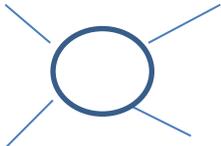


Morning Meeting K-5

Unit 4 Week 3

Weekly Focus				
Words have power				
	Day 1	Day 2	Day 3	Day 4
Daily Concept	Words have power	Choosing to be kind: using put-ups	Kindness quotes	Classroom kindness slogan
Questions to Ask	How do words have power? Is it easy to "undo" unkind words?	How can we change a put-down to a put-up?	What do the quotes about kindness really mean?	What should our class kindness slogan be?
Teacher Models	See Script .	See Script Use anchor chart to record responses 	See Script	See Script
Student Practices	Activity with paper cut-out	Students think of put-ups	Class discussion	Create class kindness slogan
Materials	Paper cut-out of a person (preferably life-size) Tape Strips of paper	Chart paper Sticky notes		
Word Wall		PUT-UPS!		

Day 1 Teacher Script: Words have power

Today we're going to talk about how **words have power**. Words can be kind or unkind. When we say unkind words, we can't take them back. We hurt our friends by saying unkind words. Sometimes children say, "I was just playing" or "I was just kidding" or "I didn't really mean it". But unkind words always hurt and that is NEVER a fun way to "play".

Put your cut-out of a person up on the wall. Ask for examples of unkind things children may say to each other. Have different students come up and crumple a part of it, or make a small tear in it, or scribble on part of it, for each example. Then have other students come up and try to "fix" the tears with tape and erase the marks.

Were we able to make the person look just like it looked before the unkind words? That's the power of unkind words. They hurt our friends, even though we might apologize for them afterwards. KIND words have the opposite power. They make us stronger and better- for both the person who says kind words, and for those who receive kind words.

*To build on the concept of "words have power" another activity is to **keep the "compliment game" going in the class by students writing compliments for each other**. Remind the students that real, heartfelt compliments are more than about physical appearances. Some examples are:*

--is a good listener, is good at science, makes funny jokes, is a fast runner, always takes turns, helps me with....., etc.

Hand out a couple strips of paper to each student. Explain that every day we're going to write a compliment about a student in the class. Tell the students to be thoughtful and keep their compliments private. Make sure the students include the NAME of the student for whom they are writing the compliment! You will gather them up each day and keep them.

Take the rest of the week or however long you need to finish this project of students writing compliments for everyone in their class. You may want to give a list of the class members to each student so they can check off their compliments as they write them. At the end, you will compile the compliments for each student and hand them back to the student. The student can then tape them onto a sheet of paper into a collage, or make a little compliment book, or keep them in another way. This can be a great "pick me up" at any time for a student who might be feeling discouraged, frustrated or sad.

Day 2 Teacher Script: Choosing to be kind: using put-ups

What is a put-down? Sometimes people say hurtful things to each other. They say things that make the other person feel no good, not important, and “less than” other people. That’s why they are called “put-downs”. We’ve also learned that these put-downs hurt people in a way that you can’t really take back.

Ask for a couple examples. As a class, discuss:

Where do people learn to say put-downs?

How do put-downs make people feel?

Why do you think we say put-downs?

*Put up your chart paper and label it “**PUT-UPS!** not put-downs”. Have the class think of put-ups, that is, kind and friendly things to say to each other.*

Examples: That’s great! Good going. Way to go. I like how you did that. Wow! I appreciate you for.....Fantastic! Thanks for your help. You’ve got it. You did it!

List the contributions on the chart. The students can continue to think of put-ups during the week, adding them by sticky notes or directly onto the chart paper. This is a wonderful visual reminder of using put-ups, not put-downs. You can just point to it or redirect a student to use one of the examples!

As a class, discuss:

How do put-ups feel, as opposed to put-downs?

If we use put-ups with each other, how might it affect our class community?

End with a positive intention or a positive visualization.

Day 3 Teacher Script: Kindness quotes

We have learned that words have power. Here are some powerful words famous people have said about kindness. Let's talk about what these words may mean. *Choose one or all as appropriate for your class and generate classroom discussion. You may want to post the quotations up on a wall. These can be very impactful for students!*

Kindness is a language which the deaf can hear and the blind can see. (Mark Twain)

Be kind to unkind people- they need it the most. (Ashleigh Brilliant)

Forget injuries, never forget kindnesses. (Confucious)

Kindness is never wasted...it benefits both the recipient and the bestower. (S.H. Simmons)

End with a positive intention or a positive visualization.

Day 4 Teacher Script: Classroom kindness slogan

Words have power and kind words have the power of good! Today we are going to think of a kindness slogan for our class. A slogan is a memorable phrase that stands for what we believe in.

Have the class brainstorm their ideas. Some examples: Kindness can change the world. Kindness makes your heart glow. We believe in the magic of kindness.

The slogan can be put on poster board and then student can write down on sticky notes acts of kindness they accomplished, to add to the poster board. Remind students that acts of kindness can be big or small or in between- they all count. Kindness is never wasted!

End with a positive intention or a positive visualization.

PUT-UPS!