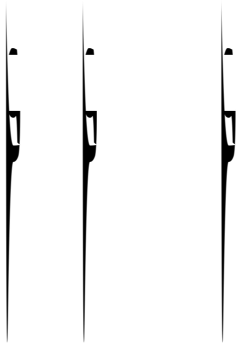


3rd Grade Directions:

!"#\$%!"&

Schedule: '\$!(!") * + + " , & - . % * , (% / (. * (. " -) 0 (. 0 " (1 % . 2 " (3 4 2 " / / * , (& \$! % , 5 (. 0 " (6 ! & (7 " " 8 (* 9 (/) 0 * * 2 : (7 0 %) 0 (7 * \$ & (; " (& \$! % , 5 (. 0 " (7 " " 8 (* 9 (1 \$ " / & - < : (= > ? @ A @ B

Materials and Material Links for Title IX Lesson and Activities:



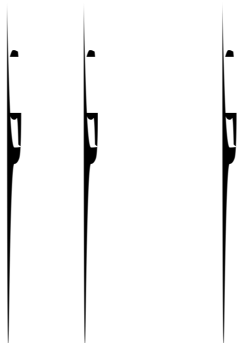
OPEN WEEK

OVERVIEW

Social Development Focus

Select 2-3 social skills to organize your work around. Choose from the list of social skills on page 100 of the *Open Week* or the "Social Skills" of the *Teacher's Manual*.

Students recognize emotions and express them appropriately.



Disrespectful

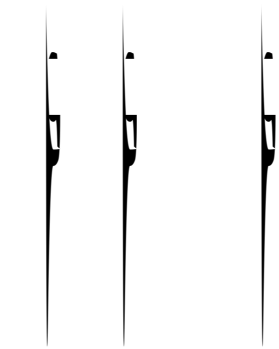
Facilitate a discussion using open-ended questions like those below.

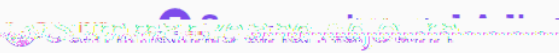
the discussion topics are
"I disagree with..."
"because..."
"In addition to what...
said, ..."

1. Write the definition of harassment on the board. Have students read it aloud.

2. Harassment means "to tease, bother, or annoy someone." Ask students to list ways that someone can be harassed.

Examples of harassment include: rolling eyes, rolling back of the head, pinching, pulling hair, whispering, making fun of someone, etc. This can be extended by asking students to write a story about someone who has been harassed.





Use your notes to summarize what you heard the students say, including any decisions made in the meeting. You might point out:

Students' ideas for how to solve the problem. Students' questions. Students' strategies. Students' work. Students' reflections. Students' feedback.

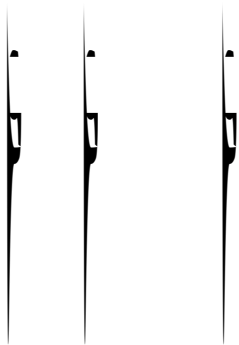
Teacher's own students that think about what is in the



AFTER THE MEETING

Provide follow-up support for any decisions the students made in the

meeting. Consider how the students are doing. Consider the students' work. Consider the students' reflections. Consider the students' feedback. Consider the students' questions. Consider the students' strategies. Consider the students' work. Consider the students' reflections. Consider the students' feedback.



WEDNESDAY

MORNING ACTIVITY

MATERIALS

PURPOSE

Monday lesson:

Greening our Home Activity

Greeting:

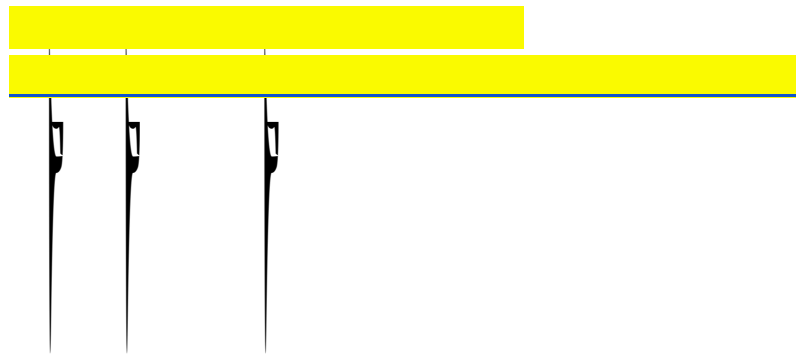
Have students participate in the greeting of week in a circle.

Morning Activity:

Watch the video from the

Explain that they are going to write

observations:



MORNING ACTIVITY

OBJECTIVES

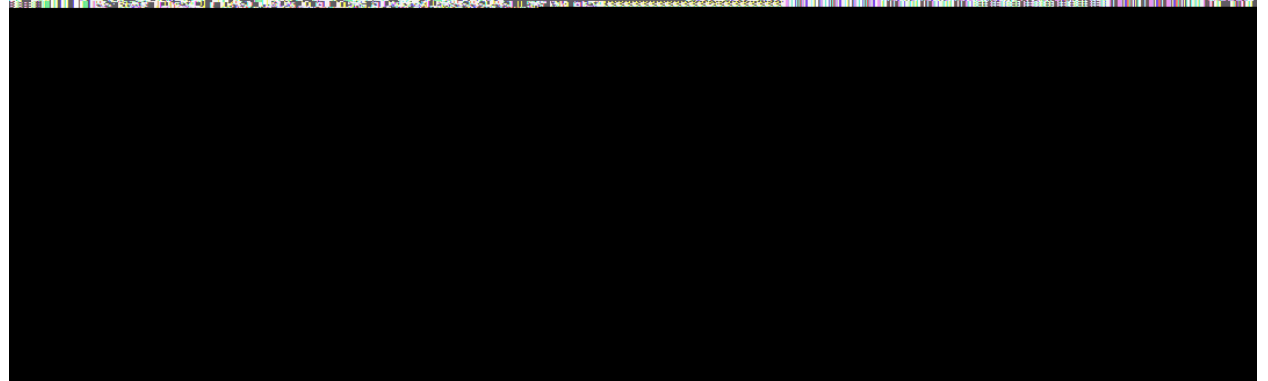
PURPOSE

1. Identify the Spotlight Student

2. Share with the class as a

inspired

Share with the class as a



The situations:

are and for:

behavior of happening

important to understand the various roles in bullying, including:

Bully: Individual or persons using unwanted words and/or actions to harm or intimidate another person.

Victim: Person who is being bullied.

Witness: Person who witnesses the bullying behavior.

Reinforcer: Person who encourages the bully's behavior.

Defender: Person who helps the victim.

Upstander: Person who takes action to help the victim.

Share with the class as a

