

## Week of Jan. 4th

<p><b>Day 1</b> <b>Welcome Back!</b></p>	<p>Goals:</p> <ul style="list-style-type: none"><li>• Reestablish purpose of Morning Meeting</li><li>• Routines w/ “new” classes: (i.e. seating arrangement, how to listen/ take turns speaking, what to bring,etc)</li></ul> <p>Prompt/Activity</p> <ul style="list-style-type: none"><li>○ As you introduce sharing, remind students that each day we’ll be getting to know each other through sharing. We all have different feelings about school, especially our first day in school after a break, with combined cohorts/changes to classes, with masks, social distancing, etc. Those feelings can make it harder to think or share. To help students out with sharing, give these supports: • Give thinking time by having students give a thumbs up when ready. • Say it’s OK to share something someone else has said; it shows you have something in common. • Tell students if they pass, you’ll come back to them so everyone can learn more about each person. Explain that the around-the-circle sharing topic today is a favorite thing about being back at school. Give thinking time and have all show a thumbs up when ready. Model the sentence by sharing your own favorite thing: “My favorite part about being back at school is . . .” Each person shares around the circle. You may need to call on the next person if students aren’t able to sit in a circle.</li></ul>
<p><b>Day 2</b> <b>Self Awareness</b></p>	<p><b>UPDATE:</b> <a href="#">Zones Check-In</a>- What are you feeling today? What Zone are you in? Why?</p> <p>Goal:</p> <ul style="list-style-type: none"><li>• What is an Intention vs. Resolution?</li><li>• <a href="#">Article</a> - for teachers reference (Thanks Mrs. Stolpe for sharing this article and idea!)</li></ul> <p>Activity:</p> <ul style="list-style-type: none"><li>• A common “new year” activity is for people to set resolutions. Resolutions are statements or goals regarding something you want to fix, do differently, etc in the new year. For example someone might come up with a resolution of wanting to exercise every day or read 2 books per month. Intentions are mindful statements that focus on the process. For example an intention would be to spend less time on a screen at night and more time reading.</li><li>• We’ve discussed the importance of being reflective and being mindful multiple times this year. Today we are going to do a New Years Intention activity to remind yourself of some of the positive things that happened, the things that brought you joy, as well as the stuff you could do without in 2021 by making a</li></ul>

	<p>more/less visual.</p> <ul style="list-style-type: none"> <li>● On a piece of paper and draw a line down the center to create your drawing area. On the left, write the word “More” at the top. On the right, write the word “Less.” Now think of the things that you enjoyed this year (you can also imagine things that would bring you joy in the future). Once you have an idea, draw a simple icon to represent it and draw it in the More column. If you want more jogging in your life, maybe draw a sneaker. Do the same for the Less side: If you want less social media, maybe draw a phone.</li> <li>● These drawings don’t have to be realistic and you don’t have to be an artist - they just have to be recognizable to you. Think of them as secret symbols that remind you of your intention. If you worry you might forget what you meant, you can label them with a few letters to remind yourself. It’s OK to make your symbols simple (a heart, a plus sign) or abstract (a scribble, an x). This is the year ahead for you!</li> <li>● You could have students tuck this in their drawer, folder or somewhere to visually access throughout the next months.</li> </ul>
<p><b>Day 3</b></p>	<p><b>LE &amp; CH Activity:</b> Mindset - Positive Thinking</p> <ul style="list-style-type: none"> <li>● Yesterday we discussed and did an activity on our intentions for the new year (both what we want to do more of and less of) when reflecting on the previous year. The hard part about any goal, resolution, or intention is always keeping positive and a growth mindset when things get hard, obstacles present themselves, or we just don’t feel great.</li> <li>● <b>CH &amp; LE</b> Read Aloud: <a href="#">Pete the Cat’s Groovy Guide to Life.</a> (if you have this book and prefer to read it versus the video read aloud, that’s always an option and fine! ) Students may be familiar with Pete the Cat books. In this title, Pete the Cat shares his glass half full outlook on life by paraphrasing/adding his own fun take on all of his favorite inspirational and feel-good quotes. <ul style="list-style-type: none"> <li>○ Follow up Discussion/Prompts: Do you have a favorite quote? What was your favorite quote from the book?</li> </ul> </li> </ul> <p><b>UE &amp; AP Activity:</b> Identity and Community</p> <ul style="list-style-type: none"> <li>● Teachers: Identity and community are central themes in the minds of young adolescents. As our two cohorts of students combine at the UE, it seems like a new school year, many wonder about who they want to be in this new space and what it means to be part of a group/community. The lives of early adolescents are centered around peer groups and mutual relationships.</li> <li>● Discussion/Activity: <ul style="list-style-type: none"> <li>○ Earlier this year we talked about identity and our self identities. An important part of self-identity is being able to recognize the similarities and differences between yourself and others in your community and connecting through those similarities and respecting our differences. We learned</li> </ul> </li> </ul>

that there are many characteristics that make up our identities, and something else to consider is that we each have different values.

- Silent Reflection time (students can jot notes down or just think about their responses):
  - What in life is important to you?
  - How do you know when something is important to you - that you value it?
  - [Values Statements](#) - look at this sample list of \*some\* values. While looking at it, pick what your top 5 value statements are. Are there any values that would be in your top 5 that are not on this list?
- After doing this activity, it's important to remember that not only do we each have different identities, but we also can have different values from one another. It's important to keep that in mind throughout the year as we work in our classroom community because these differences will help us learn from one another, but they are also important to be aware of because not everyone thinks like us or has the same values, we we need to be respectful and open minded when working together in our community.