



## MEETING THREE

# The Circle of Power and Respect, Greeting



### PARTICIPANT INSTRUCTIONS

Chapter Two provides detailed information about the greeting component of the Circle of Power and Respect. The purpose of the greeting is to set a positive tone for the day and to help students learn the skill of greeting others in social encounters. Appendix B is a resource for greetings ranging from simple to complex, low-risk to high-risk, and requiring low to high levels of self-control.

### Keep in mind

No one greeting is appropriate for all situations. As teachers gain experience with a variety of greeting formats, they become skilled at choosing the format that best suits the current mood, skills, and interests of their groups. In addition, it is useful for students to learn a variety of greetings, from formal to informal, so they are prepared for the wide variety of social encounters they will experience in life.

### Discussion format at a glance: Greeting Sampler

Participants take turns leading different types of CPR greetings. After each greeting, the group evaluates the greeting and discusses adaptations and variations teachers could make in their classrooms.

## Reading Assignment

In Chapter Two, read the Greetings section, pages 49-59. Skim Appendix B, pages 215-227, to get ideas for CPR greetings.

### Interact with the text

After reading the section in Chapter Two about greetings, plan to lead a greeting at our next meeting. Look through Appendix B, pages 215-227, and choose a greeting that you could lead at the next meeting. Use the planning sheet to help with your preparation.

## GREETING PLAN SHEET

Greeting

Activity level

Social challenge level

Is this greeting quick?



## LEADER INSTRUCTIONS

### Meeting Preparation

Familiarize yourself with the meeting and Greeting Sampler formats. Decide how you will divide into partners and small groups for sharing.

**Materials:** Whiteboard or chart paper, sharing topic chart from previous meeting

### Daily news

**Prepare and post daily news chart:** The poll on this chart will be analyzed and results reported at Meeting Eight.

Date: \_\_\_\_\_

Greetings Friends!

Welcome to the third session of our study group. Today we will continue to discuss CPR and focus on types of greetings we can use in our classes.

Does it matter to you if people greet you by name? (Make a tally mark)

No      Somewhat      Yes      Very much

Best,

(sign)

Data tabulation volunteer(s):

# Meeting

## Gather in a circle

### Post and refer to rules

Ask participants: *How do you think we're doing in following the rules we set up? Do you have any suggestions for how we can get more from our meetings?*

### Introduce topic

*This meeting is an opportunity to learn a variety of greetings for CPR and practice leading a greeting. After each greeting, we'll discuss how and when we would use that format in our classrooms.*

## Guide greeting, sharing, and Greeting Sampler discussion format

### **Greeting: 30-second Greeting (1 minute)**

Group mingles in the center of the circle or room and everyone greets as many other people as possible in 30 seconds. Leader keeps track of time.

### **Sharing: Generating questions for sharing (5-10 minutes)**

Use the same topic that was used for the Whip Share at last meeting. As a group, generate a list of questions that partners could ask each other to find out more information about the topic. Designate a scribe to record the topic and questions on chart paper for use at the next meeting. For example, if the chosen question is about a favorite hobby, possible additional questions may include:

- *When do you do this hobby?*
- *With whom do you do this?*
- *Where do you \_\_\_\_\_?*
- *Why do you enjoy\_\_\_\_\_?*
- *What's challenging and what's easy about\_\_\_\_\_?*

Tell the group they will have opportunities to ask each other some of these questions at the next few meetings.

### **Discussion format: Greeting Sampler (30 minutes)**

1. Divide into groups of eight or fewer.
2. In each group, participants take turns leading the greetings they prepared. If two or more chose the same greeting, they may lead the greeting together or choose one of them to lead it.
3. Pull sticks to decide the order of the greetings. Depending on the complexity of the greetings, you may or may not have time for everyone to lead a greeting.

4. Evaluate each greeting after its presentation using the following questions:

*When and how would you use this greeting? (e.g. At what time of year would you use it? What skills would you highlight?)*

*What adaptations might you need to make to use this greeting?*

*What variations could you try?*

**Reflect: Individual written response (2 minutes)**

Ask participants to answer the following questions in the Notes.

- *What greeting(s) do you plan to use with your students?*
- *When and how will you use them?*

## Prepare for the next meeting

Announce next meeting date. Direct participants to Meeting Four's introduction and Reading Assignment, pages 30-31, to prepare for the next meeting. Acknowledge the volunteer(s) named on the daily news chart for offering to tabulate the chart data and report at Meeting Eight.

## Suggest follow-up

Discuss the following suggestions and poll the interest of the group.

- Plan to lead a greeting at the next staff meeting.
- Integrate greetings into your advisory and/or use them to begin your class periods.
- Assign students as greeters in the hallway during arrival time.

# NOTES