

Kindergarten Title IX Lesson

Materials for Title IX Lesson and Activities:

- Extra Large Post It Pad or Chart Paper
- Markers
- Digital Book-“Don’t Hug the Quokka” by Daniel Errico (will be provided by CMS)

OPEN WEEK

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.

Don’t Hug The Quokka

- 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

Life events 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 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 the 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.

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.

Don't Hug The Quokka

*"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 in the section below titled "Topic of the Week."

WEEKLY CLASS MEETING

TOPIC OF THE WEEK

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 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

<i>Don't Hug The Quokka</i>
<p>*Title IX Lesson; Complete on Tuesday</p> <p>"Today, we are going to learn about two important things: consent and personal space. Consent is when you say 'yes' or 'no' if someone asks to do something, Consent is like giving permission. What are things you get or give permission for? (example: playing outside, giving a hug, having a snack). Personal space is the space around you that makes you feel comfortable. Everyone's personal space is different, and that's okay!"</p> <p>Why do you think it's important to give others personal space? (Sometimes people don't feel comfortable when someone stands too close or touches them without asking.)</p> <p>As we read today, let's see how the Quokka shows they want personal space and how others respect their choice. We'll learn how to listen to and respect each other's feelings and space. Let's read <i>Don't Hug the Quokka!</i> together!</p>

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..."

Don't Hug The Quokka

After reading *Don't Hug the Quokka!*, discuss some of the following questions with your students:

1. Why does the Quokka draw a line in the ground with his toe? What do you think the line means?
 - The Quokka draws a line with his toe to show his personal space. It's his way of saying, "Please don't come any closer."
2. Quokkas look very friendly, but does that mean they always want to be hugged? How does the Quokka use his body to say "no"?
 - Even though Quokkas look friendly, they don't always want hugs. The Quokka uses his body to say "no" by drawing a line, using his tail to block people, staying far away, or even snoring to show he doesn't want to be touched.
3. When is it okay to hug a Quokka? What do you need to do first?
 - It's only okay to hug a Quokka if you ask first and the Quokka says "yes." If the Quokka doesn't say "yes," you shouldn't hug them.
4. Why is it important to watch and listen to what someone says or shows with their body about personal space?
 - It's important because everyone's personal space is different. When we pay attention, we can make sure everyone feels safe and comfortable.
5. How can we make sure we respect someone's personal space?
 - We can ask permission before touching them, listen if they say "no," and watch their body to see if they look comfortable or not.

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 on the students' response 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.

Don't Hug The Quokka

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. What would you do if someone tried to give you a hug without asking first?
 - Encourage answers like, “I could say ‘no,’ step back, or tell them I don’t want a hug.”
2. What would you do if someone tried to hug you after you already said ‘no’?
 - Talk about how the Quokka said “no” in many ways to make others listen. Remind them they can say “I already said no” and ask an adult for help if needed.
3. Do you know someone who makes you feel safe and listens to you?
 - Ask: “Why do you think it’s important to have someone you can talk to if you’re upset or need help?” Guide them to trace their hands on a sheet of paper and write down five trusted adults or friends on each finger ([see example](#)). Tell students that it is okay to have less than five trusted adults or friends. They can choose any adults they trust and like. They can choose an auntie, a teacher, a grandparent, their mother or father - anyone who makes them feel safe. It’s their choice!
4. How can you show respect for someone’s personal space, like the Quokka?
 - Encourage ideas like: “Ask first,” “Listen to them if they say no,” or “Look at their face or body to see if they are okay.”
5. What might happen if someone doesn’t listen to the Quokka’s ‘no’? How would the Quokka feel?
 - Ask them to think about how the Quokka might feel upset, scared, or uncomfortable, and how they would feel in the same situation.

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 decision they made. Adjourn the meeting.

Don't Hug The Quokka

The teacher will draw [two large Quokkas on chart paper](#), and label one Quokka "Respectful Friend" and the other "Not Respectful Friend." Write the key steps on a separate sheet:

- I ask permission (can use the visual of a question mark)
- I check in (can use the visual of a check mark)
- I accept no (can use the visual of the word NO or an x)

"Today, we learned about two important things: consent and personal space. Consent means asking for permission before you do something, like giving a hug or holding someone's hand. Personal space is the space around a person's body that makes them feel comfortable. Respectful friends always follow three key steps:

- I ask permission.
- I check in to see how my friend feels.
- I accept no as an answer.

Let's make a picture together to remind us how to be a respectful friend and what it looks like when someone isn't respectful."

"Let's start with our 'Respectful Friend' Quokka. This Quokka shows all the good ways we can be kind and respect personal space and consent. Can you help me think of some examples of what respectful friends do?" (Guide responses and write them inside the "Respectful Friend" Quokka.

Examples:

- Asking for permission before hugging or touching.
- Checking in with a friend by asking, 'Are you okay?'
- Listening when a friend says 'no' and respecting their answer.
- Giving others space when they need it.)

"Now, let's think about what it looks like when someone is not being respectful. What kinds of actions or words might hurt someone or not respect their personal space and consent?" (Guide responses and write them inside the "Not Respectful Friend" Quokka. Examples:

- Hugging or touching without asking.(point to your visual)
- Ignoring someone when they say 'no.' (point to your visual)
- Standing too close or getting into someone's personal space without permission.)

"If someone doesn't respect your personal space or doesn't ask for consent, there are three steps you can follow to stay safe:

1. Say 'Stop!'
2. Move away if they don't listen.
3. Tell a trusted adult."

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

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 the following through with their decisions. Also consider informing parents about any relevant decisions made in the meeting.

WEDNESDAY

PURPOSE

Practice the social skills highlighted for the week

Materials:

Extra Large Post It Pad and Markers

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

Don't Hug The Quokka

Greeting:

Begin in a circle with the weekly greeting. Turn to the student sitting next to you and say, "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 talked about asking before we touch someone and giving our friends space when they need it. Today, let's think of ways we can show respect for each other's space and choices in our classroom."

"What are some ways we can respect our friends' personal space?" (Examples might include:

- Asking permission before hugging or touching.
- Giving space when someone says they need it.
- Saying "no" kindly and listening when others say "no.")
- Visuals could be posted to remind students throughout the year

Write down the students' ideas on a chart or whiteboard. Guide the class to decide on the top 3-5 ways they can show respect for consent and personal space.

"This list will help remind us how to be respectful friends. We'll keep it up so everyone knows how we take care of each other's feelings and space in our classroom."

THURSDAY

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.

Don't Hug The Quokka

Greeting:

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

Morning Activity:

"Today, we're going to talk about how special and unique we all are and how we can respect each other's space and feelings. Let's go around the circle, and each of us will share one way we like to be treated that makes us feel happy and comfortable. For example, I feel happy when someone asks if I want a hug before they give me one."

Have each student share one way they feel happy and respected by their friends. Guide responses as needed to include examples related to asking permission, checking in, and listening to "no."

"Sometimes, we might forget to respect someone's personal space, or we might see someone make another person feel uncomfortable. If that happens, here are three things we can do:

1. Say 'Stop.'
2. Move away.
3. If it keeps happening, tell one of the adults we trust."

"Who are the adults you can go to if you need help?" Write their answers on a sticky note or chart paper and display it in the classroom.

Remind students: "Everyone deserves to feel safe and respected. Remember to always ask permission, check in with your friends, and accept no if someone doesn't want to play, hug, or share. Let's work together to make our classroom a place where everyone feels happy and comfortable!"

Display the list of steps and trusted adults as a visual reminder for the students.

FRIDAY

MORNING ACTIVITY

PURPOSE

- Practice the social skills highlighted for the week

MATERIALS

Extra Large Post it Pad and Markers

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.

Don't Hug The Quokka

Greeting:

Have students do the "wave greeting" around the circle.

Morning Activity:

Partner students together and have them ask each other the following:

1. "What makes you feel happy and safe around friends?"
2. "What is one way a friend can show they respect your personal space?"

As a whole class, circle up and discuss.

- "What makes you feel happy and safe around friends?"
- "What did your partner say about ways to respect personal space?"

As students share, write their ideas on the board or chart paper.

Work as a class to make a list of the top 5 ways to be a respectful friend in the classroom.

Examples might include:

- Asking for permission before hugging or touching.
- Listening when someone says "no."
- Using kind words and actions.
- Giving others space when they need it.
- Checking in to see how someone feels.

Emphasize: "Every one of you is special, and we all deserve to feel happy, safe, and respected. These qualities we've chosen are how we can show respect for each other's personal space and feelings every day."

Post the list on the wall as a reminder of how to be respectful friends.