

**6th Grade Directions:** The Title IX lessons are *required* to be taught in all CMS schools within the first 20 days of school, which is on/before 9/21/2021. The “Topic of the Week” pages outline the Title IX Lesson.

**Schedule:** *Our recommendation is to teach the Title IX lesson during the 3rd week of school, which would be during the week of Tuesday, 9/7/2021* (as Monday is a Holiday). This is so that classrooms have time to begin creating a safe community for sharing and learning prior to teaching the Title IX lesson. Below we have provided you with the Title IX lesson and related activities for the week (Tuesday through Friday). Note: If you need to teach the Title IX lesson before or after the week of 9/7/2021, you will need to adjust the lesson and activities so that they are taught Monday through Thursday. If this is the case, on Friday, you may consider holding the same weekly greeting and a brief check-in with students for the 5th day (there is no specific activity below for the 5th day in the week).

**Materials and Material Links for Title IX Lesson and Activities:**

- Paper and pencil for each student
- Chart Paper
- Markers
- Conflict Resolution Steps Activity  
<https://docs.google.com/document/d/146pxWPtBjiBTIU9BrveiTmkMkq9KWsAe8kPnnkeOJB0/edit?usp=sharing>
- PowerPoint Presentation  
<https://docs.google.com/presentation/d/1vg72I-J6oqTpPjBOBpTx9jZWmS6pfISlp72bxdJs6Ww/edit?usp=sharing>

# OPEN WEEK

## 6th Grade Title IX Lesson

### OVERVIEW

#### Social Development Focus

Select 2–3 social skills to organize your week around. Choose from the list of social skills found in the “Topic Week: Create Your Own Week” planning template or in Appendix A, “Social Skills” of the *Teacher’s Manual*.

Students take responsibility for their learning and behavior.



Students recognize emotions and express them appropriately.



Students consider the effect of their behavior and decisions on others.



# THINGS TO DO THIS WEEK

## SUBJECT-AREA INTEGRATION

See the *Teacher's Guide to Subject-area Integration* for your subject area for suggestions on how to incorporate the *Caring School Community* program into your teaching and curriculum.

## THIS WEEK'S GREETING

Use the following greeting to begin Advisory each day:

### Greeting of the Week: **Name and Motion**

For this week's greeting, students will go around the circle, say their name and do a motion. The motion can be a hand gesture, a dance move, a funny face, etc. Each day pick a few students who can remember their peers names and their move.

## ADVISORY ACTIVITY

### PURPOSE

- Practice the social skills highlighted for the week

### MATERIALS

- Any materials needed for the activity, prepared ahead

### Greeting & Title IX Lesson

- 1 **Assign New Partners.** Have partners from last week thank each other, and then assign new partners for the week using the pairing method you chose.
- 2 **Explain the weekly greeting.**

#### 1. Conduct the weekly greeting in a circle format:

For this week's greeting students will go around the circle, say their name and do a motion. The motion can be a hand gesture, a dance move, a funny face, etc. Each day pick a few students who can remember their peers names and their move. Example: "Good morning, my name is \_\_\_\_\_ and my motion is a \*hand wave." (\*student does hand wave gesture)

2. Conduct the Title IX Lesson for the Weekly Class Meeting: Please refer to the "Weekly Class Meeting" section for today's lesson.

# WEEKLY CLASS MEETING

## TOPIC OF THE WEEK

### MATERIALS

- "Class Meeting Rules" chart
- "Our Class Norms" chart
- Any recorded decisions from the previous week's class meeting
- Paper and a pencil for teacher notes

### Teacher Note

Reread the "After the Meeting" section of the previous class meeting for ways to continue to support and hold the students accountable for acting on their decisions.

"In today's class meeting we will talk about the storm that hit our town last weekend and destroyed the homes of several students in our school. They are now living in shelters with their families and can't return to their homes. Let me read you a section of a news article from this morning."

### PURPOSE

- Understand and express feelings
- Think about the effect people have on one another
- Develop empathy and compassion
- Take responsibility for actions

### 1 Briefly Review the Previous Class Meeting Topic

Have the students bring their chairs to the circle, and then quickly pair adjacent students. Briefly review the "Class Meeting Rules" and "Our Class Norms" charts. Review the topic of the previous class meeting, any decisions made as a class, and how the students are doing with carrying out their decisions. Remind the students that you expect them to act on their decisions and that you will check in with them again.

### 2 Introduce Today's Class Meeting Topic

Briefly introduce the topic of the class meeting (for example, a recent storm that destroyed homes and left several students and their families homeless). If appropriate, read aloud from newspaper articles or other readings relevant to the topic.

Review the norms of a class meeting with students. Alert students that they will need to actively listen and be respectful during today's activity.

Introduce the Title IX Lesson:

Explain to students that you will be going over a very important topic about harassment. There will be discussion questions and scenarios that students will discuss with their peers and groups. See the link below for the Title IX PowerPoint presentation.

Materials: Chart paper, markers, PowerPoint presentation

(see link below for presentation)

Materials: PowerPoint Presentation <https://docs.google.com/presentation/d/1vq72l-J6oqTpPjBOBpTx9jZWmS6pflSlp72bxdJs6Ww/edit?usp=sharing>

### 3 Discuss the Topic

Facilitate a discussion using open-ended questions like those below, periodically using "Turn to Your Partner" or "Think, Pair, Share" to give all the students a chance to verbalize their thinking before discussing the question as a class. Remind the students to use the discussion prompts they have learned to contribute to the discussion.

*Q What do you think you know (or have you heard) about this situation?*

*Q What do you want to know about this situation?*

*Q What feelings do you have about it?*

*Q How does this situation affect the people in our community?*

#### Teacher Note

The discussion prompts are as follows:

- "I agree with \_\_\_\_\_ because . . ."
- "I disagree with \_\_\_\_\_ because . . ."
- "In addition to what \_\_\_\_\_ said, I think . . ."

Today we will discuss a very important topic about harassment. How many of you have heard the word "harassment" (ask students to raise hand)? Thank you. Before we begin our lesson, I'd like to have a brief discussion.

Class discussion:

A number of you raised your hands when I asked if you have ever heard of the word "harassment." This shows me that this is not a new word for most of you. I am curious to know if we all have the same definition of harassment. (Remind students about appropriate language during this discussion as well as respecting their peers.)

Ask students the following questions and have them raise their hands to answer:

- What comes to mind when you think of the word harassment?
- Can you give an example of an action that may be considered harassment?

Scenarios: Students will go through a couple scenarios to determine if a situation is harassment or not. (These scenarios are provided in the PowerPoint presentation - see link below)

Materials: PowerPoint Presentation <https://docs.google.com/presentation/d/1vq72l-J6oqTpPjBOBpTx9jZWmS6pflSlp72bxdJs6Ww/edit?usp=sharing>

## 4 Make Any Decisions



### Facilitation Tip

Just call on a few raised hands (not all) for each question. Use “Turn to Your Partner” if you notice many students wanting to respond or, alternatively, when few students are responding.

Ask and briefly discuss:

Q *What might we do to be helpful in this situation? How might that help?*

Q *What do [you/we] want to do to respond to this situation? How will we share the responsibility for doing that?*

### **Students might say:**

“Maybe we can help by collecting blankets or food for them.”

“I agree with [Matthew]—we can make sign-up sheets for different things we can donate.”

“In addition to what [Kayla] said, maybe we can all be especially kind to those students when we see them so they know we’re here for them.”

Jot notes of the students’ responses to use in Step 5.

During the activity section of the lesson/class meeting students may say some examples such as:

### Examples-

Talking/Verbal: comments about private parts of the body, sexual rumors, sexual requests, sexual jokes

Written/Writing: sexual notes, obsessive love notes, sexual graffiti, sexual drawings, sexual emails

Touching/Physical: touching/grabbing part including private parts of the body, pulling clothes up, down, or off, unwanted hugs/kisses

## 5 Summarize and Adjourn

Use your notes to summarize what you heard the students say, including any decisions made in the meeting. You might point out things you heard and saw in the meeting that reflect the class norms. Tell the students that you will check in with them in a few days to see how they are doing with the decisions they made. Adjourn the meeting.

What class norm did we follow well today? What can we do differently for our next class meeting?

Thank you for being attentive during today's class meeting on harassment. This topic is really important and can help someone in the future.

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### AFTER THE MEETING

Provide follow-up support for any decisions the students made in the meeting (for example, creating class sign-up sheets for donations). Conduct check-in class meetings to see how the students are doing with following through with their decisions. Also consider informing parents about any relevant decisions made in the meeting.

## ADVISORY

### MATERIALS

Paper and pencil for each student

Conflict resolution steps activity (Google document below)

### PURPOSE

- Practice the social skills highlighted for the week

### Greeting and Morning Activity: Conflict Resolution

Review the "Considerations for Designing a Morning Circle Activity" section in the "Open Week: Create Your Own Week" planning template of the *Teacher's Manual*.

1. Conduct the weekly greeting in a circle format.

2. Introduce the topic on conflict resolution.

Review the norms you have set with your students.

Explain to students that they are going to focus on how to effectively handle conflict when faced with a problem.

Open Discussion: Ask students to answer the following questions on a piece of paper. Have you ever been faced with a conflict and didn't know how to handle it? How did that make you feel?

Ask a few students to share out their responses to the group.

3. Lead the Activity:

See the Conflict Resolution Steps Activity Google Document provided in the materials section.

4. Reflect:

Ask and briefly discuss as a class the following:

What did you learn from this activity?

How you actively listen to your partner today?

Materials: Conflict Resolution Steps

<https://docs.google.com/document/d/146pxWPTbjiBTIU9BrveiTmkMkq9KWsAe8kPnnkeOJB0/edit?usp=sharing>

## ADVISORY ACTIVITY

### PURPOSE

- Get to know this week's Spotlight Student
- Share with the class, as desired

### SPOTLIGHT STUDENT AND CLASS SHARING

- 1 **Interview the Spotlight Student.** Have this week's Spotlight Student share and be interviewed by the class.
- 2 **Share as a Class.** Invite the students to share about their lives, and encourage classmates to ask questions.
- 3 **Reflect.** Ask and briefly discuss:

Q *What did you learn about a classmate today?*

Q *What questions do you want to ask a classmate about what he or she said?*

**If there is not a Spotlight Student for this week, select another Morning Activity. Add notes about the Morning Activity here.**

1. Conduct the weekly greeting in a circle format.

#### 2. Lead the Activity: Resolving a scenario

In groups of four, give students a sheet of chart paper. Present the prompt.

You and a close friend get in an argument about a school assignment. Your friend accuses you of cheating on a task and calls you an inappropriate name. You respond by doing the same.

Using the steps to resolving conflict, write out what you should do at each step on the chart paper. Students will share out their process and possible solutions with the class.

#### 3. Reflect:

Why is it important to know how to resolve conflict? Was it challenging to imagine yourself in the scenario from today? Did you follow the norms during today's activity?

### MATERIALS

Chart paper

Markers

## ADVISORY ACTIVITY

### MATERIALS

Paper and Pencil

### PURPOSE

- Practice the social skills highlighted for the week

### Greeting and Morning Activity: One on One Conferences

Review the "Considerations for Designing a Morning Circle Activity" section in the "Open Week: Create Your Own Week" planning template of the *Teacher's Manual*.

1. Conduct the weekly greeting in a circle format.

2. Introduce the individual learning activity:

While you meet with students one on one the rest of the class will be reflecting and writing about the following prompt. Make sure to write/show the prompt where all students can see it.

Write about a time you were a bystander to a conflict between peers. Did you step in to help resolve the situation? If not, what could you have done to help?

Tell students they are expected to write the whole time during conferences.

3. One on One Conferences:

Discuss how the student is doing in middle school socially and academically. Help the student process their concerns by asking them the following questions:

What is going well for you in your classes?

What concerns do you have for any of your classes?

What is going well for you socially and with your friends?

Is there anything you are concerned about that you would like to report?