

Figure 2.1: Additional Sample Morning Meeting Agendas

“Peer-to-Peer Greeting” Agenda

Early in the school year, teachers may wish to begin morning meetings with peer-to-peer greetings in addition to teacher greetings. This helps students focus on others in the class community. Thus, the peer greeting becomes the main focus of the agenda.

- Teacher Greeting** Teacher greets students by name as they come through the door. (1 minute)
- Peer Greetings** Teacher says, “I want us all to get to know each other, so we’ll count off into groups of three students each.” Then, have students count off (“One, two, three, one, two, three,” etc.) around the room. Teacher then says, “Okay, each group of three students introduce yourselves to one another, and learn one interesting positive thing about one another. Then you will introduce to the class your group members by name and by describing that one important thing.” (10 minutes)
- Announcements** Teacher thanks everyone and proceeds with any class news or class announcements, and schedule for the day. (3 minutes)

A “Problem to Discuss” Agenda

At times, several members of the class may exhibit behavior problems, and the morning meeting can provide an opportunity to address those problems. A discussion of a general, recurring behavior problem may therefore be the focus of the agenda.

- Teacher Greeting** Teacher greets students by name as they come through the door. (1 minute)
- Problem Discussion** Teacher says, “We need to discuss a problem I’ve seen, and several of you have done this, so it’s a class-wide problem. Anyone want to guess what that problem might be?” Teacher should solicit several answers, and if students can’t identify the problem, the teacher should then describe it. Mention also why and how the behavior problem impacts the class negatively (loss of class time while teacher and students deal with the problem, etc.). Also, briefly discuss why students might do that behavior (i.e., what that student’s feelings and needs might be when he does it). That serves as the basis for the next step, generating alternative behaviors. (10 minutes)
- Alternatives** Teacher then asks, “Okay, when a student feels that way, can we think of things that that person might do instead of the problem behavior?” Have students generate some alternative ideas that could help a student get her needs met. Have another student write those ideas down on the whiteboard. (5 minutes)
- Announcements** Teacher thanks everyone and proceeds with any class news or class announcements, and schedule for the day. (2 minutes)
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