

# Appendix B



## Year 2 Daily Prompts

November/Month One (Year 2—*Better School*): Making Ourselves, School, and World Better

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Is honesty in school always the best policy? Why or why not? (Skill: Communication)	Imagine some students from another school are coming to visit. What would you tell them and show them about the school so they could understand what it is like to go to school here? (Theme: Making Ourselves, School, and World Better)	Have you ever helped someone in your school or classroom think about a problem in a new way (with Constructive Creativity!)? How did you feel after you helped? (Skill: Social Problem-Solving)	What is the biggest problem facing the school right now? How can Constructive Creativity, which involves brainstorming many ways to solve a problem or get something—help? (Virtue: Constructive Creativity)	Finish the sentence: “I care a lot about _____. I think all middle school/high school students should be able to _____.” (Theme: Making Ourselves, School, and World Better)
Week 2	What are some positive and negative outcomes to being bored at school? Is there any benefit to boredom? (Virtue: Constructive Creativity)	Do you think staying positive is the best way to deal with setbacks or failure in school? Why or why not? What are ways to solve setbacks or failure when the problems happen in school? (Skill: Social Problem-Solving)	What songs would be on a playlist describing our school? Why? (Skill: Communication)	Have you ever changed a habit related to school for the better or improved something about yourself with regard to school? How did you do that? (Theme: Making Ourselves, School, and World Better)	What do you think is the difference between worrying and being anxious? What are some things in school you worry about? What are you anxious about? How do you handle them similarly/differently with Constructive Creativity? (Virtue: Constructive Creativity)
Week 3	What about the school makes you the most happy? The most upset? How can you do something constructive about what makes you upset about the school? (Virtue: Constructive Creativity)	When trying to solve a problem or make a decision about what to do in the classroom, I usually make a list of pros and cons. What is a decision you are working on with regard to learning in our class? What are your pros and cons? Considering these, what will you decide? (Skill: Social Problem-Solving)	If someone donated \$1 million to the school, what would be the first problem you would want to see the money help solve? How do you think it could be used to solve that problem? (Skill: Social Problem-Solving)	What are some questions you have for our school principal? How might you get them answered? (Skill: Communication)	What is poverty? What do you think causes poverty? How does poverty affect our school? [This is a tough question, but there are no right/wrong answers!] (Theme: Making Ourselves, School, and World Better)
Week 4	What is the best school invention of all time? Why? Has it been improved over time? How could you make it even better? (Virtue: Constructive Creativity)	What are the hardest problems that teachers have to deal with every day in school? What do you think are better or worse ways for teachers to solve those problems? (Skill: Social Problem-Solving)	Pick three words that describe this class (or school). Why did you choose these words? [Consider having students work independently or working together as a class to come up with a list] (Skill: Communication)	Do you think any words should be banned from being used in school? Why or why not? (Skill: Communication)	Are there any places in the school or parts of the school day (even coming and going to school) where you worry about being unsafe? What can be done to make those places safer? (Theme: Making Ourselves, School, and World Better)

December/Month Two (Year 2—*Better School*): Giving Back to Ourselves, School, and World

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	What are some books you own that you could live without? Have you ever thought of donating them to others who don't have as much as you? How would you do it if you wanted to? (Virtue: Helpful Generosity)	Who makes decisions at your school? What would you need to do as a student to have your voice (ideas, feelings, and opinions) heard? (Skill: Social Problem-Solving)	What is the nicest compliment you have ever given someone else? During a given week, how often do you compliment someone at school? (Skill: Communication)	Who is your favorite person in your school and why? Have you ever told this person how they make your life better? (Theme: Giving Back to Ourselves, School and World)	"No one can help everyone, but everyone can help someone." What do you think about this quote? How can it apply to our school? (Virtue: Helpful Generosity)
Week 2	When you give someone a gift, do you expect to get something back? What if we gave freely without expecting anything in return? (Virtue: Helpful Generosity)	What would happen if teachers did not come prepared for class? Why are plans necessary in school? (Skill: Social Problem-Solving)	What was something that you wrote in school or for an assignment that you are especially proud of? What is something that someone else wrote that you have found particularly enjoyable or inspiring? (Skill: Communication)	"Rather than worrying about who was right, be concerned with what was right" (author unknown). Reflect on one thing this week that went well for your school. (Theme: Giving Back to Ourselves, School and World)	Who in this school comes to mind when I say the word "goodness"? What makes this person good? What qualities do you have that others may think remind them of "goodness"? (Virtue: Helpful Generosity)
Week 3	Think of one person in your school who is always there for you. What does this person do that helps you to know they are reliable? (Virtue: Helpful Generosity)	What is one thing that you are grateful for in this school? If you had to live without it for the rest of the year, how would you deal with it? (Skill: Social Problem-Solving)	If you have a phone, imagine your phone broke. What would the school day be like without being able to text/communicate with your friends/family? If you don't have a phone, do you want one? How do you think people used to stay in touch before having mobile phones? (Skill: Communication)	Do you think it is necessary to care for your school? Do students have a role? Are you engaged in any service activities? Why or why not? (Theme: Giving Back to Ourselves, School and World)	Think about a hero or heroine in social studies or history that you have studied in this school. What made this person heroic? Do you consider anyone in the school to be a hero or heroine? (Virtue: Helpful Generosity)
Week 4	"Be the reason someone in your school smiles today." Is making others smile an act of charity? Why or why not? (Theme: Giving Back to Ourselves, School and World)	Have you ever celebrated someone else's success in school? What did you do to show them you were happy for them? (Skill: Social Problem-Solving)	Who in this school has been a good listener to you? How did you know that they were listening to you? (Skill: Communication)	What's the most memorable thing you have done or given to someone in this school? What made it memorable? Does it matter whether the person recognized you did it? (Theme: Giving Back to Ourselves, School and World)	What does the body language of teachers/administrators in this school tell you? Who makes you feel welcomed in the school building? (Skill: Communication)

January: Month Three (Year 2—*Better School*): Planning for the Future

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	A new student just arrived at your school. What do you think it feels like to be living in a new place with all new people? Has this happened to you? (Skill: Empathy)	Schools often do fundraisers. Think of a fundraiser your school did. Was this fundraiser successful? Why or why not? Brainstorm ways that could improve it. (Skill: Social Problem-Solving)	What do you think it feels like to be a principal? What is the hardest part of their job? (Skill: Empathy)	We learn from our mistakes and we all make them. What is one mistake you made this school year that you learned from? (Theme: Planning for the Future)	The principal is notified that almost a whole class cheated on a recent math test. How should they respond to this problem? (Skill: Social Problem-Solving)
Week 2	Every school has some bad or sad things happen. What can you remember that was bad or sad that happened in this school or a school you were in? How did the school improve as a result, even though it was hard? (Virtue: Optimistic Future-Mindedness)	What was the most productive discussion you have participated in? Did it teach you anything that could apply to this school? (Skill: Social Problem-Solving)	Why is it important to keep an open mind about others' differences? What would happen if we were close-minded at this school? (Skill: Empathy)	Who do you admire most in this school? Have you ever told that person? Why or why not? (Theme: Planning for the Future)	Students are under a lot of pressure. What could you do to make a friend at school smile later today? What about an adult in the school? (Virtue: Optimistic Future-Mindedness)
Week 3	How is coming to this school every day helping you become a more successful and productive adult later in life? (Theme: Planning for the Future)	Where in school do we have the opportunity to share our feelings? How could we create more of these spaces? (Skill: Empathy)	If you disagree with a school rule, what should you do? Could change happen when one person points out a specific problem? (Skill: Social Problem-Solving)	What are some of the values of this school? How can you tell if a teacher/administrator is passionate about that value? (Theme: Planning for the Future)	Every school has potential to be better. What can make this school better from now to the end of the school year? What do you look forward to in your next grade level or school? (Virtue: Optimistic Future-Mindedness)
Week 4	What might happen if the school did not run on an organized schedule? Do you think it would be better or worse? Why? (Theme: Planning for the Future)	Which staff member—other than a teacher—is the best problem solver in the school? Give an example of when you saw this. (Skill: Social Problem-Solving)	In school, it can be difficult to control our impulses or desires to call out. For some, it is easier than for others. What could we do to help decrease the amount of times a day that people talk over each other? (Skill: Empathy)	What is one thing you have learned about how to succeed in this school that you did not know and you wished you knew when you started school? (Theme: Planning for the Future)	If administrators had more open forums to hear how students felt about different issues, would it make the school better? Why or why not? (Skill: Empathy)

February/Month Four (Year 2—*Better School*): Showing Resilience and Overcoming Obstacles

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Do you feel your voice is heard in this school? Why or why not? Name one new way to have your perspective considered by others. (Virtue: Responsible Diligence)	Almost everyone has had a time when they went along with a group even though they knew that what they were doing was wrong? Has this happened to you? Why did you go along? What conflicting feelings did you have? What kept you from acting differently? (Skill: Social Problem-Solving)	Is there a certain feeling that you have when entering this school building? Some students feel happy, angry, scared, or excited about their day. Why do you feel that way? What could help make it more positive? (Skill: Emotional Regulation)	Do you believe that all teachers believe in your potential? If so, how do you know? If not, what would you need to change in yourself in order to help teachers see your positive potential? (Theme: Showing Resilience and Overcoming Obstacles)	A French philosopher Jean-Paul Sartre, once said, "Every word has consequences. Every silence too." What does this quote mean? Do you agree that this is true at school? Why or why not? (Skill: Social Problem-Solving)
Week 2	Besides graduating from college, what other types of training do you think teachers receive? How else do teachers prepare for educating students? What would you like to see as part of their training that might not be there now? (Virtue: Responsible Diligence)	If someone asks for help at school, does that mean they are not able to do the work alone? Do you have to be failing to ask for help or attend an extra help session? (Theme: Showing Resilience and Overcoming Obstacles)	Are there certain areas of the school where students are more mindful of their behavior? Do these areas seem more peaceful to you? Why do you say this? (Skill: Emotional Regulation)	Charles Darwin once said, "It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change." After COVID-19, when school closed, there has been so much change in schools. Do you agree that adaptability is the most important trait? Why or why not? (Theme: Showing Resilience and Overcoming Obstacles)	Problem-solving occurs every day in schools. Who are the key people you need to communicate with, in order to make progress toward a solution of a problem in school? (Skill: Social Problem-Solving)
Week 3	School starts at the same time every day. Name three ways that you use responsible diligence in order to get to school on time. (Virtue: Responsible Diligence)	Name one difficult experience that you experienced this year at school that you overcame. What did you learn from overcoming this obstacle? (Theme: Showing Resilience and Overcoming Obstacles)	There are times in school when we feel that we are being treated unfairly. When this happens, we need to regulate our emotions and also address what happened. Who in your school would be a person you could go to who could help you with regulating your emotions and help you address the unfairness you experienced? Why did you pick this person? (Skill: Emotional Regulation)	In order to continue to journey forward, it is important to take ownership over your success. That means persisting in areas that are challenging. What is one thing you need to work on before leaving this school? (Virtue: Responsible Diligence)	Students take so many tests in school to monitor their progress. Why is this important? Brainstorm some better ways than relying on tests to show what students have learned. (Skill: Social Problem-Solving)
Week 4	When you notice something going on in school that is not fair, what do you say or do? How much do you persist until someone acknowledges your concern? (Virtue: Responsible Diligence)	What is one rule at school that you have a hard time accepting? What do you do in order to follow that rule? How might you try to get that rule changed? (Theme: Showing Resilience and Overcoming Obstacles)	Teachers have emotions, too. Do you think they respond the same way to emotional situations throughout their lives? Why or why not? (Skill: Emotional Regulation)	Some people say that when something goes wrong in school, it's the adults' responsibility to take care of it. Do you agree or disagree? Why? (Virtue: Responsible Diligence)	The start of the school day is often pretty hectic. Brainstorm some ideas about how to make the start of the school day go more smoothly for everyone. (Skill: Social Problem-Solving)

March/Month Five (Year 2—*Better School*): Appreciating Ourselves, Our School, and the World

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	It's often easy to complain about things that go wrong in our school. It's a little harder to be thankful for what is going well. What are some things about this school for which you are grateful? (Virtue: Compassionate Gratitude)	At school, how do some of your teachers show you empathy? What makes you feel most understood and comfortable in the classroom? (Skill: Empathy)	If you were asked to explain your school to a student from a different town, what would you say? Which adjectives might you use? How else could you communicate information about your school? (Skill: Communication)	In order to learn effectively, it is important to actively listen. While listening to your teacher, what are some ways that you can ensure that you are understanding? (Skill: Communication)	While in school, do you need to communicate differently with different people (friends, teachers, administrators, etc.)? If so, who and how do you communicate differently? (Skill: Communication)
Week 2	What could we do to show compassionate gratitude to those in our school that are less fortunate than us? (Virtue: Compassionate Gratitude)	Who is the first person in this school that comes to mind when you hear the word, "grateful?" What is one action this person takes which helps them show their appreciation? (Theme: Appreciating Ourselves, Our School, and the World)	As you develop through adolescence, you begin to address conversations in a more mature way. What have you learned that makes you more empathic with your classmates and/or teachers? How has that changed for you since elementary school? (Skill: Empathy)	Each school across this district is unique in its own way. What is one unique quality about your school? How might your school change if this unique quality did not exist? (Theme: Appreciating Ourselves, Our School, and the World)	We often learn through modeling, or watching others do something. Who are the role models for effective communication in school? How do you know that this person is a good communicator? (Skill: Communication)
Week 3	How would the school function if there was no appreciation for materials? (ask for examples of materials—be sure things like books, art supplies, lab equipment, instruments, PE equipment are mentioned)? Would it improve or hinder the student and staff attitudes in the building? (Virtue: Compassionate Gratitude)	Some schools are more diverse than others. What is one positive thing about going to a school with students from many different cultures? (Theme: Appreciating Ourselves, Our School, and the World)	It is often reported that students feel most comfortable in classes that are interactive. When we are having these MCCs, we are allowing ourselves the space to interact. Think of other classes you have. Which ones are easiest for you to communicate in and why? (Skill: Communication)	Think of your favorite performer in music, art, or television. How do you think this individual's school environment impacted their success in their field? What kind of school environment would be most helpful in your future success? (Virtue: Compassionate Gratitude)	Are there any downsides to being empathic at school? Some people believe that it's possible to run out of empathy. What do you think? (Skill: Empathy)
Week 4	Every teacher and staff member has a life outside this school building. Put yourself in their shoes. How do you think they separate their worlds and what would happen if they didn't? (Virtue: Compassionate Gratitude)	Christopher Germer once said, "Self-compassion is simply giving the same kindness to ourselves that we would give to others." Is this something that most people in your school do? How can you tell? (Theme: Appreciating Ourselves, Our School, and the World)	Do you think a teacher/friend of the opposite gender can truly empathize with you? Why or why not, or are you not sure? Do you think gender differences isolate groups of people? Why or why not? (Skill: Empathy)	Think about all of the announcements that come over a school loudspeaker. How would you improve the use of these announcements as a form of communication? (Skill: Communication)	Whose jobs in the school do you think are the hardest? Why? How can you show these individuals your empathy? (Skill: Empathy)

April/Month Six (Year 2—*Better School*): Connecting With Others and Being a Leader

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Think of a time in school that you could have used compassionate forgiveness and did not. Reflect on this situation as if you were given a second chance. How might you change your actions? How might this change affect the outcome? (Virtue: Compassionate Forgiveness)	Is empathy needed in order to practice kindness toward others? Why or why not? (Skill: Empathy)	What do you typically do when you feel angry or frustrated? Does this reaction help you and/or others in the long term? (Skill: Emotional Regulation)	Within this school, who would you consider the leaders? Do leaders need to be adult figures in a school building? Why or why not? (Theme: Connecting With Others and Being a Leader)	Do your emotional reactions differ between the home and school environments? Why or why not? (Skill: Emotional Regulation)
Week 2	Should teachers forgive every mistake that a student makes? Why or why not? If not, how could a teacher know the difference between what is forgivable and what is not? (Virtue: Compassionate Forgiveness)	How is your experience as a ____ grader helping you develop yourself as a leader? Are there any barriers to you or your classmates exercising leadership in your school building? (Theme: Connecting With Others and Being a Leader)	Is it easier to practice empathy in certain places in the school or certain parts of the school day? If so, how? (Skill: Empathy)	Connecting with your inner-self impacts your ability to connect with others. Why is this true? How do you connect with your “inner-self”? (Theme: Connecting With Others and Being a Leader)	How do your thoughts about your school impact your experience? If you change your thoughts about what is happening in school, can you change your feelings? (Skill: Emotional Regulation)
Week 3	We practice compassionate forgiveness almost every day, sometimes without even noticing that we are doing it. Do rumors impact your ability to forgive and practice compassion? Why or why not? (Virtue: Compassionate Forgiveness)	How does social media impact a student’s connectedness to school? How do you think school was different when students did not have smartphones? (Theme: Connecting With Others and Being a Leader)	Researchers studying happiness are finding that the more you smile at others, the happier they get. Do you agree, disagree, or are you not sure? Why? Assuming it’s true, give one example of how you can practice this skill at school. [Discuss how making someone else feel happy can increase your own joy] (Skill: Empathy)	Can compassionate forgiveness apply to your own self? Think of a situation in school for which you did or should have forgiven yourself. (Virtue: Compassionate Forgiveness)	What would help you feel more empathy for things happening to students in school who are different from you? (Skill: Empathy)
Week 4	When you have a disagreement with someone and you forgive them, do you expect their forgiveness in return? What difference does it make to you if they do or do not forgive you? (Virtue: Compassionate Forgiveness)	Are there any reasons why being a leader in your school is not a good choice? Does the setting matter when deciding whether or not to take a leadership role? (Theme: Connecting With Others and Being a Leader)	Who shows you the most empathy in school? Give an example of when this happened. Did this empathy help you through the situation? [This is best done as a pair-share at first.] (Skill: Empathy)	Do teachers and students express their emotional experiences in the same way? Why or why not? (Skill: Emotional Regulation)	Have you seen empathy shown in art, music, or sports? Give an example. (Skill: Empathy)

May/Month Seven (Year 2—*Better School*): Looking Forward: Next Steps on the Journey

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
Week 1	Having hope about your potential can impact your ability to succeed in school. Come up with three positive statements you could use in your classroom to help the class believe more strongly in their potential. (Virtue: Positive Purpose)	Think back to your first day of school this year. Have you gained more comfort in communicating your thoughts at school? Why or why not? (Skill: Communication)	Who do you turn to for help when you have a problem to solve related to school? How do they help you? (Skill: Social Problem-Solving)	What do you hope people will say about you once you leave this school? What kind of legacy do you hope to leave behind? Put that into words in one or two sentences. (Theme: Looking Forward: Next Steps on the Journey)	If people avoid problems, what happens? What problems do you feel are currently being avoided at school? Why? What can be done to address them? (Skill: Social Problem-Solving)
Week 2	Positive purpose is often defined as finding an intention to accomplish something useful. What are ways in which you show positive purpose in school? (Virtue: Positive Purpose)	Do students have the opportunity to make choices in school? Does this change from elementary, middle, and high school? If so, how? (Theme: Looking Forward: Next Steps on the Journey)	Sometimes, we can withdraw from situations where we feel uncomfortable and keep thoughts we have in our mind, instead of communicating. Are there any parts of your school day where you find it hard to communicate your feelings? What might be a long-term impact of not communicating? (Skill: Communication)	It is important to continue moving in the direction you would like to go. Does the speed of your movement matter? Why or why not? (Theme: Looking Forward: Next Steps on the Journey)	Acts of everyday courage—tolerance, acceptance, reaching out to those who are different—are not simple. For whom or what are you most willing to fight for, and why? (Skills: Social Problem-Solving)
Week 3	What have you done in this school to serve those around you? In a couple short months, school will be coming to a close for the year. What else can you do before the end of the year to help make the school better? (Virtue: Helpful generosity)	Next year, you will be entering ____ grade [or be a high school graduate]. What opportunities do individuals at the next stage of your journey get that you are looking forward to? (Theme: Looking Forward: Next Steps on the Journey)	What are the biggest problems this school will have to solve next year? What are your suggestions for how our school should plan to address these problems? (Skill: Social Problem-Solving)	Think of one positive person in your life. Share with the class one lesson that this person has taught you. Are there ways for you and others to apply this lesson to your time as a student in the school? (Virtue: Positive Purpose)	What are some ways the school can communicate with you so that you are better prepared for the transition to next year? (Skill: Communication)
Week 4	Creating a comfortable environment for students can make school a better place to achieve your goals. Name one way to make your school be a more positive place. How can you help make this happen? (Virtue: Positive Purpose)	C.S. Lewis once said, “There are better things ahead than any we leave behind.” Do you think this applies to our school? Why or why not? (Theme: Looking Forward: Next Steps on the Journey)	When there is a problem in school, what are the best ways to gather information to help plan how to solve it? (Skill: Social Problem-Solving)	You are about to transition into a new school year [or out of high school]. What feelings are you having about this transition? Have you talked about these feelings before? Why or why not? (Skill: Communication)	What is the most important thing this school can do to help you reach your positive purpose? Are there any ways school is holding you back now? (Virtue: Positive Purpose)

June/Month Eight (Year 2—*Better School*): Looking Back: What Have I Accomplished? What Have I Learned?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	What is something at school for which you are grateful? [Consider having all students share] (Virtue: All)	It is important for a school to reflect on both their successes and failures during a year. What would happen if a school only focused on its successes? Its failures? (Theme: Looking Back: What have I accomplished? What have I learned?)	Many people within this school are helpful. How does being helpful and generous impact the students and staff within a school? Who has been most helpful and generous to you? (Virtue: All)	What is something that you have learned about your school this year that you didn't know before? How will this help you with your transition next year? (Theme: Looking Back: What have I accomplished? What have I learned?)	Who is responsible for making school a comfortable and positive place for staff, teachers, and students? (Virtue: All)
Week 2	What is one thing that you have accomplished to impact this school during your experience with MCCs this year? (Theme: Looking Back: What have I accomplished? What have I learned?)	Name one way that optimistic future-mindedness helps our school. (Virtue: All)	"The expert in anything was once a beginner" (Helen Hayes). What does this quote mean to you? In what areas would you consider yourself an expert? A beginner? (Theme: Looking Back: What have I accomplished? What have I learned?)	Can overcoming adversity make you more creative? Why or why not? (Virtue: All)	What is something this school has taught you about good ways to solve problems? How will this help you in school in the future? (Skill: All)

Retrieved from the companion website for *Morning Classroom Conversations: Build Your Students' Social-Emotional, Character, and Communication Skills Every Day* by Maurice J. Elias, Nina A. Murphy, and Kellie A. McClain. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2022 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.