

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

- Paper
- Markers
- Book: Odd Velvet by Mary Whitcomb **or** electronic version:  
[http://cdn.tumblebooks.com/syndication/excite/iPad/oddVelvet\\_iPad.html](http://cdn.tumblebooks.com/syndication/excite/iPad/oddVelvet_iPad.html)
- Group activity papers to refer back to from Day 1
- Poster Board "what to do when you hear hurtful words" and "who to tell"

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
New partners/ Discussing the event	Activity to practice focal social skills	Class meeting outline: Topic of the week	Checking in	"Friday News"

# OPEN WEEK

## 1st 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 consider the effect of their behavior and decisions on others.



Students seek to understand others' feelings and perspectives.



Students take responsibility for their learning and behavior.



# THINGS TO DO THIS WEEK

## INTEGRATE SOCIAL SKILLS THROUGHOUT THE DAY

Unexpected events like those described in the Week Overview can evoke strong emotional reactions, including anger, fear, sorrow, confusion, and anxiety. Such emotions can interrupt instruction and distract students from learning. With this in mind, try to maintain daily routines as much as possible, as this can be very reassuring to students during times of upheaval. Students also benefit from time away from academics to talk about their feelings. This week's class meeting is designed to allow the students to process and express their feelings and to draw on the support of their classroom community.

Once you have decided on the focal social skills for this week, look for ways to integrate practice of these skills across the school day. For example, if the skill is "Students seek to understand others' feelings and perspectives," have the students work in pairs or groups and report the thinking of their partners or groups. For more examples of instruction designed around particular social skills, refer to Appendix A, which will direct you to the lessons that highlight each of the social skills.

## THIS WEEK'S GREETING AND CLOSING

Use the following greeting and closing to begin and end each day:

### Greeting of the Week: **"Handshake"**

Teach a Covid Friendly "handshake" or "gesture" that is special for your class. Be creative! If you would like, you can make 3 gestures based on how the students are walking in today (example: happy, okay, sad).

### Closing of the Week: **Goodbye Gesture**

Come up with a Covid friendly way to say goodbye in your classroom!

# TUESDAY

## MORNING ACTIVITY

### PURPOSE

- Meet and get to know this week's partner
- Introduce the weekly greeting.

### MATERIALS

- Materials for assigning new partners, prepared ahead
- Copy of the home connection activity sheet (BLM) for each student, if using (see Teacher Note in Step 3)

### 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.**

\* "Topic of the Week" lesson to be taught Monday or first school day of the week

#### Greeting:

Today we will learn our "covid friendly" hello gesture. We will practice as a class. Then we will do a lesson where we learn about feelings and discuss.

#### Title IX Lesson:

Please note that we will spend the majority of today on our Title IX lesson which can be found under "Topic of the Week"

### Morning Circle

1. Greeting
2. Announcements
3. Morning activity
4. Today's schedule

# 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.

Today we are going to talk about feelings. Everyone's feelings get hurt sometimes. It doesn't feel good when people laugh at you, or say harsh words, or enter your personal space. Today we are going to learn how we can respect each other's differences without being hurtful. When you feel hurt, do you keep it to yourself? Do you tell a trusted person/friend, a parent, or an adult? What do you do?

Let's read a story to learn about being a friend instead of being a bully so we don't hurt people's feelings.

(\*Lesson to be taught on the first school day of this week)

### Materials:

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Paper & Markers

### 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 . . .”

As you are reading the story or watching the video, discuss some of the following questions with your students:

How do the students treat Velvet at the beginning of the story? At the middle? What makes Velvet different from her classmates?

After you finish, discuss the following questions:  
Did feelings change by the end of the story? How?

Have you ever hurt someone's feelings with your words or actions?  
Have your feelings ever been hurt?

What happens in your class if someone is hurtful to another friend/person?

(Let the class know that if this happens repeatedly there is a special word for this situation. It's called harassment, and it is NOT OK!)

Do you know an adult you would feel comfortable sharing your feelings with if someone hurt you? (Turn and talk with a partner to brainstorm and share several examples)

What might you do if you saw a friend being mean to another friend?

## 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.

SAY: “Velvet and her classmates had lots of similarities and differences in the story.”

Ask:

- What similarities did Velvet and her classmates have?
- Does this story remind you of similarities and differences at home or at school?

SAY: “We are going to explore the similarities and differences in this classroom.”

Have students work in small groups of 3-4 (table groups, etc). Give each student a piece of paper and have the student fold the paper once length-wise and once width-wise. Each student should have four sections (folded) in their paper. In the top left corner, students should write/draw one thing that was the SAME between Odd Velvet and her classmates. In the top right corner, students should write/draw one thing that was DIFFERENT. In the bottom left corner, students should write/draw one thing that is the SAME between themselves and their group. In the bottom right corner, students should write/draw one thing that is DIFFERENT between themselves and their group.

Have students save this paper for discussion tomorrow.

## 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.

**Emphasize the importance of differences and being individual. Remind students that we should never make people feel bad about their differences. If we do hear hurtful words, here's what we should do:**

- 1) Say "Stop!"
- 2) Move away
- 3) If it continues, tell one of the adults whose names you've brainstormed.

**Have each student practice using the steps in their group. If time allows, one group can model for the entire class.**

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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.



## MORNING ACTIVITY

### MATERIALS

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### Paper & Markers

Group activity papers from yesterday.

### PURPOSE

- Practice the social skills highlighted for the week

### Greeting and Title IX Activity

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*.

#### Greeting:

Have students gather for morning circle and remind them to bring their papers from yesterday. Practice covid friendly hello gesture. Have students hold up their right hand and tell them they will go around the circle to the right and greet the student next to them using the gesture and the first name of the student. Go around until all students are greeted.

#### Morning Activity:

Have students open their activity from yesterday. Have students share ideas as a whole group with the teacher creating a T-chart to be posted in the classroom for the rest of the school year. Tell students that you will be referring back to this chart to remind them that everyone has similarities and differences.

## MORNING ACTIVITY

### PURPOSE

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

### MATERIALS

### 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.**

#### Greeting:

Lead the greeting of the week in a circle format.

#### Morning Activity:

Refer back to class meeting on Monday and the book *Odd Velvet*. Review the importance of differences and being an individual. Tell students that we should encourage being an individual, which is why we highlight a new student each week! Remind students that we should never make people feel bad about their differences.

Have students volunteer what we should do if we hear hurtful words

- 1) Say 'Stop!'
- 2) Move away
- 3) If it continues, tell one of the adults whose names you've brainstormed.

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FRIDAY

## MORNING ACTIVITY

### MATERIALS

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Posterboard "what to do when you hear hurtful words" and "who to tell"

### PURPOSE

- Practice the social skills highlighted for the week

### Greeting and Title IX Activity

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*.

#### Greeting:

Have all students gather and lead the Covid friendly handshake in a circle format.

#### Morning Activity:

Remind students that we are all special individuals and have each student say something special about themselves. Have students recall what to do if someone were to say hurtful words about a friend. Recall who they can talk to if they hear unkind words.

Display poster board and have students sign it, acknowledging that they know what to do and who to talk to when they hear something hurtful. Display the poster on your wall in your classroom as a reminder to refer back to.