

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

- Personal Space Story:  
<https://www.youtube.com/embed/MGQzDfbwWko>
- Boundary Circle:  
<https://drive.google.com/file/d/0B0jhCUEDQmyGQ2IzeHdZTUVwYk0/view?resourcekey=0-aGBB-HmbGSINZ2Zjed9ylw>
- Person Card:  
[https://drive.google.com/file/d/0B-\\_FcT9sxfqcaHZEb3c4bGR3VG8/view?resourcekey=0-2tTPYxtWFT\\_36TUWx2\\_fyg](https://drive.google.com/file/d/0B-_FcT9sxfqcaHZEb3c4bGR3VG8/view?resourcekey=0-2tTPYxtWFT_36TUWx2_fyg)
- How Do We Talk About Boundaries:  
[https://drive.google.com/file/d/0B0jhCUEDQmyGQ3pwVU5GSEtCQXM/view?resourcekey=0-M4EX9f9k\\_8dTPq2E3oPYkw](https://drive.google.com/file/d/0B0jhCUEDQmyGQ3pwVU5GSEtCQXM/view?resourcekey=0-M4EX9f9k_8dTPq2E3oPYkw)

# OPEN WEEK

## 4th 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 how to make amends if they have caused harm.

Practice personal safety.

Demonstrate understanding of boundaries.

# 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: **Friendly Check-In**

You (to the student next to you): "Good morning, \_\_\_\_\_, how are you today?"

(Other student): "I am fine, \_\_\_\_\_. And yourself?"

You: "I am fine, thanks!"

(Other student, to the next student): "Good morning, \_\_\_\_\_, how are you today?"

(Next student): "I am fine. And yourself?"

(Other student): "I am fine, thanks!"

Continue to go around the circle until all students have been greeted.

### Closing of the Week: **Partner Reflection**

Briefly discuss one of the following questions:

What is one thing you did to be a good partner today?

What is one thing you learned from a partner today?

What is one thing you enjoyed doing with a partner today?

## 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 Pre-Test

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.
2. Today we will discuss a very important topic. How many of you have heard the word "harassment"? (ask students to raise hand) Thank you. We will discuss this topic in more detail as we continue with this lesson. However, before we begin the lesson, we are going to do a brief activity so I can understand what you already know about this topic. I encourage you to answer honestly for yourself and not worry about how your neighbor is answering.
3. Pre-Test: Four Corners Questions  
Directions: Identify each corner as Yes/ No/ Maybe/I Don't Know  
Ask the following questions and have students move to the corner of their choice:
  1. Have you ever heard of the word boundary?
  2. Is it okay for you to tell someone that you don't want them to hug you?
  3. Should I report to my cousin who is the same age as me that an adult made me feel uncomfortable?
  4. It is okay for a stranger to smile at me while I am walking down the street?

### Morning Circle

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

## MORNING ACTIVITY

### MATERIALS

n/a

### PURPOSE

- Practice the social skills highlighted for the week

### Greeting and Title IX Lesson/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*.

Conduct the Weekly Greeting in a circle format.

Review definition of harassment:

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 (unwanted words or touching).

Review with class the Steps for Reporting:

1. Tell the person to "Stop" unwanted behavior
2. Attempt to leave/remove yourself from the situation and find a safe place.
3. Tell a trusted adult at your school. (Review what a trusted adult is: teacher, counselor, administrator)
4. Tell a trusted adult in your community (parent, adult family member, friend's parent, troop leader, etc.)
5. Boundaries: Ask students if they have heard the word boundaries.

Define for them - "A boundary is an imaginary line that defines a space or a line we don't cross."

Can you think of any boundaries or imaginary lines that define a space? (Lines on a map; out of bounds lines on a sports field; a place an adult tells us we can't go, like saying you have to play in the yard; our personal space)

We have a pretend line around us that is our personal space.

We decide who can cross that boundary and who cannot.

## MORNING 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.**

Conduct the greeting of the week in a circle format.  
 Teacher Instructions: Show short video-Personal Space Story  
 1. Activity: Boundary Circles (10 minutes)  
 Project (on screen) or draw (on whiteboard) this circle pattern:  
 2. Discuss with students each boundary included in the circles. What types of people do we let into each of these boundaries?  
 3. Next, pass out a Person Card to each student (or verbally assign student roles). Call several students up at a time to tape/write in their Person Card where they feel most comfortable on the boundary circles.  
 4. When all students have placed their cards on the flip-chart, discuss the placement of cards with students:  
 Who are the people we put the closest to us? Family members, relatives, etc.  
 Why do you think we let them get closest to us? Because we know them; we trust them  
 Who are the people we put farther away? Friends, neighbors, teachers, bus driver, etc.

### MATERIALS

Personal Space Story:  
see link below

Boundary Circle:  
see link below

Person Card:  
see link below

### Materials:

Personal Space Story: <https://www.youtube.com/embed/MGQzDfbwWko>

### Boundary Circle:

<https://drive.google.com/file/d/0B0jhCUEDQmyGQ2IzeHdZTUVwYk0/view?resourcekey=0-aGBB-HmbGSINZ2Zjed9yIw>

### Person Card:

[https://drive.google.com/file/d/0B- FcT9sxfqcaHZEb3c4bGR3VG8/view?resourcekey=0-2tTPYxtWFT\\_36TUWx2\\_fyq](https://drive.google.com/file/d/0B- FcT9sxfqcaHZEb3c4bGR3VG8/view?resourcekey=0-2tTPYxtWFT_36TUWx2_fyq)

## MORNING ACTIVITY

### MATERIALS

How Do We Talk About Boundaries?  
(see link below)

### PURPOSE

- Practice the social skills highlighted for the week

### Greeting and Title IX Lesson/Activity: Reviewing Boundaries

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. Review boundaries from Wednesday: Is it okay for someone to cross your boundaries? No, it is not okay for someone to cross our boundaries. We always have the right to decide who can get close to us and who cannot. Even if it is someone that we know and trust, we still have the right to tell that person that we don't want them to be close to us.
3. Now that we know what our boundaries are, how do we let other people know that they are crossing our boundaries? Hand out or project "How do we talk about boundaries?" worksheet to each student.
4. Things we THINK Section: Discuss with students that when someone crosses our boundaries, sometimes we think things but don't say anything.
5. Things we SAY Section: Discuss with students that many times when someone crosses our boundaries, we say something to the person about it.
6. Discuss the following items with students after completing their worksheets:  
How many of you have said these kinds of things to someone, raise your hand?  
Why did we say those things? Because they were crossing our boundaries and we didn't like it.  
Has someone ever said any of those things to you, raise your hand?

Materials: How Do We Talk About Boundaries?

[https://drive.google.com/file/d/0B0jhCUEDQmyGQ3pwVU5GSEtCQXM/view?resourcekey=0-M4EX9f9k\\_8dTPq2E3oPYkw](https://drive.google.com/file/d/0B0jhCUEDQmyGQ3pwVU5GSEtCQXM/view?resourcekey=0-M4EX9f9k_8dTPq2E3oPYkw)

# 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.

The Title IX Lesson for 4th grade is spread throughout the week across 4 days. Please be sure to cover all parts of the lesson on each day during this "topic" week for Title IX.



### 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 . . ."

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## 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.

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## 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.

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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.