

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

- Sticky Notes
- Dry Erase Board or Chart Paper
- Markers
- Harassment/Bullying Sorting Cards:  
[https://docs.google.com/document/d/1m\\_t9BIJilekpAJG8cFpEIpoM17-dgSvpSPMj7JuDP7Q/copy](https://docs.google.com/document/d/1m_t9BIJilekpAJG8cFpEIpoM17-dgSvpSPMj7JuDP7Q/copy)
- 3 Steps to Stop and Report Harassment/Bullying:  
[https://docs.google.com/document/d/1c6Ro9\\_HFivG6cvorCbUN28RuAqme21xagtzZ0Za4JoU/copy](https://docs.google.com/document/d/1c6Ro9_HFivG6cvorCbUN28RuAqme21xagtzZ0Za4JoU/copy)
- YouTube Video for Title IX Lesson:  
<https://www.youtube.com/embed/YN21Xz9v17Y>

# OPEN WEEK

## 3rd 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 recognize emotions and express them appropriately.

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

Students seek to understand others' feelings and perspectives.

# 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: **How You Doin'?**

Have students greet one another by answering "How You Doin'?" Essentially, the idea is that the teacher begins by turning to the student on their right of the circle, and says "Good Morning, (student name), I am feeling (emotion/feeling word) today; how you doin'?" to the student on their right. The student will respond to the teacher by saying "I am feeling (emotion/feeling word) today, and then will turn to the student seated on their right in the circle and say "Good morning (student name), how you doin'?" The process repeats until the circle is completed.

### Closing of the Week: **Low/High**

Have students close out their day by sharing with a partner a low (not so good) moment from their day and a high (positive/good) moment from their day.

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.

**Greeting:** Today students will learn their weekly greeting "How You Doin'?" and have a brief discussion of feeling words (examples) for the greeting.

**Title IX Lesson\*:**  
Today's focus will be on teaching the Title IX lesson, which can be found under the "Topic of the Week" section.

### 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.

### 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.

"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."

### 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.

Watch the YouTube video (link below)

What did you see in this clip that was hurtful (talking about others, excluding, calling names)? We often call these types of behaviors bullying, but they can also be described as harassment.

Some of you might already know what this word means, but this could be a new concept for others in our class. Sometimes students think the words we will be talking about today are silly, so I'm asking each of you to please remember to be respectful of others and take this lesson very seriously. Please remember to not use individual student names when sharing stories/examples to protect the confidentiality of others. By the end of today, you will be able to define harassment, discuss what it looks like, and identify how to safely report harassment after it occurs so all people involved can get the help and support they need.

Materials: (YouTube video link)

<https://www.youtube.com/embed/YN21Xz9v17Y>

### 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 . . .”

1. Write the word “Harassment” on the board. Ask students if they have heard of this word.
2. Harassment means “to tease, bother, or annoy someone.” Ask students to give examples of ways students might harass each other (reminder that the 2nd grade lesson discussed unwanted words (i.e teasing, making fun of someone, name calling, mean written notes, etc.) and unwanted touching (i.e hitting-including horseplay/joking around, kicking, pushing, shoving, biting, pinching, etc.)). This can be reviewed briefly here as a reminder, if needed.
3. Today we are going to talk about a special type of harassment. Sometimes people tease, bother, or annoy someone just because they are a boy/girl. These behaviors are unwanted and can make students feel uncomfortable. Boys can harass girls, Girls can harass boys, Girls can harass girls, and Boys can harass boys. Anyone can be harassed by anyone.

## 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.

4. We are going to look at some scenarios and decide as a class whether it is an example of harassment and why. Read aloud/project on the board each of the Harassment/Bullying Sorting Cards (link below).
5. Now let’s talk about how these types of behaviors make people feel. You will notice a sticky note on each of your desks. Please write down one example of how someone might feel. (Ideas include: Bad, Sad, Unsure, Unsafe, Anxious, Unwelcome, Left Out).
6. Have a few students share the word they wrote down with the class. Students can show a thumbs up/thumbs down if they agree/disagree that harassment might cause a person to feel this way. The teacher will collect all sticky notes as students are sharing and facilitate a discussion to summarize consequences of harassment. (Feelings to highlight: sad/anxious feelings, unsure of safety, feeling excluded, isolated, and left out, lonely, scared, disciplinary action in CMS Code of Conduct)
7. The teacher will say, “There are three important steps for you to follow in order to get help and make a report for students experiencing harassment.” (Teacher projects 3 Steps to Stop and Report Harassment/Bullying on the board - link below)
  1. Tell the person to STOP
  2. Move away from the situation.
  3. Tell a trusted adult.
8. Help students discuss the importance of each step. (Step 1 is an example of a safe strategy to stop the behavior and communicate how you are feeling. As a bystander, you are able to help communicate your rights to keep everyone safe. Step 2 is important to ensure your physical safety.)

Materials (Sorting Cards; 3 Steps):

Sorting Cards [https://docs.google.com/document/d/1m\\_t9BIJilekpAJG8cFpEIp0M17-dgSvpSPMj7JuDP7Q/copy](https://docs.google.com/document/d/1m_t9BIJilekpAJG8cFpEIp0M17-dgSvpSPMj7JuDP7Q/copy)

3 Steps

[https://docs.google.com/document/d/1c6Ro9\\_HFivG6cvorCbUN28RuAqme21xagtZ0Za4JoU/copy](https://docs.google.com/document/d/1c6Ro9_HFivG6cvorCbUN28RuAqme21xagtZ0Za4JoU/copy)

## 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.

9. Teacher informs students that this document will stay in their classroom as a reminder for students to reference and use to make a report if needed throughout the year.

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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

YouTube Video from Monday lesson:  
(link below)

### 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 participate in the greeting of week in a circle format ("How You Doin'?")

#### Morning Activity:

After the morning greeting is complete, lead a discussion to remind students of the post-it activity from the day before and how bullying behavior makes people feel.

Explain that they are going to watch the video from the previous day again, but instead of just recognizing the negative behaviors in the video, they will focus on the different feelings they see and why. After the video, the teacher will facilitate a discussion of the students' shares and observations.

Materials (YouTube video link):

<https://www.youtube.com/embed/YN21Xz9v17Y>

## MORNING ACTIVITY

### PURPOSE

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

### MATERIALS

n/a

### 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:** Have students participate in the greeting of week in a circle format ("How You Doin'?").

**Morning Activity:** After the morning greeting is complete, lead a discussion reminding students of the bullying behaviors that were discussed on Monday (unwanted words and unwanted touch) and how they make people feel. Then say "it is important to understand the various roles in bullying situations including" (read the following):

**Bully:** Individual or persons using unwanted words and/or unwanted touch.

**Victim:** Individual who is receiving the unwanted words and/or unwanted touch.

**Bystander:** Individual or persons who see the bullying behavior happening.

Remind students that so far they have discussed what the victim can do and why we should not be bully. Have them "turn and talk," and discuss what they think a bystander should do; then allow them to share out with the class.

## MORNING ACTIVITY

### MATERIALS

n/a

### 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 participate in the greeting of week in a circle format ("How You Doin'?").

**Morning Activity:** After the morning greeting is complete, begin the morning activity by having the class recite the three actions steps that have been discussed throughout the week:

1. Tell the person to STOP
2. Move away from the situation.
3. Tell a trusted adult.

Then have the class engage in a role play exercise:

**Scenario 1:** Teacher and male student volunteer are on the playground. Teacher asks if she can play football with the boys. Student volunteer laughs and says "Football isn't for girls!" Teacher then acts out the three steps of saying stop in a strong voice, moving away, and telling an adult (another student volunteer).

**Scenario 2:** Teacher and male student volunteers (2) are in the classroom. Teacher leads a discussion about the importance of teamwork and asks the kids to say their favorite sports team. Student 1 says their favorite sports team while Student 2 says he doesn't like sports. Student 1 says "What do you mean you don't like sports? What are you? A girl?" Student 2 acts out three steps of saying stop in a strong voice, moving away, and telling an adult (another student volunteer).