

# Appendix E

## Alternative Implementation Samples (From Chapter 6)

**TABLE 6.1** • December/Month Two in Year 1 (*Better Me*)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Dec. Week 1	Is it easier or harder to understand what someone means when texting? Have you ever had someone misinterpret your words in a text? Do you prefer to text, call, video chat, or speak in person? Why? (Skill: Communication)	Name one thing that someone gave you that matters to you. Why does this item (or action) matter to you? (Virtue: Helpful Generosity)	When you find yourself facing a problem, how do you try to solve it? How do you think things through? How did you learn how to do this? (Skill: Social Problem-Solving)	What is your body language saying right now? How might I know by looking at you if you were actively engaged in the discussion? Once you think about it, is there anything you would want to change? (Skill: Communication)	Think of one thing or object that you really love: maybe your house, your pet, or your phone. What would you do if you were without that thing? How would your life be different? (Theme: Giving Back to Ourselves, School and World)

This table is a sample week. If you only conduct MCCs three times per week, you might use the prompt for Monday, Tuesday, and Friday. This targets a skill, virtue, and theme.

**TABLE 6.2** • January/Month Three (Year 1—*Better Me*): Planning for the Future

	MCC WEEKLY PROMPT
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)
Week 2	If we disagree with someone's perspective, what would be the best thing to do? Have you ever had trouble doing this? (Skill: Social Problem-Solving)
Week 3	Small miracles happen every day. What could you do to raise your awareness of these miracles? (Virtue: Optimistic Future-Mindedness)
Week 4	What do you like most about being a ____ grader? When do you feel you are at your best in the school? (Virtue: Optimistic Future-Mindedness)

This table highlights a once-per-week model.

**TABLE 6.3** ● January/Month Three (Year 1—*Better Me*): Planning for the Future

	<b>MCC WEEKLY PROMPT 1</b>	<b>MCC WEEKLY PROMPT 2</b>
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)	"Don't judge others unless you are standing in their shoes." Do you agree with that quote? What does it have to do with Empathy? (Skill: Empathy)
Week 2	If we disagree with someone's perspective, what would be the best thing to do? Have you ever had trouble doing this? (Skill: Social Problem-Solving)	What is it like to work in a group where others do not communicate effectively to solve a problem? (Skill: Social Problem-Solving)
Week 3	Small miracles happen every day. What could you do to raise your awareness of these miracles? (Virtue: Optimistic Future-Mindedness)	Pessimism has been related to stress, anxiety, and depression. What could you do today to help combat your negative thoughts and turn them into positive thoughts? (Virtue: Optimistic Future-Mindedness)
Week 4	What do you like most about being a ____ grader? When do you feel you are at your best in the school? (Virtue: Optimistic Future-Mindedness)	What is something about your future that you are optimistic about? Why? (Virtue: Optimistic Future-Mindedness)

This table highlights a once-per-week model with longer time frames (e.g., 30 minutes), which allows for two prompts.

**TABLE 6.4** ● Skill: Social Problem-Solving and Communication

	<b>MCC PROMPT</b>
<b>Session 1</b>	<p>Our group will be taking about 15 minutes at the start of each group to discuss a variety of topics. Some of these topics will be easy to answer and others will make you think deeply. These discussions are going to help us explore our own thoughts and feelings, get to know our group, practice our skills for discussion and respectful debate, as well as several other skills that are crucial for purposeful living. Today, we will start by discussing some rules and expectations for these discussions (the following norms are suggestions that can be adjusted to fit your group, added to your existing norms, etc.):</p> <ol style="list-style-type: none"> <li>1. Wait to share your thoughts or answers until it is your turn to speak.</li> <li>2. Respect others turn to talk by listening quietly and keeping your answers to a reasonable length.</li> <li>3. Be accepting to others' thoughts and ideas—you may share your disagreements thoughtfully and respectfully, when appropriate and/or if time permits.</li> <li>4. Use respectful and school-appropriate language.</li> <li>5. If you have something to share and did not get to, you may share it with me after group, write it down for our MCC box or submit an MCC Google form.</li> </ol>
<b>Session 2</b>	<p>Today, we are going to do a self-assessment of our strengths and aspects of our behavior we might want to improve. Take out a piece of paper (or go around the room, dependent on group size) and list at least three personal strengths. How might these strengths impact your success in the group this year? Now, name one area about yourself that you would like to improve. What is something that you will do to be aware of this throughout the group?</p>
<b>Session 3</b>	<p>Describe a time you learned to think about a problem in a new way (with Constructive Creativity). Did anyone help you think in a new way? (Skill: Social Problem-Solving)</p>
<b>Session 4</b>	<p>Can you think of a time you were honest even though it was hard? Have you ever told a harmless lie, just to spare someone else's feelings? Just about everyone has. Does that make you dishonest? (Skill: Communication)</p>
<b>Session 5</b>	<p>Is it helpful to be positive all the time? Why or why not? (Skill: Social Problem-Solving)</p>
<b>Session 6</b>	<p>If you were to make a playlist with songs that fit your personality and best describe you, what songs would you choose? Why? (Skill: Communication)</p>
<b>Session 7</b>	<p>Discuss how to use "pros and cons" for real-life decision-making using hypothetical situations. Ask students to do the same about a decision they are currently making. (Skill: Social Problem-Solving)</p>
<b>Session 8</b>	<p>What question(s) do you still have about middle school? What can you do to seek answers to the question(s)? (Skill: Communication)</p>
<b>Session 9</b>	<p>If you were given \$1 million, how would you use it to make yourself, school, or world better? (Skill: Social Problem-Solving)</p>
<b>Session 10</b>	<p>If you could only use 10 words to describe what is most important in your life, what would they be? [Consider having all students write their answer to this question and then work in small groups to see if any words on the list were the same] (Skill: Communication)</p> <p><i>Note:</i> You might want to substitute a revisiting of Session 2 if this were not a focus of this last session, asking students to reflect on areas in which they grew from strength and improved in areas of need.</p>

This table highlights a 10-session model targeting the skills of problem-solving and communication. A model like this might be appropriate for a short-term group or extracurricular activity.

**TABLE 6.5** ● Sample of Seven-Week Lunch Group

<b>MCC PROMPT (OPTIMISTIC FUTURE-MINDEDNESS)</b>	<b>MCC PROMPTS (HELPFUL GENEROSITY)</b>
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? <i>(Better School)</i>	"No one can help everyone, but everyone can help someone." What do you think about this quote? How can it apply to our school? <i>(Better School)</i>
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? <i>(Better School)</i>	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"? <i>(Better School)</i>
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? <i>(Better School)</i>	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? <i>(Better School)</i>
What is one positive thing that you have done for others this week? How does that help make the whole world a better place? <i>(Better World)</i>	Do you expect people to be generous to you? Why or why not? Should people expect you to be generous to them? <i>(Better World)</i>
On any news network, we learn so much about the bad events occurring around the world. If you could say one sentence to a news reporter about optimistic future-mindedness, what would you tell them? <i>(Better World)</i>	Men and women volunteer in our country to be a part of the military. What do you think motivates them to do this? <i>(Better World)</i>
What are some mental health benefits of feeling comfortable with people from different races, backgrounds, abilities, etc.? <i>(Better World)</i>	"The happiest people are the givers, not the getters." Do you agree or disagree? Why? <i>(Better World)</i>

This table highlights a potential prompt structure for a lunch group.

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.