

2nd Grade Directions: The Title IX lessons are *required* to be taught in all CMS schools within the first 20 days of school. 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.* 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). On Monday, you may consider holding the same weekly greeting and a brief check-in with students.

Materials and Material Links for Title IX Lesson and Activities:

- Paper and pencil for each student
- Dry-Erase Board or Chart Paper
- YouTube clip: https://www.youtube.com/embed/3Kuo6V_uJI8
- Markers
- Sorting Cards (need to be pre-made before the activity)
- Scenario Cards (If needed, create in advance)

OPEN WEEK

2nd 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 speak and act in a caring and helpful way.

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: **Compliment Circle**

Have students greet one another by participating in a compliment circle! A compliment circle is an activity that teaches students how to give and receive compliments. Teachers may want to share examples of compliments before modeling. In a compliment circle, the teacher begins with saying "Good Morning, (student name)" and giving a compliment to the student on their right in the circle. The student will say "good morning" back, and then will continue by saying "good morning" and giving a compliment to the student seated on their right, and so on, until each person has given and received a compliment!

Closing of the Week: **Act of Kindness**

Have students close out their day by sharing with a partner one act of kindness they did or are planning to do that day!

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 what a compliment circle is and have a brief group discussion on examples of compliments. Refer back to page 3 that describes the greeting of the week.

*Title IX Lesson:

Today's focus will be on teaching the Title IX lesson (located under "Weekly Class Meeting").

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: Watch the following video (link below). (Suggestion: Preview the video prior to the lesson so teacher can pause after each scene to draw attention to what is happening.)

Ask: What did you see in this video that is hurtful? (Wait for responses)

There were many scenes with witnesses or bystanders to the hurtful actions. Ask: What could they have done to help the situations?

When people say hurtful things over and over, we might use the word bullying. However, another word we can use to describe this behavior is harassment.

Materials: https://www.youtube.com/embed/3Kuo6V_uJl8

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 . . .”

Discussion: Harassment

Ask students: Have you heard the word “harassment?”

PRE-TEST: Have students stand up if they know the definition. Call on a few students who are standing to tell you their definition. Write those words on the board and leave up during the activity.

Introduce Definition: Harassment means “to tease, bother, or annoy someone.” Explain to students that their school has a rule that says, “No harassment is allowed at school,” and that there are two types of harassment that happen in school. Using the board or chart paper, make two columns for the next activity. Write headings of “Unwanted Words,” and “Unwanted Touch.” Allow students 1 minute of individual think time to brainstorm examples of unwanted words and unwanted touch.

Group Discussion: Facilitate a whole group discussion to increase understanding of unwanted words and unwanted touch. Include at least 4-5 of the examples below on your chart for each category.

Chart examples:

1. Unwanted Words

Examples: teasing, making fun of someone, calling someone names, excluding someone from playing, writing mean notes about someone, drawing mean pictures of someone...

2. Unwanted Touch

Examples: hitting (including horseplay/joking around), kicking, pushing, shoving, pinching, biting, pulling hair or clothes...



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.

4 Make Any Decisions

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.

Let’s practice what we can do and say if we are faced with unwanted touches and words from students or adults. Teach these three steps:

1. Say, “Stop!”
2. Move away
3. If it continues, tell a trusted adult at home and/or at school

Discussion:

- If someone tells us to stop touching them, is it okay to keep touching them anyway? (NO!)
- Who are some examples of trusted adults?
- What would you do if you noticed this happening to a classmate?
- How can you be a helpful bystander?

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.

POST-TEST:

Looking at pretest definition of harassment, have students add new words to the definition. Add new ones to board in a different color. Compare what students have learned to what they first knew.

As a follow up assignment, students can illustrate a poster to show examples of classmates respecting other people's personal space.

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

Sorting Cards (need to be pre-made before the activity)

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 (Compliment Circle).

Morning Activity:

After the morning greeting is complete, lead a brief discussion of the forms of harassment discussed in the lesson on Monday: Unwanted Words and Unwanted Touch. Remind students that as a class they brainstormed some examples of each and then explain that the class as a whole will complete a sort as a way to practice (Sort cards will need to be pre-made). Below are some examples that can be used for the sort. You may also use your own examples if desired.

Unwanted Words:

Name Calling, Teasing, Spreading Rumors, Writing Notes, Drawing Mean Pictures...

Unwanted Touch:

Hitting, Kicking, Spitting, Pushing, Tripping...

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 (Compliment Circle).

Morning Activity:

After the morning greeting is complete, lead a discussion reminding students that when we are faced with unwanted words or unwanted touch, we have some action steps that we can take. Allow students the opportunity to think back to the lesson for Monday to recall the three steps!

1. Say, "Stop!"
2. Move away
3. Tell a trusted adult at home and/or at school

Once students recall all three steps, have the class as a whole come up with "signs" or "signals" for each actions step as a way to help the remember what they can do when when someone uses unwanted words or unwanted touch.

MORNING ACTIVITY

MATERIALS

Scenario Cards (If needed, create in advance)

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 the week in a circle format (Compliment Circle).

Morning Activity: After the morning greeting is complete, have the class recite the three actions step that have been discussed throughout the week along with the signals they came up with the previous day.

1. Say, "Stop!"
2. Move away
3. Tell a trusted adult at home and/or at school

Then have the class engage in a role play exercise. Teacher can facilitate and model acting out the three steps. Feel free to add your own scenarios where students model acting out the three steps also.

Scenario 1: Teacher and student volunteer are on the playground. Student volunteer keeps wanting to poke teacher in the arm. Teacher acts out three steps of saying stop in a strong voice, moving away, and telling an adult (another student volunteer).

Scenario 2: Teacher and student volunteer are in the classroom. Student volunteer keeps saying mean things about the teachers clothes. Teacher acts out three steps of saying stop in a strong voice, moving away, and telling an adult (another student volunteer).