

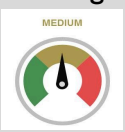
BELONGING BUNDLE

CHANGE IDEAS TO CREATE POSITIVE CLASSROOM ENVIRONMENTS, STRONG TEACHER-STUDENT AND STUDENT-STUDENT RELATIONSHIPS AND A STRONG SENSE OF ACADEMIC AND SOCIAL BELONGING.

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WELCOMING ROUTINES

MOOD BOARD WELCOME ROUTINE	Lift	Leverage
		

Learning Condition	❖ Classroom Belonging
Background and Purpose	Create a supportive welcome routine that is authentic and establishes trust and respect in your classroom. As education professional Linda Darling-Hammond has said, "when that sense of belonging is there, children throw themselves into the learning environment". Mood boards are a time-efficient welcoming routine that are suited to both in-person and online classrooms. Mood boards give teachers and students the opportunity to check in with each other as humans prior to engaging in content work.
Expected time	5 minutes at the beginning of each class
Materials	❑ Slides with Mood Boards or a Blob Tree
How to do it	1. Begin each class by projecting the mood board of your choice 2. Invite students to identify the number that corresponds with how they are feeling today. In an online class, they might type it in the chat. In-person, they might just think about it. 3. Have students share their answer with a partner and select some students to share with the class - either their result or something they heard form a partner. Online, this might be through brief, randomly assigned breakout rooms. 4. Check in with any students that are feeling low or angry. Send an email or check in individually - "Hey, I noticed you seemed a little mad/sad/upset today. Is everything okay?" 5. For students who chronically choose sad/mad, email their counselor, case manager, and/or social worker.
See it in action	See Tony Sandoval at Parkway Middle use a Blob Tree welcoming routine on Zoom
Reflection	At the end of the week, take a moment to reflect on what you tried. ❖ How did students respond? What might you change?
Next Steps	❖ Bring in themes that attend to culture for example "which scientist are you today" could include a board of scientists of color. ❖ Have students create the mood boards using images or themes of interest to them.
Resources	❖ How new teachers can create a welcoming routine ❖ Linda Darling-Hammond - sense of belonging ❖ SEL 3 Signature Practices - CASEL Toolkit

WOULD YOU RATHER? WELCOME ROUTINE

Lift



Leverage



Learning Condition	❖ Classroom Belonging
Background and Purpose	Engaging students in a routine whenever they enter class can ease their anxiety since they know what to expect. "Would you rather?" routines use non-academic (low stakes) scenarios for students to practice using evidence in support of claims and changing their thinking in response to new information. These routines also give students opportunities to learn more about each other and can help build culture in a classroom.
Expected time	10 minutes at the beginning of each class
Materials	❑ A Would you Rather? Prompt for the day. Here are some examples.
How to do it	1. Begin each class by projecting a "would you rather?" prompt. Give students 30 seconds to decide which answer they will choose. 2. Invite students to physically move to one side of the room if they picked the first option, and to the other side of the room if they picked the second option. 3. Invite students to share with the person next them the reason for their decision. 4. Ask 3 students from each side of the room to share either their reasoning or something they heard from their partner. 5. Say: "In light of all the reasons you have heard, you may now change your response if you want to. Move to the other side of the room if you would like to change your response". 6. Ask one or two students who switch to share whose reasoning convinced them to change. Distance Learning variation: Have students type in the chat their preference and invite some students to share their reasoning.
See it in Action	Watch Tony Sandoval at Parkway Middle facilitate this routine on Zoom.
Reflection	Seek student feedback to decide if you: ● Make this routine permanent ● Adjust the routine and try it again
Next Steps	❖ Ask students to submit their own "would you rather" prompts and use them in class. ❖ Systematically choose students to share their ideas such that every student shares at least once during the week.
Resources	❖ Would you rather prompts for kids ❖ SEL Classrooms ❖ Questions to get kids talking

NOTICE & WONDER WELCOME ROUTINE

Lift	Leverage
	

Learning Condition	❖ Classroom Belonging
Background and Purpose	Sometimes students perceive a problem or prompt that requires a "correct answer" as a threat because there is a chance they could be wrong. Biologically, threats are sent to the amygdala, a small part of the brain responsible for processing emotions. "Amygdala hijack" is a term that describes how the threat of doing or saying the wrong thing leads to our amygdala taking over from our rational brain, inhibiting learning. A notice and wonder routine stimulates students to be observant and curious by presenting them with a content-related prompt with nothing to solve or answer. It is a great way to spark student interest without risk of amygdala hijack.
Expected time	10 minutes at the beginning of each class
Materials	❑ Prompts connected to the lesson for the day. These could include a short video of a science phenomenon, a graph, an image, a headline, etc.
How to do it	1. Begin each class by projecting a prompt that is related to the lesson/learning for the day. Avoid prompts that suggest there is a "correct answer". 2. Give students 3 minutes (set a timer) to silently write what they notice and wonder about the prompt. 3. Ask students to put a star next to one noticing and one wondering that they would like to share with a partner. 4. Give students 2 minutes to share with a partner. Explicitly state who shares first, for example, the person with the brightest shirt. After 1.5 minutes, remind the next partner to share. 5. Allow 5 minutes to share as a class. Invite students to share either something they noticed/wondered or something they heard from their partner. 6. Write down student observations with their names next to their ideas. 7. Use student observations to transition into the lesson for the day.
See it in Action	❖ Watch Sarah Strong facilitate a Notice and Wonder routine for a 10th grade math class. ❖ Watch Cate Challen facilitate a Notice and Wonder routine for a 9th grade math class.
Reflection	Seek student feedback to decide if you: ● Make this routine permanent ● Adjust the routine and try it again
Next Steps	❖ Add the prompt: "what do you want to know?" to lead into an activity for the day. Then reveal more information driven by student ideas. ❖ Systematically choose students to share their ideas such that every student shares at least once during the week. ❖ Have students facilitate the notice and wonder routine with specific roles, for example "scribe" and "facilitator".

Resources	❖ Cultural Relevance and the Amygdala Hijack ❖ See, Think, Wonder routine ❖ Capturing Mathematical Curiosity with Notice and Wonder

GETTING TO KNOW STUDENTS & CHECKING IN

Lift



Leverage



Learning Condition	❖ Classroom Belonging
Background and Purpose	This activity helps you get to know what your students are interested in outside of school. It also helps you to be systematic about connecting with each of your students about their lives outside of school.
Expected time	About 15 minutes for the questionnaire, plus 5-10 minutes each day to check in with students.
Materials	❏ Student questionnaire: ❏ What activities do you like to do outside of school? ❏ What is a favorite activity you do with your family? ❏ What is a favorite activity you do with your friends? ❏ If you have any pets, what are they and how did they come to be part of your family? ❏ What kinds of things are you interested in? ❏ What else would you like me to know about you? ❏ Calendar for follow up
How to do it	Survey students using the questionnaire/questions from above or create your own. Focus on non-school related things you want to learn. ***Step 1:*** Distribute the questionnaires to all students and allow them time to thoughtfully respond. Collect their responses. ***Step 2:*** Read the responses carefully - make notes if you need to.. ***Step 3:*** For each class, create a calendar (like the one below) with a list of student names under each day of the week. Each day be sure to have a positive interaction with each student listed. Make sure the interaction is **positive and non-school related** - try to refer to responses from the student questionnaire. Check off each time you talk to the student (you might need to adjust your schedule when students are absent or if there's a schedule change). Repeat each week, systematically interacting with all of your students on a weekly basis.

Monday	Tuesday	Wednesday	Thursday	Friday
☐ Chris ☐ Jose ☐ Emily ☐ Natalia	☐ Francis ☐ Emma ☐ Jordyn ☐ Eliana	☐ Ava ☐ Alex ☐ Juan ☐ Bryce	☐ Kevin ☐ Tori ☐ Sam ☐ Jaden	☐ Lucas ☐ Sofie ☐ Owen ☐ Lily

Reflection	Two weeks in, create a three-columned chart: ● In the left column, write your students' names in the order in which you remember them. ● In the middle column, write down one positive thing about each student that doesn't have to do with school work. ● In the third column, put a checkmark if you have talked with each student about this piece of knowledge.
Next Steps	❖ For students you struggled to remember, or didn't know as much about, make a commitment to connect with them in the next day or two.
Resources	❖ PERTS – Learn About Students' Lives Outside School ❖ PERTS – Authentically Connect with Students Toolkit