



# CREATING BELONGING

# Lesson notes

YEARS  
1-3



Use these **Lesson Notes** to guide you through the slides, activities, important information and key discussion points.

### BELONGING POWERPOINT

#### Important - read before use:

The PowerPoint is a template for you to use and update, please go through the slides\* and update the information in the square brackets to be relevant to your school's context e.g. [insert school name].

*\*Slides 7, 8, 9, 10 and 11 need to be updated.*

- Use the **Belonging PowerPoint** to introduce students to the concept of belonging.
- You can adapt this resource to suit your context, your classroom and your students' developmental and reading abilities.
- Follow the **Belonging PowerPoint** and these **Lesson Notes** to facilitate discussions when prompted and encourage students to share their experiences through prompts and Think-Pair-Shares (if comfortable).



### SLIDE 2: LEARNING INTENTIONS

#### By the end of this lesson I will be able to:

- Explain the definition of belonging
- Understand what it means to belong
- Identify people, places or groups in my life where I most feel like I belong
- Understand the importance of including others

## SLIDE 3: WHAT IS BELONGING?

Ask students to consider what belonging is and how it feels - prompt students with some words such as 'welcome', 'included', 'happy'. Ask 3 to 4 students to answer and write the key words on the board.

## SLIDE 4: BELONGING DEFINITION

Discuss the definition of belonging in comparison to the words discussed and written on the board. It is important to mention that individuals can feel a sense of belonging to people, including family, friends or groups and in places, such as at school, in the classroom and at sporting clubs, art clubs etc.

## SLIDE 5: THE IMPORTANCE OF BELONGING

Explain to students how important feeling a strong sense of belonging is. Belonging can:

- Improve positive feelings and confidence
- Increase levels of happiness and self-esteem
- Help individuals feel valued and cared for
- Increase interest in learning
- Increase motivation

## SLIDE 6: WHERE DO YOU BELONG?

Ask students to Think-Pair-Share with a partner (if they feel comfortable) where they feel like they belong. This could be to a person, place or group (e.g. sports club, theatre group, youth group etc.).

It is recommended that before the Think-Pair-Share, that the teacher shares where they feel like they belong (if comfortable to do so). *Sharing information like this, allows others to feel more comfortable to share.*

Facilitate a class discussion of where people feel like they belong.

**Important: do not cold call students during this task, only choose students who volunteer.**

## SLIDE 7: BELONGING AT YOUR SCHOOL

**Slide 7 needs updating: insert school name in heading and in text about belonging.**

Let students know that people find belonging in different places, you might feel like you belong to a certain part of the school or the whole school, both is ok!

## SLIDE 8: BELONGING TO THE CLASSROOM

**Slide 8 needs updating: insert school name in heading and the name of the class within the text on the slide.**

Summarise the discussion from slide 7 and discuss the importance of classroom belonging. Students spend a lot of hours of the day in the classroom and to be able to learn and thrive, students need to feel comfortable to be themselves and make mistakes.

*If students don't feel like they belong to the classroom, ask them to anonymously write what would help make them feel like belong and add it to a box for you to read later. If students are unable to write due to their year level or level of literacy, they may discuss with the teacher if they are comfortable.*

## SLIDE 9: BELONGING TO CLUBS/GROUPS

**Slide 9 needs updating: insert school name in heading and add school groups and clubs available.**

Discuss the different clubs and groups available in the school and emphasise the importance of connecting with like-minded people. Having different connections and friend groups is healthy. Encourage students to attend a new club or group within the school.

## SLIDE 10: BELONGING TO THE SCHOOL

**Slide 10 needs updating: insert school name in heading and the subheading.**

Discuss the importance of belonging to the school and emphasise that the school celebrates students' differences and similarities. Suggest attending upcoming events with families or caregivers and getting involved in school activities to increase school belonging.

## SLIDE 11: HELPING OTHERS FEEL LIKE THEY BELONG

**Slide 11 needs updating: insert school name in heading.**

Ask students to chat to their partner about how they help others feel like they belong in the classroom and to the school. Ask students to share their answers and build a list of the answers on butchers paper to hang up in the class later and refer back to. Some of the answers may be appropriate to add to the class expectations.

*If someone doesn't feel like they belong, it can lead to feelings of loneliness and sadness.*

## SLIDE 12: ALL ABOUT ME ACTIVITY

Now that students have learned the importance of belonging, move on to the **All About Me** activity. Work through the activity with students, model writing/drawing the answers to each question, check their understanding and then allow them to complete with teacher support.

## SLIDE 13: HOW I BELONG ACTIVITY

Move onto the **How I Belong** activity. Go through the activity with students and provide examples:

- What activities do you like doing? (skateboarding, art, soccer, cooking, LEGO)
- Who makes you feel like your best? (family, friends, team mates, people at Roboclub)
- What places/groups do you feel best with/at? (Drama Club, Youth Group, Run Club, home, at your friend's house)
- What can I do to help others feel like they belong?

Check students' understanding and allow them to complete the activity with support (if required). Facilitate a class discussion about their **How I Belong** activity answers, focus on how students can help make others feel like they belong.

## SLIDE 14: SCAVENGER HUNT ACTIVITY

Ask students to find a person in the class for each statement and write their name down. It is recommended that the teacher reads out and times each question to allow students to find the person and then have a small conversation about the question. 3-4 minutes per question is recommended.

## SLIDE 15: MY SELF PORTRAIT ACTIVITY

Students will complete a self portrait and include pictures of people, places, hobbies and interests from their completed **All About Me** and **How I Belong** activities. Ask them to include:

- Things they enjoy doing (hobbies/interests)
- People they like being with
- Places/groups that make them feel like they belong

You may like to discuss some of the answers students included on their **How I Belong** activity for examples of how and what to include around their portrait. This is a great start of year activity for students to get to know each other and help the teacher get to know each student and their interests.

## SLIDE 16: LEARNING INTENTIONS

Review Learning Intentions.