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| **Community Meeting** | |
| GOALS | * Classroom community members begin the day joyfully together. * Children get to know and forge connections with each other and classroom adults. * Children express their ideas and feelings and listen to those of others. * Children practice mindfulness and develop executive function. * Children contribute their funds of knowledge to current topics of study and thus extend the learning of the group. |

Community Meeting starts the day. Each morning, the group convenes in a circle for a shared greeting and for activities that highlight children’s sources of strength and joy, activate their knowledge and experience, and connect them to each other. Different from exercises focused on math, literacy, or routines (such as calendar, morning message, or review of expectations), activities suggested for Community Meeting include practices to cultivate mindfulness, prompts for conversation, and games. Teachers choose which to use and how to facilitate them, reflecting on children’s engagement and the current needs of the learning community. In the Community Meeting, every activity is an invitation, and children choose to participate as they are ready to do so.

**Mindful practices** are designed to help children feel grounded and calm. As they notice how focusing on breathing makes them feel, children cultivate their emotional well being and expand strategies for self-regulating, leaving them more centered and better able to tackle challenges.

**Discussion Prompts** encourage children to bring forward their own knowledge, experiences, questions, and ideas about a topic, and to consider the same from others. Teachers offer one prompt each week and have a few children respond each day (or give everyone a turn on one day); some children will choose to listen rather than speak. Inevitably, difficult issues arise in our communities and in children’s individual and family lives. Be prepared to host open-ended and respectful discussions about difficult questions as appropriate, or to loop back for a private conversation—possibly including the child’s family members—at another time of the day.

**Games** offer children and adults to engage with each other playfully**,** practice social skills, and build self-regulation skills. Playing together sets the tone for a day of collaborative learning. Many suggested games originate from The Playmaker Project.