Connected Belonging - Activity Ideas

Connected Belonging Domain	Example Activity Ideas
School Identity	**Warm Fuzzies**: Adapt reward systems to celebrate supportiveness and collective/community orientated actions. Discuss and relate the system to creating a warm, supportive, inclusive atmosphere that everyone wants to be a part of. For instance keep a jar to which you add a 'fuzzy' When the jar is full, organise a class celebration or reward. Also supports connection with peer group. See [Getting that Warm Fuzzy Feeling - (myprimaryparadise.com)](myprimaryparadise.com) **Expand Sports Day**: Broaden the scope to include all students by thinking carefully about the activities they can participate in. Other forms of competition such as gaming, singing, or art; fun team-based approaches like It's-a-Knock-Out; even non competitive ways of representing your house like producing a new display, or setting up and running an environmental support project for your house for a term/ year. **School Pride Project**: Supporting sense of feeling proud to go to the school and feeling a sense of belonging in the school. Include children's voices on how to improve their environment and connection e.g focusing on sports pride, environmental pride. Celebrate different forms of participation, not just sports day -also supporting your house or team through art, culture, languages, gaming. Explore with parents what might make them feel the school is great. **Listening to Students** Encourage staff reflection on listening to students and the impact of this on their wellbeing and connectedness to school. 3 resources from Place2Be [Secondary Age Activities - Children's Mental Health Week (childrensmentalhealthweek.org.uk)](childrensmentalhealthweek.org.uk) and [Primary age activities - Children's Mental Health Week (childrensmentalhealthweek.org.uk)](childrensmentalhealthweek.org.uk) **Classroom wellbeing Toolkit** Simple approaches to support students wellbeing at Secondary through everyday practices. From Anna Freud centre, created in partners with Early Intervention Foundation. Handbook of advice for staff [Classroom wellbeing toolkit: Simple ways to support secondary students' mental health (d1uw1dikibnh8j.cloudfront.net)](d1uw1dikibnh8j.cloudfront.net) The Belonging in School resource from Cambridge University outlines planning strategies and policy suggestions to make schools more inclusive for pupils with neurodevelopmental difference, including a list of 12 changes that could make your school more inclusive [Belonging-in-School-Excutive-Summary-v1.0b.pdf (cam.ac.uk)](cam.ac.uk).and [Belonging-in-School-Part-2-v1.0.pdf (cam.ac.uk)](cam.ac.uk)

Local Community Identity	**School allotment or gardening project**: Give students a range of opportunities to get involved in a community-facing project with a range of roles - developing the area, growing and selling produce, designing materials. E.g. Skool Beanz, Yeovil Skool Beanz CIC on Strikingly (mystrikingly.com)
	Creative gardening activity which encourages primary children to step into the shoes of a gardener and nurture a belief in their ability to care for and positively impact the world around them the-creative-gardener-nurturing-self-belief-art-room-pack.pdf (place2be.org.uk)from Place2Be and RHS
	Local residents as mentors/visiting speakers: Work with community representatives to get the into schools. This could be to promote or discuss local events young people could get involved with, to share their experiences and expertise in an area, or as part of a wider initiative such as careers/ interview practice support.
	Celebrate children's **community-based activities** or get the school visibly involved in local events. Could students and staff have a stall at a local fair, or create an entry for a local carnival or competition? Holding concerts or festival celebrations in the local area are other ways you might get the school into the community
Place Attachment	Create and promote a **wellbeing room** or **safe space** – a calm, relaxing environment where individuals can drop in when they feel overwhelmed, need time out, feel anxious, need to seek support. This guide from Anna Freud Centre and Education Gateshead outlines how to create and use a 'safe space' in schools 3535f-JH-How-to-create-and-use-a-Safe-Space-in-schools.pdf (educationgateshead.org)
	Have a **student voice steering group** when designing / redecorating school facilities. Give them an opportunity to get feedback from other students about their priorities and views about how spaces are decorated, laid out or used.
	Redevelop display areas to reflect what the students would like to see or celebrate to foster belonging, connection and address issues of representation around the school. e.g. the Social Identity Wheel handout and video available here Social-Identity-Wheel.pdf (umich.edu)
	A useful article from Positive Schools about the importance of physical spaces for wellbeing in schools (1) Building Contextual Wellbeing in Your School: From Spaces to Places	LinkedIn

Social Identity	Think carefully about **representation** and opportunities to **increase visibility** of diverse role models amongst the staff, on displays, in the curriculum and in school literature. A range of resources are available to support schools with this at Our Toolkits	Diverse Educators Create **spaces for young people to explore their identity** for instance an LGBTQ+ **Support group** e.g. a guide on approaching this from Stonewall Student Voice - Setting up a student LGBT group in secondary schools & colleges (stonewall.org.uk) **All about Me** Projects – Explore values, interests, what makes me. Celebrate, recognise and value individual identity, diversity and inclusion. Creative arts-based activities to encourage communication around equality, diversity and inclusion while supporting self-esteem, confidence and resilience, from Place2be Celebrating Diversity - creative projects from Place2Be's Art Room Improve representation in the curriculum. Case study from a school who set up a working group to diversify their curriculum and ensure it was representative of their student population. Resource From Anna Freud Centre, 2021 representation-in-the-curriculum.pdf (d1uw1dikibnh8j.cloudfront.net)
Peer Group Identity	Set up **Peer Mentoring** system. Training peer mentors with oversight from MH practitioner. Increase avenues for support for young people. Advice on this available Introduction to Peer Mentoring for Schools :: Inclusive School Communities and How peer mentoring can help pupil mental health and wellbeing (worthit.org.uk) or Establish a Peer Support Programme in your school or college (annafreud.org) Read about one school's experience of training wellbeing ambassadors Wellbeing Ambassadors - Peer mentors supporting year 7 (worthit.org.uk) Emphasise **group work** and support staff to know how to help students develop their ability to do this well e. gWorking with others in and out of the classroom	Twinkl and e.g Inclusion: Making group work effective for all students vulnerable children SEND pedagogy teaching classrooms (headteacher-update.com) or e.g. Group Work: An Essential Guide (theconfidentteacher.com) **Social Skills Support group sessions**: how to find/ belong to a peer group– explore which parts of you need acceptance, which parts you would change to fit in, dealing with worries about isolation and social connection, group skills, practicing giving and receiving complements. p2b_space_art-room-pack.pdf (place2be.org.uk) A creative, arts based space-themed project about navigating friendships for primary level from Place2be.

This year 6 lesson plan on building connections explores the meaning of loneliness and encourages strategies to safely build connections with family, friends and community Building connections – Year 6 lesson plan pack | PHE School Zone Includes a video and powerpoint

Citizenzship Identity	**School/Class Newspaper** – Read 'The Happy Newspaper' by Emily Caxtead together and create a newspaper e.g based on topic of the week/month/ term. Involve local community through interviews and researching events Cultural Identity can be incorporated. **Reflective Discussions of global events**. Raise awareness of national or global issues in ways which build empathy, engagement with alternative points of view enhance young people's sense of what can be done to support or engage with the situation. For instance, PSHE Association offers this resource for discussing terrorist attacks with Primary Pupils Discussing a terrorist attack with primary children.pdf (hubspotusercontent-na1.net) and with Secondary Pupils Discussion framework to be used in the event of a terrorist attack - July 2016.pdf (hubspotusercontent-na1.net) Have a **visiting speaker** or watch **a social documentary** exploring e.g experiences as a refugee, of homelessness, of a conflict Support **dialogue with students from other countries/ areas** through online meetings. Students can plan questions and information to share. Ideas and resources available from e.g. . Teacher Resource Bank - DIALLS (dialls2020.eu
Cultural Group Identity	**Celebrate cultures** throughout the year and pitched to suit the students age group. E.g. learn about inspirational people from different cultures, try foods or do research projects on a culture of interest. Art /Displays – students create a collage, display, quilt or montage representing aspects of their culture or family lives and traditions that are important to them e.g. Class Quilt Art Project (teacher made) - Twinkl or newyorkcitytopics_documents.pdf (weebly.com) Guest speakers Some interesting case studies are available at Community cohesion in action - Global Footprints (yumpu.com) Multicultural fair to lauch Some useful do's and don'ts available at: Dos and Don'ts with Special Diversity Events	ADL

	Guidance on how to support cultural exchange in your school how-to-practise-cultural-exchange-in-schools.pdf (d1uw1dikibnh8j.cloudfront.net)
Individual Identity	Visual representation of keywords, concepts and aspects of one's identity. Ask students to represent what wellbeing means to them; what aspect of themselves they feel proud of. Let them represent it visually (photos, digital images, sketches etc) or using other modes (song titles, colours) An accessible, student-centred to talk about wellbeing and identity. e.g some images here Ceri Brown and Jeremy Dixon (@youngpeoplesmentalhealthstudy) • Instagram photos and videos
	Me-mapping – support students to think about their lives in relation to the model. Students can use words, pictures, colours, cut outs from old magazines, sketches etc, to map the important connections and elements withing each of their lives. This could be used to support discussions about areas of life which may create difficulties or a sense of disconnect as well as how they can act as sources of support. You can find out more about me-mapping here (10) What is Me Mapping? - YouTube
	Self Care relates to individual identity. It involves helping yourself to feel positive and accepting of yourself. To do it you need to accept your unique stressors, your own emotional and physical needs and find approaches that work for you. You need toknow and accept yourself and what makes you content.
	For primary, activity ideas available from Anna Freud Centre at my-self-care-plan-primary.pdf (d1uw1dikibnh8j.cloudfront.net)
	For secondary the following: https://youtu.be/lp_2q_MhyKA - An introductory video (2 minutes 44 seconds) of young people describing what self-care means to them from *Young Minds*
	What Is Self-Care?	Self-Care And Mental Health	YoungMinds – sections to read through on self-care plus acknowledgement that self-care can't fix everything – when self-care is difficult and who to turn to when it doesn't work
	Stress Bucket Activity	Mental Health Resources	YoungMinds Stress Bucket Video (2 mins 33) and activity resource to download. Young people sketch/write in what adds stress and what relieves stress for them
	mood-battery_final-version.pdf (youngminds.org.uk) Mood Battery Resource. Supports students to think about things which affect their mood and what they can do to make a difference
	Self-care - KS3 and KS4 form time activities	PHE School Zone Download 17 slides and bullet journal template. Short class activities (5 x 10 mins self care activities) and Bullet journal activity and resource to help students identify self-care strategies and plan to use them

my-self-care-plan-secondaryfe.pdf (d1uw1dikibnh8j.cloudfront.net) A booklet from Anna Freud Centre

catch-it-check-it-challenge-it-change-it.docx (live.com) -worksheet based on CBT for students to reflect on how they can manage anxious feelings (Cognitive Restructuring)

A large selection of videos are available at Wellbeing for Young People (13yrs+) | PTSD in Teenagers | Helping teens with depression | RISE (riseuk.org.uk) including

https://www.youtube.com/watch?v=h29z-l3XTlk&feature=youtu.be David Attenborough video about how nature can impact our wellbeing. Could be used to support young people to think about coping strategies

https://youtu.be/wFUxiIjp-Nk How to be a Friend to Yourself

https://youtu.be/-kfUE41-JFw Self Compassion

being-ourselves-activities-for-schools.pdf (place2be.org.uk) activity ideas for primary and secondary about 'being yourself'