

SAY SOMETHING™

BELONGING UNIT WORKBOOK

GRADES 9-10

Boost Belonging & Be Inclusive



Unit Essential Question:

Building Bridges:
How do we know
when we have created
a community of
connection between
students and
Trusted Adults?

NAME

SPECIAL QUALITY/CHARACTERISTIC/SKILL

Personal Brain Break or Mental Mellow

Create your own three-minute brain break or mental mellow strategy.

Brain Break

My Strategy: _____

How this strategy will help me: _____



Mental Mellow

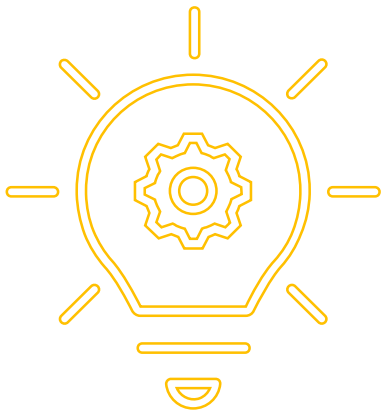
My Strategy: _____

How this strategy will help me: _____



Group Brain Break or Mental Mellow

- 1. Reflect** on the brain break or mental mellow you just created and practiced. How did it feel? Did it help reset your brain? Change your mood? Discuss your feelings and reactions as a group.



- 2. Design** a group brain break or mental mellow. Perhaps the group will give the strategy a new name and come up with a new naming protocol for brain breaks and mental mellows.



- 3. Practice** the brain break or mental mellow as a group.



- 4. Sign up** for your group to lead and facilitate the brain break or mental mellow during one of the upcoming classes over the next couple of weeks.

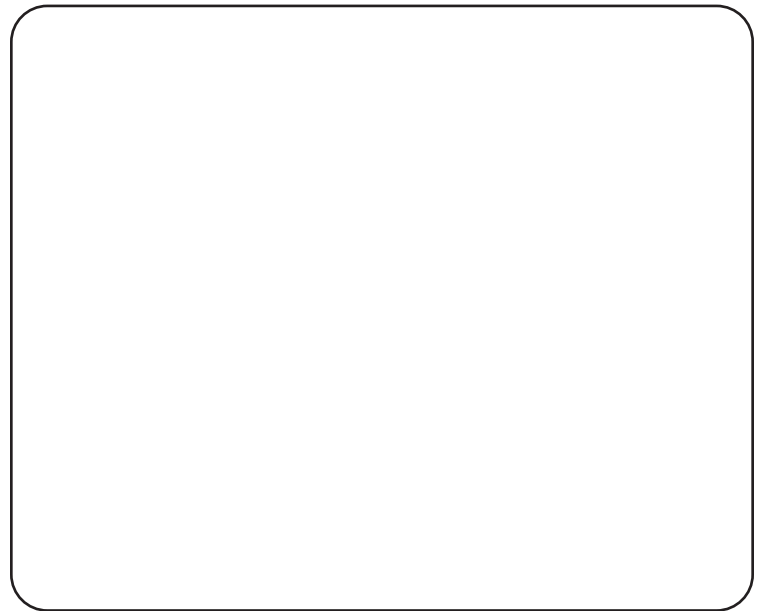


Know the Signs Community Agreement

Part 1

Independently, **Think-Reflect-React** to the following questions:

How would you describe your ideal class?



How would this ideal classroom feel? What emotions would it make you feel?



Know the Signs Community Agreement

Part 2

As a group, assign the following roles and brainstorm what an ideal class would look like. Be sure to highlight qualities that align to the *Say Something* training. Once all qualities are listed, circle or underline your top two favorites.

Assign roles:

Facilitator – gets the necessary supplies and relays instructions to the group

Speaker – shares out and communicates the group's ideas to the whole class

Scribe – will come up to write on the class agreement

Timekeeper – keeps the group on task and ensures on-time project completion

Our ideal class looks like:

Name 5 qualities or expectations that you would like to see from your classmates and educator.

- 1.
- 2.
- 3.
- 4.
- 5.

KTS Agreement: How do you intend to uphold the principles in this agreement?

Think-Reflect-Respond

Think-Reflect-Respond on Trusted Adults in Your School

- Who are the Trusted Adults you can turn to in our school community?
- What qualities and characteristics do they have that make them viewed as Trusted Adults?
- Which qualities and characteristics do you expect and want Trusted Adults to have?
- How can Trusted Adults in our school community actively support and help advocate for racial equity and diversity?
- Do you think there are any challenges or barriers that can affect certain groups' perceptions of Trusted Adults in terms of Race, Equity, Diversity, and Inclusion?

Reflect upon the definition of a Trusted Adult:

A Trusted Adult is an educator or community member who is visible as a source of support when warning signs or threats are recognized. A Trusted Adult will listen and respond appropriately to concerns and provide ongoing support. A Trusted Adult is chosen by students.

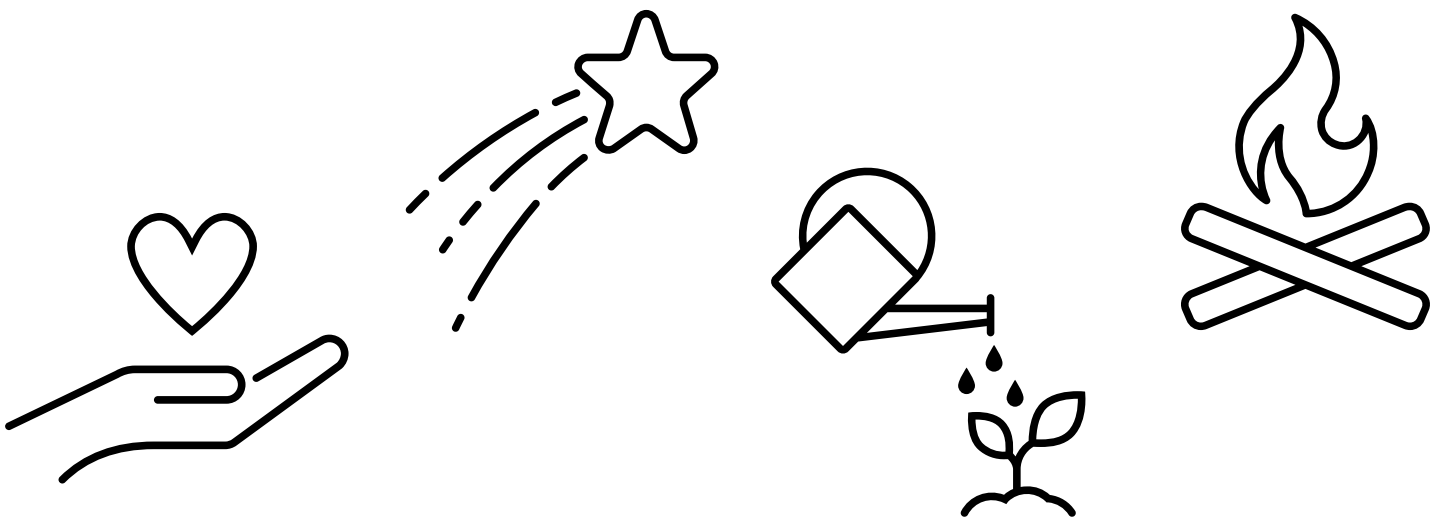
Rewrite the definition of a Trusted Adult in your own words, in a way that makes sense to you:

A Trusted Adult is: _____

_____.

What qualities and characteristics of Trusted Adults are most important to you?

Write the qualities in or around the icons.



Trusted Adult Symbols

Net

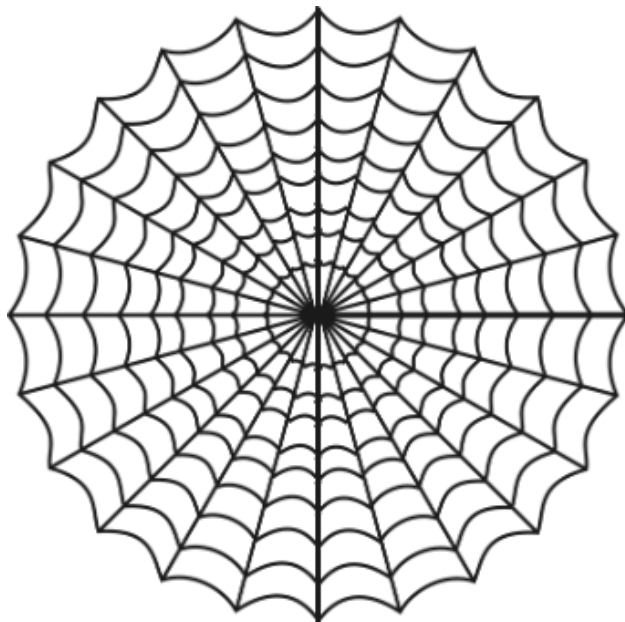
Trusted Adults catch you when: _____

Trusted Adults are a safety net for: _____



Web

I have a web of relationships. A Trusted Adult who I can count on in my web is: _____



Trusted Adult Symbols (cont.)

Portfolio

My portfolio is a collection of my top skills, qualities, academic and work accomplishments, and social networks. Trusted Adults are part of my social capital network. They are important people in my portfolio. A Trusted Adult who is important to my portfolio is: _____



Ties

There are many different types of ties. Ties are formed when pieces of fabric connect or fasten together. Ties can be strong or weak. Trusted Adult ties can help me in many areas of life. One way that I can strengthen my Trusted Adult ties is: _____



Trusted Adult Symbols (cont.)

Carabiner

Carabiners are safety tools. They fasten securely and link strong rope together. Ultimately, they help keep rock climbers safe. Which Trusted Adult in your life is like the carabiner that always catches you and keeps you safe? _____



What is Trust?

Which quote resonates most with you?

If these quotes do not resonate with you, research another quote or write your own quote about trust.

“Trust is the glue of life. It’s the most essential ingredient in effective communication. It’s the foundational principle that holds all relationships.” – Stephen R. Covey

“Few things can help an individual more than to place responsibility on him, and to let him know that you trust him.” – Booker T. Washington

“If you have three people in your life that you can trust, you can consider yourself the luckiest person in the whole world.” – Selena Gomez

My own quote:

Write a quick **note of appreciation** to your Trusted Adult using the template on the next page or a piece of available paper.



Circle Up on Trust

Building Bridges: How do we know when we have created a community of connection between students and Trusted Adults?

Review the class *Know the Signs* Community Agreement or Circle Norms. Root the Circle Up discussion in a thanks-giving to the Indigenous lands where the Circle Up is taking place.

Circle Opening

First, ask participants to do a quick feelings check-in and body scan.

- *Where are your emotions?*
- *How are you feeling?*
- *How are your mind, heart, and body feeling?*
- *Is there anything you can do from this seat to get centered for today's circle discussion?*

Second, the facilitator starts by reading a selection from your note of appreciation to your Trusted Adult or tell the group about a few special qualities and characteristics about them. Give the talking piece to any other student who would like to share their note or a little about their Trusted Adult.

Circle Round Questions

Move into the Circle discussion using the questions below.

Circle Round #1

- *How do you build trust with people?*
- *What do you do when trust is broken?*

Circle Round #2

- *How can you create a community of care for one another and Trusted Adults in our school or organization?*
- *What structures, systems, spaces, and policies are in place for you to be able to create a trusting community of care with Trusted Adults in our school?*

Circle Round #3

- *What would you like Trusted Adults to know about your cultural heritage and background?*
- *How will building cultural competencies help strengthen relationships between students and Trusted Adults in our school?*

Circle Round #4

- *How will this community of care help create a healing-centered community and a positive school culture and climate?*

Circle Closing:

What's one "ribbon" of wisdom you will take away from this discussion. State your new ribbon of wisdom in one sentence or less.

Circle Up Template

Work with your group members to design your own Circle Up discussion.

Circle Up Essential Question:

Circle Up Opening:

Feelings/Emotions Check-In

Circle Round 1:

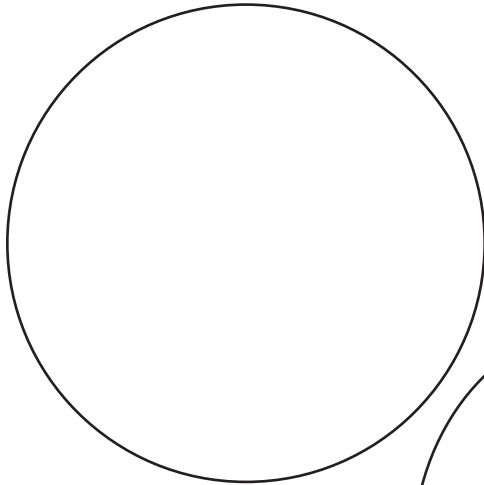
Circle Round 3:

Circle Up Closing:

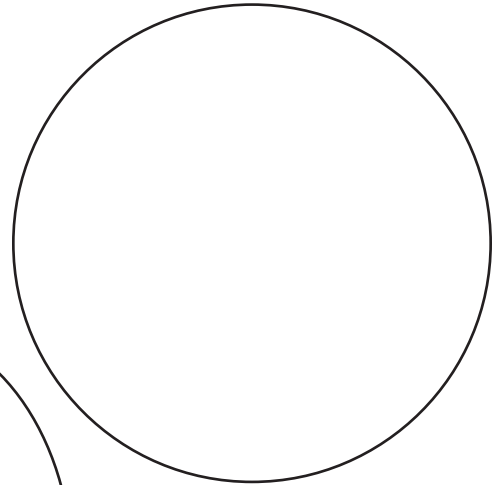
Circle Up Reflection Sheet

Today's Circle Up Discussion Topic:

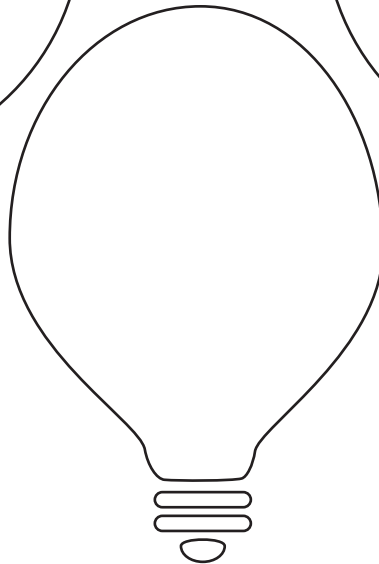
During the Circle Up, I felt (draw or write your feeling/emotion):



After the Circle Up, I feel (draw or write your feeling/emotion):



One big takeaway I have from today's discussion is:



Next time, I hope we can discuss the following topic(s) in our Circle Up discussion:

Cogen Dialogue Notes Worksheet

Our Cogen Goals

Discuss and decide upon your group's cogen goal. Write your cogen goal in the arrow.

- We have time to process safety concerns that are happening outside of the classroom.
- We have space to voice school safety concerns.
- Each student has a strategy to regulate their emotions and can use the strategy during class.
- During class all students feel seen and heard.
- We don't play favorites. Everyone has an equal voice in our classroom community.
- We lean on each other for social, emotional, and academic support. This is a part of our classroom vibe and culture.
- All students are included in class discussions and group work.
- Our community is free from bullying and unkindness.
- Mutual respect exists between students and Trusted Adults.
- We can connect to our Trusted Adults when we need to.

- _____
- _____
- _____



Cogen Dialogue Notes

Student Facilitator Name: _____ Date: _____

Next Cogen Meet Up: _____

Focus Question	Notes
COGEN GOAL SETTING AND PLANNING	
What is the main goal our group is addressing for our cogen?	
How is each member of our Club feeling about this issue?	
On a scale of 1 (not too serious) to 10 (needs immediate intervention and attention), our group would rate this issue a _____.	
Why is our group zoning-in or tuning-in to this issue/challenge today?	
Collectively, what action steps can we take to reach our goal?	
If we reach our goal, how will our classroom community benefit?	

Cogen Dialogue Notes

Focus Question	Notes
COGEN GOAL REFLECTION	
Have we noticed our group members take action towards our goal over the past days/ weeks? If yes, take talking turns giving feedback.	
What additional steps should we take to ensure we work towards our cogen goal?	
How can we involve Trusted Adults so that we can reach our goal collectively?	
What feedback can we offer our cogen's Trusted Adult member?	
Other important points from our dialogue:	
If we reach our goal, how will our classroom community benefit?	

SWAG Feedback Process and Practice

Pair Up and practice giving SWAG feedback.

S: Specific

W: Warm and Kind

A: Based on actions or action-oriented

G: Expresses Generosity and Gratitude

Select one of the following topics to practice giving and receiving feedback.

- Participation in group projects or Circle Ups.
- Treating classmates with respect and kindness. Being inclusive.
- Doing prosocial actions like helping others in the community.
- Showing respect towards Trusted Adults.
- Supporting one another through difficult or traumatic situations.
- Our topic: _____.

Use the following prompts to guide the SWAG feedback process.

Giving Feedback

Your greatest strength in _____ is when you _____.

Explain how you _____ to _____. Your action/strategy was very impactful/supportive/helpful for the community.

I appreciate the time you helped _____ with _____. It impacted our classroom community in a positive way.

You bring _____ to group work and make the group members feel _____.

I value the way you actively listen to diverse perspectives by _____.

Your use of inclusive language in _____ is important. It creates an environment where everyone feels _____.

Write your own prompt: _____.

Receiving Feedback

I appreciate your supportive words.

Thanks for your feedback, I can do more by _____.

Your feedback is helpful/insightful. Thanks.

Write your own prompt: _____.



Gratitude Gift Box

First, in the Gratitude Gift Box, write a quick note of appreciation to a Trusted Adult who has helped you recently. Gratitude words like grateful, thankful, appreciative, blessing, glad, and happy may be helpful as you write.

Next, be ready for a gratitude scramble. You will pair up with a classmate. Within one-minute, each person in the pair will share:

Something I appreciate about my Trusted Adult...

Something I appreciate about you ...



Sticky Notes



What sticks with you from the Belonging Unit?

A large, blank, light yellow sticky note with a curled bottom-right corner, intended for writing a response to the question above.A large, blank, light blue sticky note with a curled bottom-right corner, intended for writing a response to the question above.

