



Belonging

What: Students genuinely feeling seen, accepted, included and valued for the individual strengths, experiences, culture and traits they bring to the classroom environment.

Why: Belonging is important because it sets the stage for all other learning to occur, including students finding their purpose.

A sense of belonging enables students' brains to be in a calm and ready state to engage in academic, social and emotional, vocational, and professional pursuits.



Start with the Syllabus

Considers these tips to support Belonging in your syllabus:

1. Open with a strong statement of believing every student has something to offer to the class.
2. Encourage asking for help and clearly explain how
3. Frame failure as a learning experience; as necessary for deep learning and innovation
4. Provide flexibility to meet students' diverse needs



Use Correct Names

Students feel known and valued when teachers:

1. Welcome them by name as they enter the classroom
2. Ask them their preferred names
3. Pronounce their names correctly
4. Apologize if you make a mistake.
5. Encourage students to use each other's names
6. Use their asserted pronouns



Co-create Classroom Norms

Rules are top-down expectations that are enforced through consequences.

Norms are commitments shared by a community to meet shared outcomes.

Links to sample lesson plans for co-creating norms:

<https://bit.ly/BelongingNorms>

<https://bit.ly/BelongingNorms2>



Diverse Representation

Students feel a greater sense of belonging when they see diversity on classroom walls and in class materials.

This diversity can include:

- Race/Ethnicity
- Gender (beyond the binary)
- Ability
- Culture/Dress

Link to free downloads: <https://bit.ly/DiversePosters>



Sustaining Belonging

Building community and a sense of belonging is critical early in the year, but also requires regular maintenance through:

- Team-building challenges
- Identity reflection and sharing
- Revisiting norms and agreements
- Celebrating together



Model It!

Build your skills in creating belonging in work with adults:

- Staff and Team Meetings
- Staff socials

Challenge yourself to build community with colleagues that you find challenging to work with.



Self-Awareness



Self-Management



Social Awareness



Responsible
Decision Making



Relationship Skills

For more information on belonging visit: <https://bit.ly/fuhdsSEL>
For direct support from the SEL Lead, email: Leila_Lurie@fuhds.org



Purpose

What: students genuinely feel like what they are learning in your class is meaningful in their life outside of your classroom and attaches them to the wider world - something larger than themselves.

Why: Purpose provides motivation, perseverance in the face of challenges, and is an antidote to depression and anxiety.



Identity building activities

Throughout the year, provide activities that helps students:

- Identify their strengths
- Identify what is meaningful to them -values
- Identify school or community causes they feel strongly about
- Figure out their passions

Link to SEL Signature activities: <https://bit.ly/SELSignature>

Link to FUHSD SEL activities: <https://bit.ly/fuhdsSEL>



Meaningful Curriculum

Strategies to make curriculum meaningful for students:

- Create lesson plans and curriculum that are relevant to life outside of school
- When content doesn't feel relatable, identify real world *skills* that students are using in the lesson.
- Consistently ask students "How does this lesson relate to your life?"
- Challenge students to make links to their community



Use Classroom Roles

Encourage students to rotate roles in the classroom (leader, note taker, "teacher", researcher, team builder, etc)

After they serve a role, ask debrief questions to help them identify strengths and passions:

1. How did it feel to be the researcher/leader?
2. What careers can you think of where these roles can be highlighted?



Use Surveys to learn more

Formal and informal surveys help you learn more about your students AND enable them to learn more about themselves and their passions, strengths, and interests.

Links to surveys:

- <https://bit.ly/IDValues>
- <https://www.viacharacter.org/>
- [Naviance](#) also has several inventories and surveys

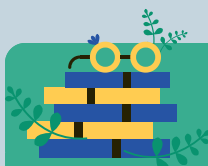


Link to the Big Picture

Draw students attention to critical life skills students are using:

1. Self- Awareness
2. Self management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision Making

Create lessons that are tied to a school or community cause



Want to Learn More?

3 everyday SEL Practices: <https://bit.ly/EduTopiaSEL>
 Integrating SEL: <https://bit.ly/CommonCoreSEL>
 Cultivating Belonging: <https://bit.ly/EduTopiaBelonging>
 7 ways to Purpose: <https://bit.ly/PurposeForHS>
 Healing Centered Engagement: <https://bit.ly/TICtoHSE>

Wayfinder Curriculum: <https://www.withwayfinder.com/>



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