

Materials and Material Links for Title IX Lesson and Activities:

- Extra Large Post It Pad or Chart Paper
- Markers
- Book- “Red: A Crayon’s Story” by Michael Hall **or** YouTube video of “Red: A Crayon's Story” by Michael Hall
https://www.youtube-nocookie.com/embed/iGiA_vv6Cbc?rel=0?ecv
- FRIEND Chart:
<https://drive.google.com/file/d/1NXcgjvDRrvluuvhcYHyOkArUtpoin0w/view?usp=sharing>

OPEN WEEK

Kindergarten 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 speak and act in a caring and helpful way.

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: **Wave**

Teach the "wave" greeting and tell students that they will use this greeting each morning this week during morning meeting.

Closing of the Week: **Covid Friendly Partner Handshake**

You will create a "covid friendly" partner handshake to teach your students that is special to your classroom. Have students practice with partners and tell them that is how they will say goodbye this week.

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 today

Begin with the greeting of the week "The Wave." Turn to the student next to you, wave, and say "good morning [Alice]." Have that student say "good morning" back to you. Then have [Alice] turn and greet the next student. Repeat until all students have used the greeting and been greeted around the circle.

After your greetings, please begin the Title IX lesson, which can be found on the page titled "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.

†Title IX Lesson: Complete on Tuesday

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? Lets read a story to learn about many different feelings.

Read the story of "Red: A Crayon's Story" by Michael Hall or watch using the YouTube link provided (see below)

Materials:

Book- Red: A Crayon's Story by Michael Hall **or** YouTube video of Red: A Crayon's Story by Michael Hall https://www.youtube-nocookie.com/embed/iGiA_vv6Cbc?rel=0?ecv

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 . . .”

After reading the story or watching the video, discuss some of the following with your students:

1. Why does everyone expect Red to draw red things? Does it surprise you that no one noticed he was actually blue?
2. Red tries hard to draw the strawberries, but practice just doesn't seem to help. How is he feeling?
3. Look at the page that says: “Everyone seemed to have something to say.” Do you agree with the other crayons' comments? How might Red feel if he heard that he was “lazy” or wasn't “working hard?”
4. What should Red do about his sad feelings? (Get student responses. Make sure ‘telling an adult’ is included.) Why is it important for Red to share his feelings with an adult?
5. Until he meets Berry, Red cannot be himself because everyone believes he is different than he actually is. What does Berry do to help Red? Why is this so important?

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.

These additional questions are designed to support students’ engagement with the text and develop their visual literacy and comprehension skills. The following questions will help students make a personal connection to the text. You may ask your students to turn and talk with a partner, and then gather some answers from the larger group.

1. Red had some special friends in this story. Do you have a special friend/person you feel comfortable just being yourself around? (Making others feel comfortable and respecting differences makes this class a welcoming class.)
2. Some of Red's friends did some hurtful things. Have you ever said something mean? How did it make you feel afterwards?
3. What happens in your class if someone is hurtful to another friend/person? (Let the class know if this happens repeatedly, there is a special word for this. It's called harassment, and it is NOT OK.)
4. 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.)
5. What might you do if you saw a friend being mean to another friend?

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.

The teacher will lead the class in creating a large picture and identify "good" and "bad" friend qualities (see example in Google link below)

Inside of the "good" friend, add words and behaviors that build positive friendships. Inside of the "bad" friend, add hurtful words or actions from the Red story that can hurt friendships. Emphasize that these words or actions have no place within this welcoming class. There may be times you'll hear these hurtful words outside of this classroom, and here's what you should do:

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

Write these steps under the friend picture and print to hang in your classroom.

FRIEND Chart:

<https://drive.google.com/file/d/1NXcgjvDRrvluuvhcYHyOkArUtpoin0w/view?usp=sharing>

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.

MATERIALS

Extra Large Post It Pad
and Markers

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:

Begin in a circle with the weekly greeting. Turn to the student sitting next to you and see "good morning [Lucas]" with a wave. Have the student wave back to you. Then have [Lucas] turn toward, and wave, to the student next to him. Repeat until everyone is greeted around the circle.

Morning Activity:

"Yesterday we spoke about kind words and hurtful words. Today I want us to make a list of kind and welcoming words that we want to hear in our classroom when people enter."

Have students brainstorm kind and welcoming words. Make a list and decide on the top 5 kind words they would want to hear when they are in their classroom. Emphasize that they need to be welcoming, as new people come into the classroom often! Display the list of kind words as a reminder of words you expect and want to hear in the classroom.

MORNING ACTIVITY

PURPOSE

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

MATERIALS

Extra Large Post it Pad
and Marker

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 "wave greeting" and highlight your student of the week.

Morning Activity:

Emphasize that we choose spotlight students as a way to show how special we are. Have students go around a circle volunteer a quality that makes them special. Remind students that we should always make our friends feel special. Remind them that if someone says hurtful words that makes them not feel special to follow these:

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

Review adults they can speak to when hurtful words are said. Write this down on a post it pad and display for students to see.

MORNING ACTIVITY

MATERIALS

Extra Large Post it Pad
and Markers

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 do the "wave greeting" around the circle.

Morning Activity:

Partner students together and have them ask the following:

- 1) What makes them special
- 2) What is the most important quality of a friend

As a whole class, circle up and discuss.

Make a list and vote on the top 5 qualities of a friend.

Emphasize how special each and every student is in the class. Emphasize how these important qualities are ones we would like to see every day in the classroom and out. Post the List on the wall to refer back to at a later date.