



# Final Project Guidelines

## Multiple Semesters of Peer to Peer (Semester 4)

### How can we promote a sense of belonging in our communities?

In Semester 4, students learn about the remaining Dimensions of Belonging (Carter & Biggs, 2021) that they began learning about in Semester 3. They also learn about topics such as neurodiversity, assistive technology, and Universal Design. Through the Final Project, students will demonstrate their continued learning about environments and mindsets that promote belonging.

### Project Options

- Write a short paper (2-3 pages) on the importance of the Participation Model and how it relates to the Dimensions of Belonging.
- Produce a short podcast series (2–3 episodes) interviewing students and staff about the Dimensions of Belonging or other topics from the semester.
- Create a short children’s book or graphic novel about a topic from the semester.
- Draw or create a model (digital or physical) of a school or community space centered on belonging and Universal Design.
- Create a video, slideshow, or poster about neurodiversity.
- Identify a school-wide event and write up a plan for how to enhance accessibility and belonging at that event.
- Volunteer in the community as a group and write a brief 2-paragraph reflection on the experience, including the Dimensions of Belonging you noticed while volunteering.
- Meet with school administrators and teachers to complete the [Belonging Reflection Tool](#).
- Students who have a different idea for a project can ask for their instructor’s permission.

Carter, E. W., & Biggs, E. E. (2021). *Creating communities of belonging for students with significant cognitive disabilities*. University of Minnesota, TIES Center.

<https://publications.ici.umn.edu/ties/peer-engagement/belonging/introduction>

