

Lesson 5
Adding to Title IX

Lesson Objectives

Students will be able to

- Analyze the application of Title IX in different contexts
- Draft an enforcement policy for Title IX
- Reflect on the issues of equality and non-discrimination

Materials

- Handout 9: Other Title IX Regulations
- Teacher rubric for proposed regulations / enforcement policy

Lesson Assessments

- Written proposed regulations / enforcement policy
- Class presentation
- Exit ticket

Instructional Activities

Anticipatory Set

- Do Now: What would sex discrimination look like in the following educational contexts?
Ask students to jot down an idea for each:
 - Admission
 - Recruitment
 - Academic programs
 - Housing
 - Restrooms, locker rooms, and showers
 - Access to classes and schools
 - Counseling
 - Financial assistance
 - Employment assistance
 - Health and insurance benefits
 - Physical Education classes

Direct Instruction

- Distribute **Handout 9: Other Title IX regulations**. Read through it together as a class, having a different student read each regulation out loud. As you go, pause and consider: What exactly is prohibited or required by the section? Is it similar to or different from what you imagined when you jotted down your own ideas in the “Do Now” activity?

Guided Practice

- Instruct students to gather with their groups from yesterday to finish drafting their Title IX regulation prohibiting sexual harassment and bullying on the basis of gender. Tell them that they will be presenting their proposals to the class, so they should make the language in their regulations as clear as possible.
- Once students believe they have completed a working draft regulation, write the following questions on the board. Instruct students to go through the questions with their group and assess whether or not their regulation provides answers. If not, they should add to and revise their regulation so that it provides guidance on each of the following questions:
 - What would be considered sexual harassment or bullying? What would not?
 - How will you know if the bullying or harassment is on the basis of gender?
 - What are teachers responsible for doing? What are administrators responsible for doing?
 - What will be the consequences if appropriate actions are not taken?
 - How bad does the harassment or bullying have to be before action is required?
 - What factors should the school consider when assessing the severity of the harassment or bullying?
- After students have had sufficient time to write and revise, have each group present their proposals to the class. After the group explains their regulation, call on students who are not in the group to answer some of the above questions. Discuss and evaluate how effective the regulation was in providing answers and guidance.

Closure

- Exit ticket: Students should respond to the following prompt: What ideas did your classmates come up with that you hadn't thought of? How would you evaluate your own group's regulation now that you've heard everyone else's?
- Students should turn in their written regulations and exit tickets.