

The Title IX lessons are _____ 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.

_____ . 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.

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)

le Title IX Lesson

2nd Grade

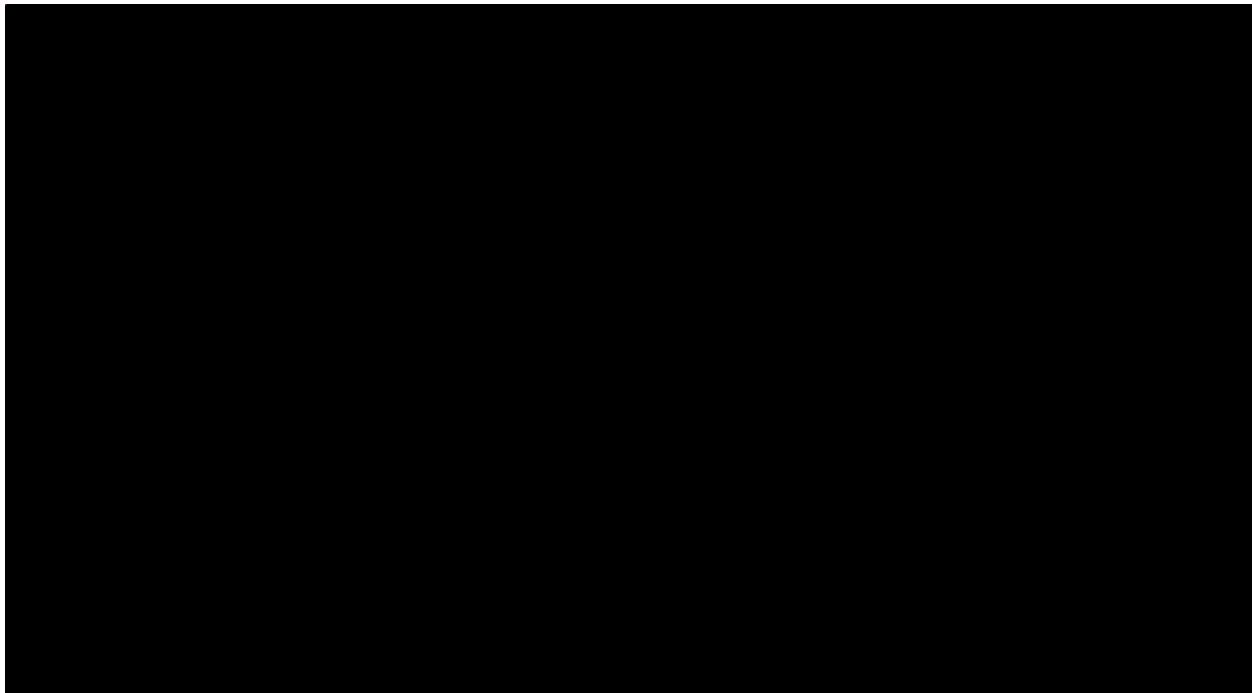
OVERVIEW

Social Development Facilitator

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.



THIS WEEK'S GREETING AND CLOSING

Use the following greeting and closing to begin and end each day:

Creating 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 compliments.

Each student will be given a card with a name on it. The student will say a compliment to the person whose name is on the card. The student will then say a compliment to the person whose name is on the next card. This will continue until everyone has given a compliment to someone else.

The student will say a compliment to the person whose name is on the card. The student will then say a compliment to the person whose name is on the next card. This will continue until everyone has given a compliment to someone else.

The student will say a compliment to the person whose name is on the card. The student will then say a compliment to the person whose name is on the next card. This will continue until everyone has given a compliment to someone else.

The student will say a compliment to the person whose name is on the card. The student will then say a compliment to the person whose name is on the next card. This will continue until everyone has given a compliment to someone else.

The student will say a compliment to the person whose name is on the card. The student will then say a compliment to the person whose name is on the next card. This will continue until everyone has given a compliment to someone else.

MORNING ACTIVITY

PURPOSE

Teachers prepared ahead
activity sheet (I.M.) for each
student if using (see Teacher

MATERIALS

introduce the weekly greeting

Greeting

PROCEDURES

greeting

3 Discuss the Topic

Facilitate a discussion using open-ended questions like these below. You can also have students prepare questions to ask each other before class. Remind the students to use the discussion skills we learned in the previous lesson.

What do you think you know (or have heard) about this situation?

What do you want to know about this situation?

What feelings do you have about it?

What do you think you know (or have heard) about this situation?

What do you think you know (or have heard) about this situation?

What do you think you know (or have heard) about this situation?

Discussion Homework

Let students know that they will be asked to write a paragraph about the situation. They should use the discussion skills we learned in the previous lesson. They should also use the "I used to think... but now I think..." format to describe their thoughts on the situation.

What do you think you know (or have heard) about this situation?

What do you want to know about this situation?

What feelings do you have about it?

What do you think you know (or have heard) about this situation?

What do you think you know (or have heard) about this situation?

What do you think you know (or have heard) about this situation?



4 Make Any Decisions

Ask and freely discuss:

What might we do to be helpful in this situation? How might that help?

Facilitator Tip:

Students might say:

"Maybe we could help by collecting jackets or food for them."

"Make the news know what's going on. Maybe we can help by donating money to help them get food."

Join notes of the students' responses to question 5.

Let's practice what we can do and say if we are faced with

Seeing someone who is being bullied or harassed.

Discussion:

Helpful bystander?

- How can you be a helpful bystander?

MORNING ACTIVITY

PURPOSE

- Get to know this week's Spotlight Student

MATERIALS

N/A

SPOTLIGHT STUDENT AND CLASS SHARING

③ Reflect: Ask and answer the question.

Q What effect has your classmate's story had on you?

④ Write a paragraph to answer the question and share it with your class.

Each week, select another Spotlight Student for this Morning Activity here.

If there is not a Spotlight Student for this week, add notes about the Morning Activity here.

Greeting:

When the morning activity is complete, lead a discussion about how we are faced with unexpected challenges.

Morning Activity: After the morning greeting, remind students that they will be sharing their stories with the class.

FRIDAY

OBJECTIVES

MORNING ACTIVITIES

OBJECTIVES

MATERIALS

Secretary of State's
message, read in
advance)

Greeting and OTCUS Activity

participate in the greeting of the

Greeting: Have students partic

Then have the class engage in a role-play exercise. Teacher