li>• UE - Class discussion Explaining/confirming NCI is cancelled for this year (<a href="#">Parent Communication</a>)</li> <li>• LE &amp; CH - Could use MM time to do a Read Aloud or Zones Check-in or discuss an issue or something specific to your</li> </ul>

	classroom that needs addressing or a refresher.
<b>Thursday</b>	<p>Goals</p> <ul style="list-style-type: none"> <li>Relationship Skills</li> </ul> <p><b>Lesson/Activity:</b></p> <ul style="list-style-type: none"> <li>Establishing healthy and positive relationships with others can only happen if we first have a positive relationship with ourselves. For example, we encourage students to take pride in the work they do. While strengthening our ability to be in the present moment we can also strengthen our listening skills. Developing listening skills is especially important for children as they establish healthy and positive relationships. Additionally mindful practice will help children develop respect, compassion, and kindness for others.</li> <li>Activity: <u>identify your support system</u>. Support systems are people whose support or during/ in uncertain times help us feel more confident about managing our emotions. Use the given handouts (Flower) that goes through the parts and how they equate to types of support. Feel free to connect this to any Montessori lesson you have on plants and their parts.</li> </ul>
<b>Friday</b>	<p>Goals</p> <ul style="list-style-type: none"> <li>End of the Week Student Check-in: <a href="#">Zones Check-In</a>- What are you feeling today? What Zone are you in? Why?</li> <li>Self Awareness - Mindful Listening</li> </ul> <p>Lesson</p> <ul style="list-style-type: none"> <li>From the buzz of a cell phone to the wail of a siren, sounds are all around us. Mindful listening helps us choose which sounds to focus our attention on and helps us to be thoughtful in the way we hear and respond to the words of others. Training our brains to concentrate on specific sounds helps heighten our sensory awareness. Being able to listen in a focused way to what others say and to home in on important words and phrases give a young listener more context for understanding what's being said and a better idea for how to respond.</li> <li>Learning: <a href="#">(Visual For Students)</a> What Is the RAS? An intricate network of long nerve pathways lies within the core of the brain stem. This reticular formation, also called the reticular activating system (RAS), helps regulate many basic body functions and connects the brain stem to the prefrontal cortex (PFC) and other parts of the brain. The RAS is a mechanism for keeping the brain awake and alert and is the brain's attention-focusing center. Sensory stimuli (visual, auditory, tactile, olfactory, taste) continually arrive via the spinal cord and are sorted and screened by the RAS. The sensory input deemed relevant by the RAS is routed on to its appropriate destination in the conscious brain. What's irrelevant is blocked. The RAS is critically important because the brain cannot process the millions of bits of sensory information coming in at once! A child sitting in a classroom likely has competing sensory experiences, such as the voice of her teacher, a wiggly loose tooth, the sight of rain spattering the windowsill, and the aroma of food from the cafeteria. A mindful, focused student is able to redirect her attention to the task at hand, reassuring herself that lunchtime will come after math.</li> <li>Athletes, musicians, scholars, and other "focused" people have "trained" their RAS to choose the most pertinent</li> </ul>

sensory stimuli. With practice focusing on specific details, children can train their RAS to be more effective. Such practice is especially important for children who have trouble focusing their attention on their work, instructions, or social cues. Sensory awareness activities in this lesson and the others in this unit provide children with repeated RAS-strengthening practice.

- Ask students if they know how a strainer works. Much like the RAS, it filters input, allowing only some things to pass through. Explain that the RAS lets important sights, sounds, feelings, tastes, and smells pass on to the brain, just as the filter lets water pass through. But it blocks unwanted material, just as the strainer blocks the spaghetti noodles from going through when you drain the water.
- Discuss: What are some situations, places, or times of day when it's hard for you to pay attention? When that happens, what do you think is happening in your brain?