

SPIDEE Changing In The Middle - Training Document

Time	Activity	Materials	Goal
<p>Step 1: 2-5-minutes</p> <p>Step 2: 2-5-minutes</p> <p>Step 3: 2-minutes</p>	<p><b>Introduction</b></p> <p>Directions: You will introduce yourselves, a student organization, the purpose and theme for the day. This can be led by one person or can be done as a round-robin. Here are the topics being introduced:</p> <ol style="list-style-type: none"> <li>1. SPIDEE <ul style="list-style-type: none"> <li>o SPIDEE is the YSHS youth group that works to promote inclusion, diversity, and equity through education. It started 10 years ago and has grown to work with not just 6th grade, but also 4th and 5th grade and Middle School as well</li> <li>o Introduce yourselves, Name, grade level and how long you have been in SPIDEE.</li> </ul> </li> <li>2. Changing in the Middle: <ul style="list-style-type: none"> <li>o Helping MS Students become comfortable with themselves, creating relationships with HS students who can and will help you.</li> <li>o A chance to discuss real issues and get students to communicate clearly with each other</li> <li>o A place to bond and build relationships with middle school classmates.</li> </ul> </li> <li>3. The goal of the Day <ul style="list-style-type: none"> <li>o Create an awareness of the dynamics involved in creating relationships</li> <li>o Create awareness of bullying and sexual harassment in our community</li> <li>o Create an understanding of the importance of a positive self-image</li> <li>o Create an understanding of how to combat suicide and depression</li> </ul> </li> </ol>	<p>Yourselves and this year's slide show</p> <p>All the information being introduced needs to be on a slide</p>	
<p>Step 1: 3-Minutes</p> <p>Step 2: 2-minutes</p> <p>Step 3: 1-minute Repeating</p>	<p><b>Team Building: Revolving Circles</b></p> <p>This is an introductory merry-go-round. Everyone is split into 2 groups and forms 2 circles one within the other and turns to face each other. Everyone will ask " get to know you questions " as fast as they can while both members are answering and then rotates. Repeat.</p> <p><u>Directions</u></p> <ol style="list-style-type: none"> <li>1. Give everyone a copy of the Would You Rather questions and describe process</li> <li>2. Split into 2 heterogeneous groups of 20. 10 members of the group will form a circle in the middle of and facing the remaining 10 members of the group. Those 10 members will face the members in the middle.</li> <li>3. In one minute intervals, the outer circle will rotate one person to the left. Each person will introduce themselves to the people they are facing. Next, they will ask and answer, in turns, as many questions from the list as they can. The order of the questions does not matter.</li> </ol>	<p>The printed-out sheet of questions to ask.</p>	<p>Ice breaker, get them ready for the day.</p>
<p>2 - 5 Minutes</p>	<p><b>Norms</b></p> <p><a href="https://docs.google.com/presentation/d/1GiJaRvak5GU8PjYwDH6etb7a4tmuy0VVms5tdilXw-o/edit#slide=id.g4bb4e21c96_0_88">https://docs.google.com/presentation/d/1GiJaRvak5GU8PjYwDH6etb7a4tmuy0VVms5tdilXw-o/edit#slide=id.g4bb4e21c96_0_88</a></p> <ul style="list-style-type: none"> <li>o Step up then Step Back: Let other people in your group speak, let other voices be heard. Silence is okay. Asking others to hear their opinion is also okay. Help make sure everyone is heard.</li> <li>o Keep an Open Mind: Allow yourself the opportunity to hear other ideas even if you don't agree with them</li> <li>o THINK before you speak: Is it True, is it Helpful, is it Inspiring, is it Necessary, is it Kind?</li> <li>o Two Feet: If you have to go to the bathroom, don't be disruptive. Don't go to groups, go and come back.</li> </ul>	<p>CITM 8th grade slideshow.</p>	<p>Make sure everyone is clear about what we expect from them along with how they should behave.</p>

Steps 2: 3 minutes	<ol style="list-style-type: none"> <li>1. Introduce the activity to the groups. Telling them that each group is responsible to give each of the members of another group a genuine compliment. Explicitly show each group the group they are complimenting</li> <li>2. In your small groups, share out the guidelines of a genuine compliment and the list of character traits that can be complemented.</li> <li>3. Write each compliment as if it was coming from an individual on a single notecard. "You have inspired me to..." "You have always been great at ... which has helped me..."</li> <li>4. As a group come up with and write down the genuine compliments for each of the members of the assigned group.</li> <li>5. Each person will read one compliment to the other group so that everyone is being read their compliment from a different individual.</li> <li>6. The whole class will get into a large circle and read the compliments out loud, giving the card to the person that the compliment was meant for.</li> </ol>		
Steps 3-4: 20 minutes			
Step 5-6: 20 minutes			
5 Minutes	<p><b>Agent of Change</b></p> <p>This where the students will think on and share about one thing that they want to do differently going forward. Answers can be something small or something big, depending on the student for what they may choose. If students have trouble picking something SPIDEE leaders should aid by asking questions to navigate the students choice. Such as " what was the most impactful thing ... and how did it make you feel? Would you like to help prevent people from facing the same thing.</p>	Yourselves	Encourage students to be the change they wish to see in the people around them.
	<b>Thank you: Final Closing</b>		

Extra activity in case you are going too fast and will have too much extra time to fill.

**Privilege Walk:**

In this activity you will have the students line up along one side of the room. This is a silent activity, the students should be quiet so they can hear the questions being asked. One of the SPIDEE leaders will read off each question either telling students to take a step forward or to take a step back depending on if the statement applies to them. At the end of the activity the leader will tell the students to look around and see where their classmates are. This is a physical representation of the inequality people face in their everyday life.

At the end of this activity students should get back into their small groups and talk about how this made them feel along with if they were surprised by where they were standing in comparison to everyone else.