




Building Belonging and Cultivating Connection So That Staff & Students Can Thrive


Fontana Unified School District



Minutes until showtime...

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THANK YOU FOR BEING HERE






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A LITTLE ABOUT US

@thrivingU





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WE'VE GOT RESOURCES FOR YOU!





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STAYING CONNECTED—

FB Communities, GOOGLE DRIVE, & Prez



Janeen, Joelle, & Jessie welcome YOU to Thriving YOUiversity's **BECOMING BETTER HUMANS**

Janeen, Joelle, & Jessie welcome YOU to Thriving YOUiversity's **BECOMING BETTER LEADERS**

Janeen, Joelle, & Jessie welcome YOU to Thriving YOUiversity's **BECOMING BETTER EDUCATORS**



Visit our website for information, inspiration, and FREE resources! @ www.thrivingYOUiversity.com






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A LITTLE ABOUT YOU



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BIG IDEA NOURISH TO FLOURISH



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BACK-TO-BACK WHEEL OF QUESTIONS ACTIVITY



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TO BE MORE EFFECTIVE, GET MORE REFLECTIVE

• What did you enjoy about the activity?
When or how might you use this or some variation of this with your team?

Share **your** thoughts



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FREE RESOURCES AT thrivingYOUiversity.com/resources



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TAKE A DIP TAKE A DIVE


<https://thrivingYOUiversity.com/shop>




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BIG IDEA

YOU ARE THE BROKER OF RELATIONSHIPS



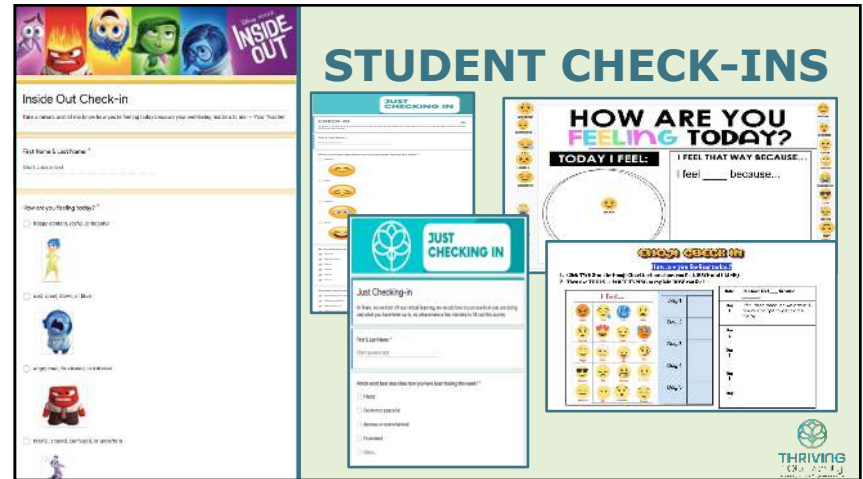
As an educator and a leader, YOU are the broker of relationships.
YOU are a social architect.



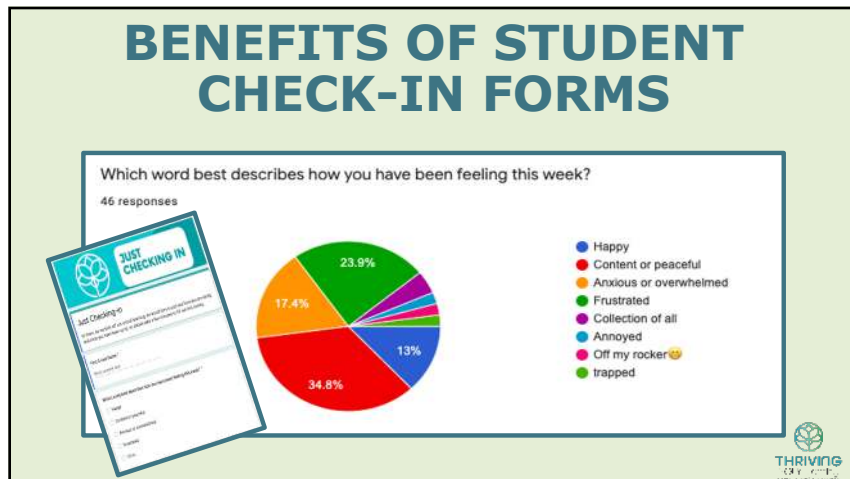
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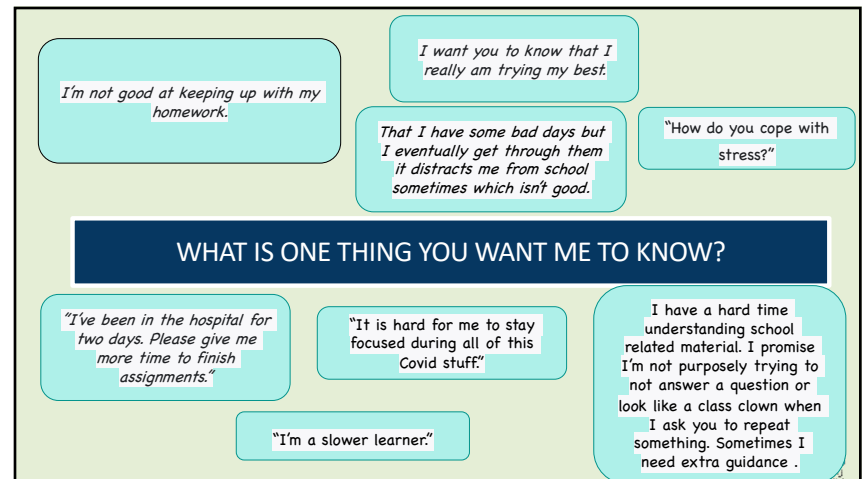
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SMELL THE ROSES, BLOW OUT THE CANDLES



Two photographs: on the left, a pug dog is shown in profile, sniffing a vibrant red rose. On the right, a fluffy golden retriever puppy is sitting at a table, looking at a birthday cake with lit candles. A hand is visible near the cake, suggesting someone is about to blow out the candles.



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IN OUR CONNECTED WORLD, WE ARE LOSING CONNECTION

Why?



Two photographs: the top one shows a group of four people sitting around a conference table, looking at laptops and papers, representing a professional meeting. The bottom one shows a group of five children sitting on a bench, some looking at their phones, representing a social gathering.



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GET CONNECTED WITH A FLASHLIGHT OF ATTENTION



A central image of a flashlight with a yellow beam of light shining downwards. The beam illuminates several small photographs of dogs: a black and white dog, a white dog wrapped in a purple blanket, a brown dog, a dog with a teddy bear, and a black dog.



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BIG IDEA FLASHLIGHT OF ATTENTION




A graphic featuring a glowing yellow lightbulb with rays emanating from it, positioned above the words "BIG IDEA" in a stylized, hand-drawn font.

People want to be seen and feel felt.
They need our flashlight of attention.
WE need that flashlight of attention.




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TO BE MORE EFFECTIVE, GET MORE REFLECTIVE

BE
WHERE YOU
ARE.

- How present are you when you're with your loved ones? With your friends? With your team?
- How could you and your relationships change if you were able to be more present?
- Who needs your flashlight of attention?
- Whose flashlight of attention do you need?




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PREPARING FOR THE UNKNOWN

“It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another.”

--Margaret Wheatley | 2004



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THE BIOLOGY OF NOT BELONGING

2 far from the hills
loneliness /'lonli
being lonely
long¹ /lɒŋ/ adj
longest /'lɒŋɪst
far from one end





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SOCIAL SUPPORT STRENGTHENS RESILIENCE

- Stress levels go down (drop in cortisol)
- Your immune system is bolstered.
- Your heart literally gets stronger.




McConigal, J. (2015). Superletter: A revolutionary approach to getting stronger, happier, braver and more resilient. Penguin.



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THOUGHT TO PONDER

What's shareable is bearable.
What's mentionable is manageable.



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TRIO TALK

- Introduce yourself
- **Rose** – What is going well?
- **Thorn** – What is something challenging or difficult right now? What could you use support with?
- **Bud** – What are you looking forward to? What is showing promise? What is getting ready to bloom?








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ROSE, THORN, BUD DEBRIEF

Rose	Thorn	Bud
1. What is going well? 2. How do you feel about it? 3. How do you feel about it?	1. What is challenging or difficult? 2. How do you feel about it? 3. How do you feel about it?	1. What are you looking forward to? 2. How do you feel about it? 3. How do you feel about it?

- What struck you about this activity?
- What did you notice while doing this activity?




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THE WHY


ROSE

- Orients you around gratitude
- Acknowledgement that good can exist in the midst of challenge




THORN


- Invites vulnerability
- Gives language to difficulty
- Builds empathy/ shared humanity



BUD

- Creates hope
- Trains brain to look for the good (learned optimism)





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DEFINING BELONGING

Belonging is the feeling that one is respected and valued in a given context.



<https://www.mindsetkit.org/belonging>



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THE BIOLOGY OF NOT BELONGING FLIPPING YOUR LID

Perceived Threat Response
Fight, flight, freeze



Olson, K. (2014). The invisible classroom: relationships, neuroscience & mindfulness in school. WW Norton & Company.



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THE BIOLOGY OF NOT BELONGING

“Social pain activates the same region of the brain that signals physical pain.”

(Eisenberger et al., 2003)



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BIG IDEA WE'RE WIRED TO BELONG.



We are wired to belong.



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IT STARTS WITH THE ADULTS



it starts with **you.**





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TO BE MORE EFFECTIVE, GET MORE REFLECTIVE

How has a feeling of not belonging affected your attendance, motivation, engagement, performance, and/or physical/emotional health?

I felt physically sick... I stayed quiet even when I had ideas...

Just stopped going. I felt disconnected from the group, but I still wanted to participate to provide ideas/feedback.

I felt nervous and quiet. I felt sick and did not want to go to work. I had to try to get to work but I did not want to engage with others.

Felt alone. I did not want to participate as much. I did not want to ask for help or support. I was not sure if I was the only one feeling this way and I was not sure if I was the only one who was not participating.

I felt anxious. I felt nervous and not wanting to participate. I started to stop caring and disengaged.

Looked for the nearest exit. I felt disengaged...but I was not sure if I was the only one feeling this way and I was not sure if I was the only one who was not participating.

I felt nervous and quiet. I felt nervous and quiet. I felt nervous and quiet. I felt nervous and quiet.

Felt alone. I felt alone. I felt alone. I felt alone. I felt alone.



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WHEN ADULTS FEEL LIKE THEY DON'T BELONG AT WORK...




- Less enjoyment at work
- Less engaged
- Less productive
- Uncooperative & disruptive
- Anxiety and depression
- Impact on physical and mental health & well-being



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WHEN WE BUILD BELONGING FOR ADULTS AT WORK

When the brain is in that reward state of belonging:

- Adults perceive more options to solve problems
- Are more insightful & collaborate better
- Have higher overall performance
- AND they get a boost in wellbeing!







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SIMPLE IDEAS TO BUILD BELONGING WITH COLLEAGUES

- Change the furniture.
- Change the flow of traffic.
- Call people by name & pronounce it correctly.
- Try Lunch Roulette.
- Create space and structure for staff to interact and engage in non-work-related talk
- Make it safe to ask questions, share ideas, and make mistakes.
- Specifically ask people for input and put a process in place for people to share ideas.

Lunch Roulette
Because Business is Personal









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BIG IDEA

WE SET THE CONDITIONS FOR BELONGING




Adults on campus
set the conditions
for student
belonging.



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TO BE MORE EFFECTIVE, GET MORE REFLECTIVE


Turn
and
TALK



What struck you as you read the posts on the Jamboard?

What stands out to you about the importance of belonging for staff?



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WHEN STUDENTS FEEL LIKE THEY DON'T BELONG AT SCHOOL

- They search for cues to help them determine if they fit in, if they are liked, and if they are valued and respected.
- This search for cues about belonging can cause anxiety, deplete cognitive resources, and make students feel less motivated and engaged.

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BRAINS IN PAIN CAN'T LEARN

FLIGHT	FIGHT	FREEZE
<ul style="list-style-type: none"> Withdrawing Fleeing the classroom Skipping class Daydreaming Seeming to sleep Avoiding others Hiding or wandering Becoming disengaged 	<ul style="list-style-type: none"> Acting out Behaving aggressively Humor at others' expense Exhibiting defiance Being hyperactive Arguing Screaming/Yelling 	<ul style="list-style-type: none"> Exhibiting numbness Refusing to answer Refusing to get needs met Giving a blank look Feeling unable to move or act

This week, when you have felt stressed, which F have you gone to?

Sources: K. & Hill, P. (2010). Educating Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom. ASCD.

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WHEN WE BUILD BELONGING FOR STUDENTS AT SCHOOL

Students are more likely to be motivated, engaged, resilient, and successful, and have fewer behavioral problems when they **FEEL** like they belong.

AND... belonging boosts mental health, well-being and resilience!

<https://www.kidsmatter.edu.au/mental-health-matters/belonging-and-connectedness/belonging-school-makes-difference>

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WE CULTIVATE THE CLIMATE WE MUST NOURISH TO FLOURISH

"When a flower doesn't bloom you fix the environment in which it grows, not the flower."

- Alexander den Heijer

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DON'T ICK MY WOW

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GREETING STUDENTS BY NAME

"Knowing who others are, and others knowing who we are, is the primary building block of social life."
-- Karen Sternheimer

"...when we are known and not anonymous, we are more likely to behave in ways that reflect positively on our identities."
- Karen Sternheimer

"Knowing and using each others' names in a respectful way builds trust and positive communication establishing a supportive group environment."
-Jennifer Stanchfield

- It demonstrates that the teacher cares enough to know their name
- Communicates respect
- Develops trust
- Promotes positive interaction between students
- Student is seen as part of the community and is also recognized as an individual
- Helps build student accountability
- Helps to draw out and include quiet students in class discussions

<http://teachingonpurpose.org/wp-content/uploads/2015/03/Glenz-T-2014-The-importance-of-learning-students-names.pdf>
<https://kidsillage.com/the-importance-of-learning-names/>

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CREATIVE WAYS TO BUILD BELONGING

<https://docs.google.com/presentation/d/1bWgCjIDhgs4WdRQByWbVjFz88yLQes>

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ALL ABOUT ME JOURNALS

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DISCUSSION & JOURNAL PROMPTS

<https://wordwall.net/resource/7644009/science/ask-question>

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TRACKING TOUCHPOINTS


- Have a system for calling on students and noticing who hasn't participated.
 - You can use craft sticks, name cards on a ring, keep tally on roster
- Make sure to include whole group and small group discussions.



Fisher, D., Frey, N., & Hattie, J. (2020). *The Distance Learning Playbook*. Grades K-12: Teaching for Engagement and Impact in Any Setting. Corwin Press.

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“Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult.”


“The Science of Resilience: Why Some Children Can Thrive Despite Adversity”

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CONNECTING WITH STUDENTS AND STAFF

2x10 Relationship Building

SEL Alignment: Social Awareness | Self-Awareness | Relationship Skills



Reasons to Celebrate: If I ONLY Achieved...
Opportunity for students to celebrate their own growth and the growth of others.

5 MINUTE CHATS WITH STUDENTS

Purpose: To build a strong relationship with students and to provide a safe space for them to share their thoughts and feelings.

Directions: 1. Choose a student who you would like to chat with. 2. Ask the student to share a recent achievement or something they are proud of. 3. Listen to the student and provide feedback or encouragement. 4. Thank the student for sharing.

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BUILDING BELONGING FROM THE BEGINNING



“The beginning of creating a foundation for academic learning is establishing a relational environment that collaborates with the brain’s natural learning processes. When kids feel safe and connected, the doors to learning open wide.”

-The Invisible Classroom, Kirke Olson

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#BUILDINGBELONGING
#CULTIVATINGCONNECTION
#RELATIONSHIPSMATTER


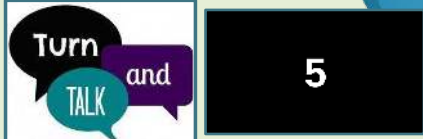


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**TO BE MORE EFFECTIVE,
GET MORE REFLECTIVE**




- What struck you about the video?
- Knowing that belonging is key and that our emotions impact our learning, how should that guide our instruction?



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**REMEMBER,
IF YOU WANT
KIDS TO
LEARN...
GO TO
CONNECTION
BEFORE
CONTENT**




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**BIG IDEA
WE'RE WIRED TO BELONG.**



**Relationships
trump every
strategy.**



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BELONGING ASSESSMENT

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MAKING SURE EACH STUDENT IS KNOWN BY STAFF... AND PEERS

<https://www.youtube.com/watch?v=xjZdVdmgkE&t=3s>

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TO BE MORE EFFECTIVE, GET MORE REFLECTIVE

What struck you during the video?

How do you create belonging for students?

How would you like to?

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RELATIONSHIP MAPPING

<https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy>

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REALLY GET TO KNOW WHO YOUR KIDS ARE

Student ID	Student Name	Student Grade	SPARK #1	SPARK #2	SPARK #3
11		11	Socializing	Off-roading	Drawing
11		11	Football		
10		10	gaming	music	
12		12	Cars		
11		11	Listening to music	Sleeping	Gaming
11		11	Spices		
12		12	Cars	making music	gaming
10		10	music/singing and listening		
12		12	traveling	movies	reading
12		12	Fixing cars	off-roading	racing
11		11	Fixing cars	movies	animals
11		11	Astrology		
10		10	Fixing cars	Chatting fire pits	wants to own a business
11		11	Math/ biology		
11		11	Learning about cars	hunting	gaming
10		10	Making music	Making things w/beads	Exploring
12		12	Movies	Music	
10		10			
11		11	Making things	Driving	

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TEACHERS SET CONDITIONS FOR STUDENT BELONGING

<https://www.youtube.com/watch?v=XBuResEV...>

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SPACE AND STRUCTURES THAT STRENGTHEN BELONGING AT SCHOOL

Group Configurations

<https://www.edutopia.org/practice/oracy-classroom-strategies-effective>

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CIRCLES FOR ALL

https://www.youtube.com/watch?v=QVH-XDX_Y

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FEEDBACK FORMS



**YOUR
FEEDBACK
MATTERS!**



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BUILDING BELONGING-- IT STARTS WITH US.



**"If you build
it,
they will
come."**

--Ray, *Field of Dreams*



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BEING THAT CARING, CONSISTENT ADULT




<https://www.youtube.com/watch?v=CX1ell-2R3w>




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INFLUENCE. INSPIRE. IGNITE. BE THE CHANGE.



**"How do you
change the world?
One room at a
time.
Which room?
The one you are
in."**

--Peter Block



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**THANK YOU!
LET'S KEEP IN TOUCH!**

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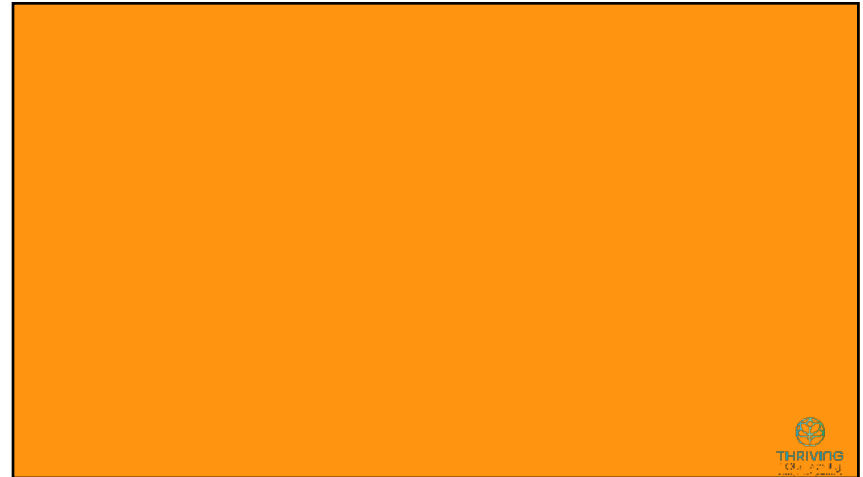
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