



Belonging Lesson Plan

Based on the Guide for Students: Lesson #1

<p>Learning Objectives or Topic: <i>The students will be able to...</i></p> <ul style="list-style-type: none"> • Describe what belonging means • Utilize a belonging assessment to understand their strengths and needs related to belonging 	<p>Virginia Standards of Learning:</p> <p><i>ELA 8.1c</i> Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p><i>ELA 10.1i</i> Access, critically evaluate, and use information accurately to solve problems.</p> <p><i>ELA 12.5b</i> Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.</p> <p>Essential Knowledge, Skills, and Process:</p> <ul style="list-style-type: none"> • identify the resources needed to address specific problems and synthesize new information to make decisions and complete tasks such as completing employment, college, and financial applications; compiling résumés; creating portfolios etc. <p>Virginia College and Career Readiness English Performance Expectations:</p> <p>Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. (#50)</p>
<p>Grade Level(s): 8-12 (including transition/up to age 22)</p> <p>Duration: 45 minutes</p>	<p>Materials/Resources:</p> <ul style="list-style-type: none"> • Make four signs to hang in the corners of the classroom- Strongly Agree, Agree, Disagree, and Strongly Disagree • Handouts in the resource folder: <ul style="list-style-type: none"> ○ Handout: <i>Guide for students: How do I know I belong?</i> ○ Handout: <i>Guide for communities: Tips for creating a welcoming place</i> ○ Printed or digital version of the <i>Planning for Belonging</i> assessment from the <i>Belonging Guide for Students</i>

	Teacher Guide	Adaptations for Students with Support Needs
<p>Anticipatory Set: Thinking about</p>	<ul style="list-style-type: none"> • Before students arrive, hang one sign in each of the four corners of the classroom- Strongly Agree, Agree, Disagree, and Strongly Disagree. 	<p>-For all activities, make adaptations and modifications as needed to</p>

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<p>belonging</p>	<ul style="list-style-type: none"> • Prepare the room so students are physically able to move to each of the four corners during the activity. • When students arrive, explain, “Think about a place in the community where you go or group you join. It could be an extracurricular group (sports, theater, club, etc.), a business like a restaurant, a place where you work or where someone you know works, or another community space.” After students think, ask them to give you a thumbs up when they have a place or group in mind. Then, ask them to share their ideas with the class. • I will read some statements and I’d like you to move to one of the four corners of the room based on whether you strongly agree, agree, disagree, or strongly disagree with each statement about your place or group.” <ul style="list-style-type: none"> ○ Can people with mobility devices get in the building? ○ Do people with disabilities participate currently? ○ Is there someone people can talk to about their access needs? ○ Are people comfortable welcoming people with disabilities? 	<p>meet the needs of students.</p> <ul style="list-style-type: none"> -For all students, share the class agenda on the board and use meaningful repetition including restating comments from classmates. -During the warm-up activity, write or project each statement on the board with supporting images so students have visual access. -For students who are blind or visually impaired, describe the any images that are used and provide support with marking their responses to the belonging assessment if needed.
<p>Instruction of skill: Understanding Belonging</p>	<ul style="list-style-type: none"> • After the four corners activity, ask students to think, discuss in pairs for 2 minutes, then share with the class some thoughts they had during the activity. • Read the following quote aloud and ask students to think, discuss in pairs for 2-5 minutes, then share with the class: “What does this quote mean to you? What are examples of when you felt a sense of belonging?” <p>From <i>Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead</i> by researcher and author, Brené Brown:</p> <p><i>On page 145, I defined belonging as the innate human desire to be part of something larger than us. One of the biggest surprises in this research [on human connection]</i></p>	<ul style="list-style-type: none"> -For students who are deaf or hard of hearing, project or write the quote on the board and ensure they have visual access to the speaker/interpreter. -For students who have an intellectual disability, use language at an accessible level and provide wait time for student responses. -For students with significant support needs, provide visual supports and alternative



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	<p><i>was learning that fitting in and belonging are not the same thing. In fact, fitting in is one of the greatest barriers to belonging. Fitting in is about assessing a situation and becoming who you need to be in order to be accepted. Belonging, on the other hand, doesn't require us to change who we are; it requires us to be who we are.¹</i></p>	<p>opportunities for participation (e.g., AAC). -This activity could be modified for different language levels by asking students to think/pair/share what belonging means to them and discussing examples of belonging instead of using the Brené Brown quote.</p>
<p>Activity or practice: Planning for belonging</p>	<ul style="list-style-type: none"> • On a projector or SMART board, introduce the <i>Belonging Guide for Students</i>. • Explain the <i>Planning for Belonging</i> assessment on page 3 of the <i>Belonging Guide for Students</i> to the class/group. • Distribute (digitally or printed copies) of the belonging assessment. • Ask students to complete the assessment based on their own strengths and needs. Students may complete the assessment with peers, but should respond based on their own skills. 	<p>Modify the activity based on student needs. For a more challenging activity, you could ask students to write two paragraphs or a brief essay processing their thoughts on the assessment.</p> <p>If needed, students may respond with adult support, or use images or AAC.</p>
<p>Closure:</p>	<ul style="list-style-type: none"> • Ask everyone to look at the “yes” and “no” check marks to begin thinking about their strengths and needs. • Explain that tomorrow, they will write a postsecondary goal using this assessment. They should begin to think about how they want to prepare for after high school. 	<p>-For students who are deaf or hard of hearing, write the closure prompt and homework assignment on the board so they have visual access.</p>
<p>Homework/ Evaluation:</p>	<p>If students did not have enough time to complete the assessment during class, they may complete it for homework and/or bring questions about the assessment for the next class.</p>	

¹ Brown, Brené, *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead* (New York, NY: Gotham Books, 2012), 231-232.



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