

Virtual Morning Meeting Ideas

GREETINGS

Adjective Greeting

Each student chooses an adjective that begins with the same sound as his/her/their first name. Going through the group, learners introduce themselves by saying “Hello my name is (adjective) (first name). For example, “Hello, my name is Jazzy Janet – classmates then respond with “Good morning Jazzy Janet”.

Different Languages Greeting

Students greet each other by saying “Hello” in a language other than English. The use of different languages can be incorporated into many greeting structures. Also, having a discussion about the different languages spoken at home can be a bonding activity to also engage parents/caregivers for this greeting.

Good Morning Friends

The following chant is a good way to begin the day. Sing together: *“Good morning friends, Two words nice to say, So clap your hands, and stomp your feet, and let’s start together this way.* After the chant, say “Good morning” using each child’s name.

Interview Greeting

Done in pairs, this greeting you ask learners to interview one another so they can share with the larger group what they have learned about their partner. For example, you could give students fill in the blank sentences to complete, or list one or two questions they can ask. During the meeting it might look like this *“Hi, this is (partner’s name). After school she likes to play basketball and her favorite food is pizza”.*

Quotes Greeting – Intermediate age

Have students pick a quote they appreciate or find inspiring. Have them say “Good morning (first name)” and then read out their quote (and perhaps provide a brief description why they chose it). This greeting can also be done in small groups or pairs for the sake of time.

SHARING IDEAS

Just a note- Sharing doesn’t always need to be spontaneous speech. Some of our learners may benefit from time outside of the class meetings to help them prepare materials they are going to share in advance.

Favorites

Learners identify things about themselves – for example you could ask them to create a series of responses such as “ I like math, I have a hamster and I like to play the guitar. To make this easier you can give families a fill in the blank sentence format for dozens of scripts to prompt sharing (“ I like to eat _____, I like to play _____, I enjoy _____ .) Once you get to know your class, over time you could add questions that engage deeper conversations about topics you know they are passionate about.

Other Favorite Topic Areas – Colours, Numbers, Movies, Foods, Games, Sports, Holidays, Books, Pets, Seasons.

Props

Plan the sharing segment of your class meeting by asking learners to discuss items or special things they have from their homes, to share with the group/class. You can invite peer questions to engage in back and forth dialogue. For younger children they can start by simply asking questions and having “yes and no” answers.

Scavenger Hunt

Have students get up from their seats, find something interesting from around the room, and bring it back to the meeting. It gets kids up and moving. It also allows you to spend time with curricular areas by being specific with your requested items. Have them share why they chose that item. **Example - Arts Education-** *Can you find something with a unique texture? Two objects that are complementary colors? A piece of clothing with a pattern?*

Something NEW I Have Learned

Have children to share out one thing that they have done in the past few months that was new for them. This could be games, hobbies, skills or simply new foods they have tried. Have them express their feelings and experiences with trying “new” things.

If I Were One Inch Tall

Each student completes the sentence “If I were one inch tall, I would _____”. Encourage students to be inventive and creative. You might use the example to model this sharing by saying “*If I were one inch tall, I would use a toothpick as a vaulting pole*”. (A nice addition to this is reading Shel Silverstein’s book “One Inch Tall” with the class beforehand).

GROUP ACTIVITY

Alphabet Story

Designate a person to start the “story” by having them share a sentence that begins with the letter A. “Aunt Helen came to my house the other day”. The next person to add to the story would add a sentence that begins with the letter “B”. “Buddy is the name of her golden retriever”. Continue this pattern until you have finished the alphabet.

One Thing You Like to Do

Let learners know that they’re each going to pantomime a favorite activity. Give them a minute to think of an activity/hobby and a simple movement they can do to represent that activity. For example, pretending to swing a baseball bat. This requires that “video” is being used and kids can see one another of course. Classmates then guess what the activity is and can add their answers in the chat.

Take Sides

Make up a list of contradicting statements about learners’ preferences – for example “I like to sleep in late” and “I like to get up early” or “I love to be with big groups of people” and “I like to be with one friend at a time”. Have students respond by “virtually” raising their hands to show which statement best fits for them. Call out three or four statements, until everyone has had a chance to respond. Allowing time for conversation this highlights how we are similar and different, and how appreciating the perspective of others is important.