5th Grade Directions: The Title IX lessons are *required* to be taught in all CMS schools within the first 20 days of school. The Title IX Lesson for 5th grade is spread throughout this topic week across 4 days, due to its length. Please be sure to cover all parts of the lesson on each day during this "topic" week for Title IX.

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:

- Steps for Reporting: https://drive.google.com/file/d/1RJ8v7zrVRbgevi6IsqHq_1ugcmt5RTDt/view?usp=sharing
- Toya and Jeff Scenarios: https://drive.google.com/file/d/0B-_FcT9sxfqcQXdqbTlBcUdNYjg/view?resourcekey=0-EilVBsHeHJAv0OjCLjCSog

OPEN WEEK

5th 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.
- Students will understand and identify bullying and harassment behaviors.
- Students will understand the consequences of bullying and harassment behaviors.

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 have students greet one another around the circle until all students have been greeted.

Closing of the Week: Partner Work 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?

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)

Morning Circle

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

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.**

1. Conduct the weekly greeting in a circle format.
2. Today we will discuss a very important topic called harassment. Some of you might already know what this word means, but this could be a new concept for others in our class.
3. Lead a brief discussion with the following:
   Review the definition of harassment:
- Write the word "Harassment" on the board. Ask students if they have heard of this word.
- Harassment means "to tease, bother, or annoy someone." Ask students to give examples of ways students might harass each other (i.e. Unwanted Words such as teasing, making fun of someone, name calling, mean written notes, etc. and Unwanted Touching such as hitting-including horseplay/joking around, kicking, pushing, shoving, biting, pinching, etc.).
4. Teach class the Steps for Reporting: see link below

Materials: Steps for Reporting
https://docs.google.com/document/d/1coiBOUc6L4McWbB_mLyEvsas3BkpKzkn4UkAxNjrAQY/copy

WEDNESDAY

MORNING ACTIVITY

MATERIALS

Toya and Jeff Scenarios:
see link below

PURPOSE

- Practice the social skills highlighted for the week

Greeting and Title IX Lesson/Activity: Scenarios

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. Harassment - The story of "Toya and Jeff" is an example of harassment. We have rules that say harassment is not allowed in school.
3. Read the story of Toya and Jeff to students.
4. Facilitate a discussion to understand the three types of harassment: talking, writing, and touching

Talking: starting and/or spreading rumors, making comments about body parts, inappropriate jokes

Writing: writing obsessive love notes/emails/social media posts about someone, drawings

Touching: pulling clothes up/down/off, unwanted hugs/kisses
Remind students that all of these behaviors are unwanted

5. Examples: Read each example and ask the following questions:
Scenario #1 Talking: Charise and Shauna go to Monica's birthday party on the weekend. When they return to school on Monday, they spread a rumor to everyone that Monica kissed three different boys at her party.
Was this harassment? Why or why not? The rumors Charise and Shauna were telling about Monica were harassment because they were talking about her kissing boys.

Materials: Toya and Jeff Scenarios
https://drive.google.com/file/d/0B-_FcT9sxfqcQXdqbTlBcUdNYjg/view?resourcekey=0-EiIVBsHeHJAv0OjCLjCSog

THURSDAY

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.

Tell students you are going to continue with the scenarios they started yesterday. Scenario #2 Writing: Troy and Jason were in science class drawing inappropriate pictures and laughing. Alice felt uncomfortable and asked them to stop. The boys continued to draw pictures of a girl's body and wrote Alice's name under them.Was this harassment? Why or why not? The pictures are considered harassment because they are inappropriate and made Alice feel uncomfortable.
4.Scenario #3 Touching: Sidney likes Chaz, a boy in her class. Every time Sidney sees Chaz she runs up to him and gives him a hug and a kiss. Chaz has asked Sidney to stop but she doesnt listen.Was this harassment? Why or why not? Sidney is giving Chaz unwanted hugs and kisses. Even though there are times when it is okay to hug or kiss someone, it is harassment because Chaz has asked Sidney to stop and she is not listening.
Ask: How would each of these scenarios make you feel? Have students brainstorm various feelings as people may feel differently (i.e scared, anxious, mad, uncomfortable, disrespected etc.)

MATERIALS

Be sure to conduct the Greeting of the Week today in a circle format, prior to beginning the Title IX lesson/activity

Toya and Jeff Scenarios:
see link below for today; only needed if you did not finish the scenario yesterday

Materials: Toya and Jeff Scenarios
https://drive.google.com/file/d/0B-_FcT9sxfqcQXdqbTlBcUdNYjg/view?resourcekey=0-EiIVBsHeHJAv0OjCLjCSog

FRIDAY

MORNING ACTIVITY

MATERIALS

n/a

PURPOSE

- Practice the social skills highlighted for the week

Greeting and Title IX Lesson/Activity: Who Can Be Harassed?

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. Discuss with students who can be harassed.
Ask students if: Boys can harass girls? Girls can harass boys? Girls can harass other girls? Boys can harass other boys?
3.Students may have a difficult time believing these things happen, so it is good to refer back to the examples and ask if a boy/girl could do this to another boy/girl.

Discuss how ANYONE can be harassed and how ANYONE can potentially harass someone else.

Explain, the school rule against harassment is for EVERYONE.

The teacher informs students that the Steps for Reporting will stay in their classroom as a reminder for students to reference and use to make a report if needed throughout the year.

*Steps for Reporting should be displayed in a visible area in the classroom.

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

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

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.

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

> "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."

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.

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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.

- *What do you think you know (or have you heard) about this situation?*
- *What do you want to know about this situation?*
- *What feelings do you have about it?*
- *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

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.

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.

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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.