Belonging to a Community

	Concept **Mindset**		Length **15-65 Minutes**		Recommended **3rd Grade**

About This Lesson

In this lesson, students will explore what they already know about communities and develop an understanding that accepting others for who they are is the key to a successful community. Through reflection and a creative mapping activity, students will see that, even though commonalities bring people together, it is the differences people bring to a community that makes it special.

Learning Objectives

By the end of this activity, students will:

- Define different types of communities they belong to;
- Understand that belonging to a community means respecting differences
- Identify various members of their school community and explain why they are important.

Driving Question

What does it mean to belong to a community?

Future-Ready Skills

Communication   Citizenship   Respecting Differences

Lesson Breakdown

10-15 minutes

Activity 1 - Quick Sketch

The purpose of this activity is to have students show what they already know about communities by sketching their idea of a community.

15-20 minutes

Activity 2 - We All Belong in Class

In this activity, students explore what makes a happy classroom community, focusing on the characteristics that make everyone feel like they belong.

20-30 minutes

Activity 3 - Our Special School

In this activity, students create a map of their school, labeling the important people who make up the school community, and describing their roles.

5-10 minutes

Exit Activity - Belonging to a Community Exit Slip

Students complete an exit ticket reflecting on how they can talk to their parents or guardians about belonging to a community.

🔔 Xello Entry Point

This activity can precede any of the in-app lessons, which feature characters from the Xellion community. It can also be introduced after students complete some of the inventories in the **About Me** section (e.g. interests or skills) to underline how being unique doesn't mean you don't belong. Finally, it can also be used in conjunction with the school-based career profiles (e.g. elementary teacher, principal) found in the app.

Lesson Vocabulary

- Community
- Respect
- Belonging
- Responsibilities
- Citizen
- Map
- Acceptance

ASCA Standards

M 3. Sense of belonging in the school environment

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

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Quick Sketch

Concept
Mindset

Length
10-15 Minutes

Inquiry Prompts
- What is a community?
- What communities do you belong to?
- Does everyone in a community have to be the same?

Instructions

The purpose of this activity is to have students show what they already know about communities by sketching their idea of a community.

1. Ask students to sketch a picture of a community. They can do this on their own, or collaboratively in small groups.

2. Have students explain their sketches. Reinforce the types of communities they identify, and fill in with your own knowledge about what makes a community.

3. Explain to students that while a community is often thought of as a place, it can also refer to a group of people. Give them some examples:

   - Place: country, city, town, neighborhood, school;
   - People: family, classmates, teammates, etc.

Message for students: While communities can form around similarities, differences are what make communities unique. Belonging doesn't mean being the same, but simply feeling like you're accepted by others for who you are.

Materials Required
- Paper
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifacts)

Artifacts

Upload students' sketches to **Storyboard**, where they can reflect on what community means to them. You can also create a display in your classroom.

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We All Belong in Class

Concept
Mindset

Length
15-20 Minutes

Inquiry Prompts

- What does it mean to belong?
- What does it feel like to belong?
- How does it feel if you believe you don't belong?
- Why is it important to help others feel like they belong?
- Have you ever felt like you didn't belong in class? What made you feel that way?
- How can we make everyone in class feel like they belong?

Instructions

In this activity, students explore what makes a happy classroom community, focusing on the characteristics that make everyone feel like they belong.

1. Give each student a We All Belong in Class graphic organizer.
2. Ask students to think about their experiences in class.

    - What does a classroom where everyone belongs look like (e.g. students getting along)?
    - What does a class where everyone belongs sound like (e.g. friendly chatter)?
    - What does a class where everyone belongs feel like (e.g. safe and welcoming)?

3. Instruct students to draw or write their ideas about what a class where everyone belongs should look, sound, and feel like in the spaces provided on the graphic organizer.
4. Encourage students to identify ways they can help other students feel like they belong to their class.

Message for students: From a big country to a small classroom, to make a community work, it's important to respect differences. Every student and adult has a role to play in making sure everyone feels like they belong.

Materials Required

- We All Belong in Class graphic organizer
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifacts or create a goal)

Artifacts

Upload students' graphic organizers to **Storyboard**, where they can reflect on what it means to them to belong. They might also want to commit to the ways they will help others feel like they belong by creating a goal in Xello.

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We All Belong in Class

What does a class where all students belong...

Sound like?	Look like?	Feel like?

What can you do to help others feel like they belong?

_____

_____

_____

_____

_____

Name: _____

Belonging to a Community

Our Special School

Concept
Mindset

Length
20-30 Minutes

Inquiry Prompts
- What makes a community special?
- What roles do people have in the school community, and why are they important?
- What do you think your role in the school community is?

Instructions

In this activity, students create a map of their school, labeling the important people who make up the school community, and describing their roles.

1. As a class, brainstorm some things that make your school special. Why is this a place where everyone can feel like they belong?
2. Have students draw a map of their school on some paper. (To make it easier, you can have them copy an outline or map from a projection.)
3. Ask students to think of all the people in the school community and the roles/jobs they hold. As a class, list as many as you can (for example, principal, teacher, school nurse, counselor, maintenance staff, cafeteria staff, crossing guards, bus driver, other students, etc.).
4. Help students label their school maps with the locations of all of the people who help make the school feel like a special place to belong.

Message for students: A community isn't made up of just one person; it's many people working together to make everyone feel special and included. At a school, that means more than just teachers and students. What do you think would happen if some workers in the school community didn't show up one day?

Materials Required
- Paper
- Construction paper
- Pencils, colored pencils, or markers
- Computers (tablets, phones) with Internet access (if you want students to upload their artifacts or create a goal)

Artifacts

Upload students' graphic organizers to **Storyboard**, where they can reflect on what it means to them to belong. They might also want to commit to the ways they will help others feel like they belong by creating a goal in Xello.

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Exit Slip: **Belonging to a Community**

- ✂

Name: _____   Date: _____

Next time I have dinner with my parents or guardians, I'm going to start a chat about _____ by saying:

Topic

- -

Name: _____   Date: _____

Next time I have dinner with my parents or guardians, I'm going to start a chat about _____ by saying:

Topic

- -

Name: _____   Date: _____

Next time I have dinner with my parents or guardians, I'm going to start a chat about _____ by saying:

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