

TAKE ACTION

TEACHER TOOLKIT



Being a teacher and a student during the COVID-19 pandemic is not business as usual. The *I Belong* project is an opportunity to empower youth to be active citizens and learners today. Using a Community Service Learning (CSL) project framework- youth are invited to take a critical look at the communities they live in and express or build their sense of belonging through acts of caring, recognition, acceptance, service and cooperation.

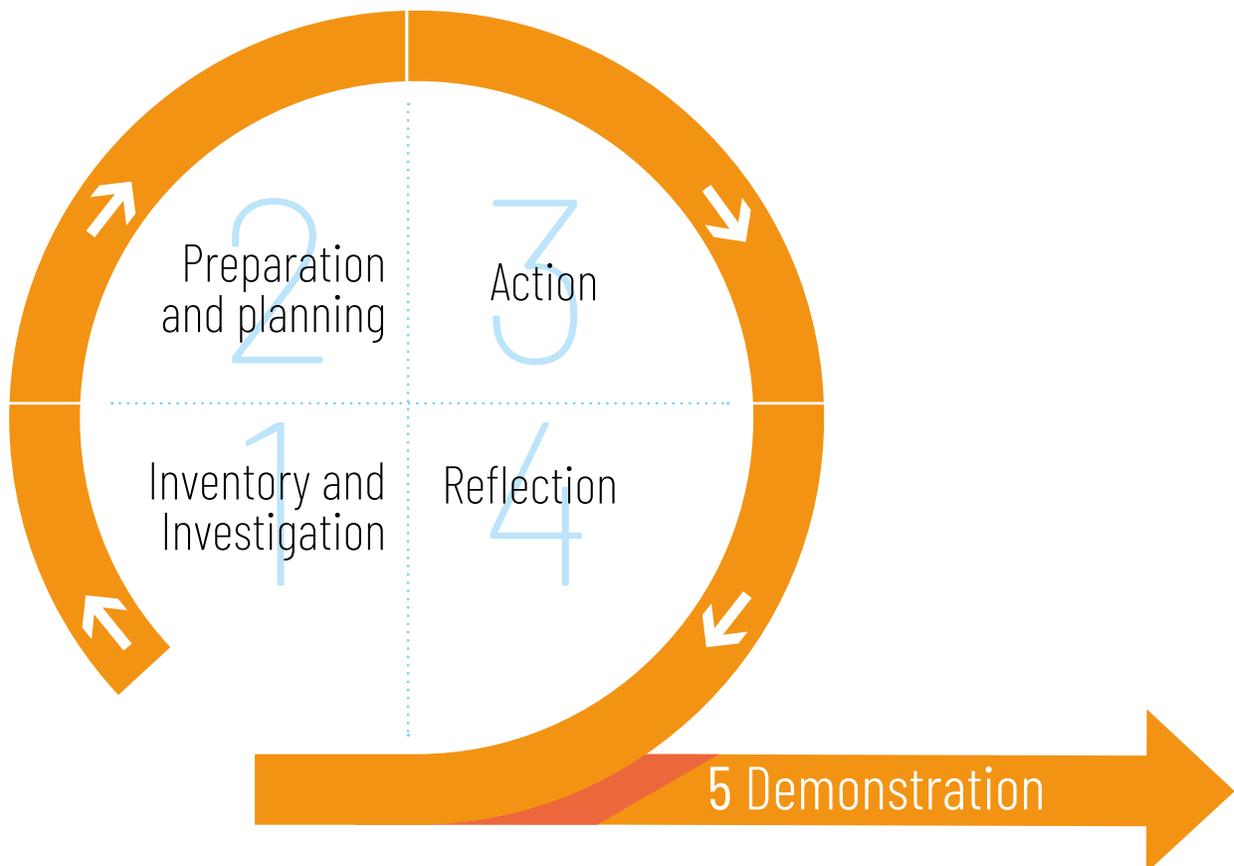
What does it mean to 'belong'?

- To be accepted, wanted, needed, seen, to fit in, to experience a sense of connection to a place or group of people
- The desire to belong is innate
- Belonging offers people a sense of safety and security, wellbeing and identity

“Supportive interactions between people in a neighbourhood is one of the strongest factors found to increase community belonging.”

– COMMUNITY FOUNDATIONS OF CANADA,
VITAL SIGNS, 2015

Our goal is to build connection, engagement and ultimately a stronger sense of belonging in English Speaking youth living in the province of Quebec. **The “I Belong” Teacher Toolkit will support your work as a teacher leading a Community Service Learning project.** It includes suggested learning opportunities, links to tools, templates and curriculum links.



Project Requirements

1. Teachers participate in a 60-minute webinar about CSL (highlighting project examples, planning and classroom resources).
2. Teachers (or Community Development Agents) complete a short application form that:
 - a. Describes the CSL project.
 - b. Lists anticipated costs (schools can apply for up to 2K).
3. The CSL project must include:
 - a. Student reflection and discussion about the theme of belonging.
 - b. A service to the community.
 - c. A community partner (i.e., a local organization or community member that can enhance student learning or facilitate access to the members of the community being served).

* LEARN is developing a catalogue of project examples. We will reach out to select teachers (or Community Development Agents) to document their project.

Timeline

The Community Service Learning (CSL) project must be completed by June 1st 2021.

Community Development Agents (CDAs)

Teachers can ask their school's CDA to help:

- Complete grant application form
- Identify and coordinate with community partner(s)





1 Inventory and Investigation

STUDENTS USE INTERVIEWING AND ANALYSIS TECHNIQUES TO:

- students interview one another about their sense of belonging and sense of responsibility toward their community. Students record their findings.
- reflect on what it means to belong to a community & how belonging is expressed
- catalog the interests, skills, and talents of their peers
- identify an authentic need in their school or community
- analyze the underlying problem/issue.
- brainstorm a service learning project that has the potential
- identify partners in the community who can help
- explore the connection between belonging and community service

TIME NEEDED

Up to 3 classes

RESOURCES

- [I Belong Question guide](#)
- [Teacher brainstorm/planning tool](#)
- [Community Mapping](#)
- [What's the Problem? Brainstorming problem solving strategies](#)
- [Conducting a survey - Preparing for the survey](#)
- [Conducting a survey - asking open-ended questions](#)
- [Conducting an Interview](#)
- [Internet search plan](#)

LEARNING OPPORTUNITIES

- Teacher consults the I Belong question guide and models reflective responses.
- In small groups students review questions from Question Guide - and clarify meaning (ELA Elementary C4, Secondary C1).
- Students choose 1-3 questions from the I Belong question guide to interview classmates and journal responses (ELA Elementary C2 & Secondary C3, ERC C1).

PERSONAL INVENTORY

- Students interview each other to identify each person's interests, skills and talents (ELA Elementary C4 and Secondary C1).
- Keep this list in a visible place and reference, employ and develop while going through the Community Service Learning project.

COMMUNITY MAPPING EXERCISE

Physically get outside and explore, research online or talk to people to identify community issues, needs and assets.

What local organizations are already working to address identified needs?

BRAINSTORM SOLUTIONS

Students brainstorm and identify a community need to address as a class.

Students take time to validate and understand the community's needs by designing a survey, conducting a survey, conducting interviews, conducting research using the internet, and/or by drawing from personal experience and observation.

2 Preparation and Planning

WITH GUIDANCE FROM THEIR TEACHER, STUDENTS:

- collaborate with community partner(s)
- consider and plan a service that strengthens their own/other people's sense of belonging to the local community or province
- articulate roles and responsibilities of all involved
- become ready to provide meaningful service

TIME NEEDED

2-4 classes

RESOURCES

- [Project Planner](#)
- [Our Responsibilities](#)

LEARNING OPPORTUNITIES

BACKWARDS DESIGN

Create a mind map to breakdown all the things that need to happen for the action strategy to be successful (ELA Elementary C4, Secondary C1).

DESIGN THINKING

Teachers and Students participate in a design thinking process to LAUNCH ideas (ELA Elementary C4, Secondary C1).

COOPERATIVE LEARNING

Use Group Work Strategies (committees) to take on major tasks (communication, marketing, writing, finances, capture the story). Student committees create a slide presentation (max 6 slides) to communicate with other students and stakeholders about the who, what, where, when, why and how of the action and receive feedback (ELA Elementary C2, Secondary C3).



3 Action

THROUGH DIRECT SERVICE, INDIRECT SERVICE, RESEARCH, ADVOCACY, OR A COMBINATION OF THESE APPROACHES, STUDENTS TAKE ACTION THAT :

- has value, purpose, and meaning
- offers unique learning experiences
- has real consequences
- offers a safe environment to learn, to make mistakes, and to succeed

TIME NEEDED

Varies depending on scope of action

RESOURCES

[Project Planner](#)
[Our Responsibilities](#)

LEARNING OPPORTUNITIES

PRODUCTION

Students use the production process to create a podcast, digital story, performance or ebook to bring attention to an authentic need in the community (ELA Elementary C2, C3 and Secondary C2, C3. ERC C1).

HANDS ON ACTION

- Students participate in direct (socially distanced) action that addresses an authentic need in the community like capturing community stories, local sayings, community vignettes, or an intergenerational letter writing activity (ELA Elementary C2, C3 and Secondary C2, C3. ERC C1, FLS C1, C2).

- Consider arts, culture and heritage projects that have the potential to celebrate or affirm the English-speaking community's contributions to Quebec society.
- Document the experience with photos, video and quotes from participants (ELA Elementary C2, C3 and Secondary C2, C3. ERC C1).

ADVOCACY

Students present their research and advocate a solution/response to an authentic community need to a politician or stakeholder (ELA Elementary C2, C3 and Secondary C2, C3. ERC C1, FLS C1, C2).

4 Reflection

STUDENTS CONSIDER HOW THE EXPERIENCE, KNOWLEDGE AND SKILLS THEY ARE ACQUIRING RELATE TO THEIR SENSE OF BELONGING TO THE COMMUNITY

Participating students:

- describe what happened
- examine the difference made as a result of the action
- discuss thoughts and feelings
- consider how the experience, knowledge and skills they are acquiring relate to their own lives and communities
- consider project improvements for next year
- receive feedback from partners and recipients

TIME NEEDED

2 classes

RESOURCES

[Thoughts and feelings](#)
[Plus, Minus, Interesting](#)
[Reflecting on my problem solving process](#)

LEARNING OPPORTUNITIES

REFLECTION

Students interview each other to learn how the project has influenced their sense of responsibility and belonging to the community. Compare and contrast responses from Step 1.

Teachers and students use self-reflection strategies like role play, journal writing and discussion to reflect how the experience, knowledge and skills acquired relate to their own lives and community (ELA Elementary C2, Secondary C3, Drama C1, ERC C3).

SEEK FEEDBACK

Students solicit comments and feedback from individuals and groups the project impacted (ELA Elementary C4, Secondary C1, ERC C3).

MAKE SUGGESTIONS

As a class, revisit the goals from the start of the process and reflect on the difference made. Suggest lessons learned and next steps for future classes (ELA Elementary C4, Secondary C1).

5 Demonstration

STUDENTS SHOWCASE WHAT AND HOW THEY LEARNED BY REPORTING TO PEERS, SCHOOL STAFF, PARENTS AND/OR COMMUNITY MEMBERS

Students may:

- demonstrate skills, insights, and outcomes of service provided to partners and stakeholders
- make a statement about how the project impacted their sense of belonging in the community and/or Quebec

TIME NEEDED

2-4 classes

RESOURCES

The process of communicating

LEARNING OPPORTUNITIES

EXPLAINS AND REPORTS INSIGHTS

Analyzes best communication strategy for a specific audience, including media production, website, mural, photo exhibit or performance that helps others learn from students' experiences (ELA Elementary C3, Secondary C2, Visual Arts C1,C2).

PUBLIC SPEAKING AND PERFORMANCE

Plan, practice and present to peers, school team, parents, and/or community members capturing the spirit and lessons of the Community Service Learning project (ERC C3, FLS C1, C2, ELA Elementary C4, Secondary C1).

WRITES PERSUASIVE TEXT

Writes articles or letters to local newspapers regarding issues of public concern based upon the Community Service Learning action and reflection (ELA Elementary C2, Secondary C3, FLS C2).

Service Learning framework comes from *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action (Revised & Updated Second Edition)* by Cathryn Berger Kaye, M.A., copyright © 2010. Free Spirit Publishing Inc., Minneapolis, MN; www.freespirit.com



Curriculum Connections

ENGLISH LANGUAGE ARTS

Elementary C1	Read and listen to literary, popular and information-based texts
Elementary C2	To write self-expressive, narrative and information-based texts
Elementary C3	To represent her/his literacy in different media
Elementary C4	To use language to communicate and learn
Secondary C1	Uses language/talk to communicate and to learn
Secondary C2	Represents her/his literacy in different media
Secondary C3	Produces texts for personal and social purposes

FRANÇAIS, LANGUE SECONDE

Elementary/Secondary C1	Interagir en français
Elementary/Secondary C2	Produire des textes variés en français

ETHICS AND RELIGIOUS CULTURE

Elementary/Secondary C1	Reflects on ethical questions
Elementary/Secondary C3	Engages in dialogue

ARTS EDUCATION

Drama

Elementary/Secondary C1	To invent short scenes
Elementary/Secondary C2	To interpret short scenes
Elementary/Secondary C3	To appreciate dramatic works, personal productions and those of classmates

Visual Arts

Elementary/Secondary C1	To produce individual works in the visual arts
Elementary/Secondary C2	To produce media works in the visual arts
Elementary/Secondary C3	To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

Music

Elementary/Secondary C1	To invent vocal or instrumental pieces
Elementary/Secondary C2	To interpret musical pieces
Elementary/Secondary C3	To appreciate musical works, personal productions and those of classmates

Cross Curriculum Competencies

A comprehensive CSL project includes opportunities to integrate cross curricular competencies, broad areas of learning and the digital competency framework.

- To exercise critical judgement
- To adopt effective work methods
- To use information and communication technologies (ICT)
- To construct his/her identity
- To communicate appropriately

Broad Areas of Learning

Media Literacy

Citizenship and Community Life

[Digital Competencies Framework](#) 





PROJECT PLANNING AND CLASSROOM RESOURCES

Question guide: I Belong!

This question guide is for teachers engaging in the *I Belong!* project. You may choose to explore some or all of the questions below with your students. You are also welcome to come up with some of your own.

BELONGING

What does it mean to 'belong'?

- To be accepted, wanted, needed, seen, to fit in, to experience a sense of connection to a place or group of people
- The desire to belong is innate
- Belonging offers people a sense of safety and security, wellbeing and identity

How is belonging expressed?

- Through acts of caring, recognition, acceptance, service and cooperation
- How do I know that I belong?
 - To a group of people?
 - To a place?

What communities or groups do I belong to in Quebec society?

- What are some of the benefits of belonging to multiple communities/groups?
- What are some of the challenges?

How does the language(s) I speak influence my sense of belonging in Quebec society?

- At home?
- At school?
- At work?
- In my community?
- In my province?

Where do I feel a strong sense of belonging? Why?

- At home?
- At school?
- At work?
- In my neighbourhood?
- In my community
- In my province?

Where do I feel as though I don't fit in/belong? Why?

- At home?
- At school?
- At work?
- In my neighbourhood?
- In my community
- In my province?

Where do I want to belong?

- How do I get there?

How do I (or can I) help others to feel like they belong in Quebec society?

How can others help me to feel like I belong in Quebec society?

SUGGESTED TIMING

DIGITAL STORYTELLING

- > During storyboarding process
(Hands on Media Education will integrate select questions)

PERFORMANCE & VISUAL ARTS

- > Prior to performance
- > In process with local artist

COMMUNITY SERVICE LEARNING (CSL)

- > Inventory and Investigation (Step 1)



Question guide: I Belong!

COMMUNITY, SERVICE & BELONGING

- A community is a group of people that....
- I feel like I belong to a community when...
- When people experience a strong sense of belonging to their community, it's because they share...
- I show the people in my community that I care about them by...
- I feel cared for by the members of my community when...
- I would like to serve my community by....
- I can help members of my community to feel like they belong by...

IDENTITY & BELONGING

What is 'identity'?

- "Characteristics or identifiers that make us unique or known, or that we are grouped by. These could include race, ethnicity, gender, disability, or sexual orientation." Edutopia

Who am I?

- What are some of my defining characteristics or identifiers?
- What makes something a 'defining' characteristic?
- What characteristics are visible? Which ones are invisible?
- What identifiers have I chosen?
- What identifiers have I inherited?

How has my upbringing influenced my sense of self?

- Family values
- Religion
- Languages spoken
- Societal influences & constructs
 - Cultural norms
 - Views on gender/sex, race, ethnicity

What is the relationship between symbols and identity (e.g., flags)?

- What symbols, if any, have a special meaning to me?
- Why?

Which aspects of my identity, if any, are often misunderstood in Quebec society (i.e., understood differently by 'insiders' and 'outsiders')?

- What are some of the stereotypes I encounter?
- What could be done to enhance people's understanding of this aspect of my identity?

What aspects of my identity, if any, are challenging to hold at the same time in Quebec society (e.g., identifying as both gay and Catholic, or both English and French)?

- How do I manage this tension?

How does my identity (languages spoken/ gender/sexuality/race/ethnicity/class/religion/ abilities or disabilities) influence my sense of belonging:

- At home?
- Within my larger family?
- At school?
- At work?
- In my community?
- In my province?

How do I (or can I) help others to feel seen or accepted in Quebec society?

How can others help me to feel seen or accepted in Quebec society?

THIS QUESTION GUIDE WAS CREATED BY LEARN'S PROVINCIAL RESOURCE TEAM IN AUGUST, 2020.

- Sources consulted in the creation of this guide include:
1. *Vital Signs, Community Foundations of Canada* (2015, 2016, 2017)
 2. *Vital Signs: Arts & Belonging, Community Foundations of Canada* (2017)
 3. *Creating an Identity Safe Classroom*, Edutopia (2015)
 4. *Creating a Learning Environment Where all Kids Feel Valued*, Edutopia (2019)
 5. *Belonging as Pedagogical, Practical and Political*, J. McLeod (2018)
 6. *All Students Need Anti-racism Education*, C. Torres (2020)
 7. *Identity in Question*, OpenLearn (2020)
 8. *I Belong! Developing themselves as a member of a community*, Northern Ireland Curriculum (2020)



Think Big

BRAINSTORM YOUR PROJECT FREELY

The goal here is to think about your project without restrictions. Be free of limitations like time and money and let your ideas flow.



**CONCRETELY, MY STUDENTS
WOULD BE DOING/MAKING/
CREATING**

**IN AN IDEAL WORLD,
WHO WOULD BE PART
OF THIS PROJECT?**

**IN THE BEST CASE SCENARIO,
I WANT MY STUDENTS TO
LEAVE THIS EXPERIENCE WITH**

**HOW IS THE COMMUNITY
INVOLVED IN THIS PROJECT?
WHAT ARE PEOPLE DOING/
BRINGING?**

**HOW WILL THIS PROJECT
IMPACT THE COMMUNITY?**

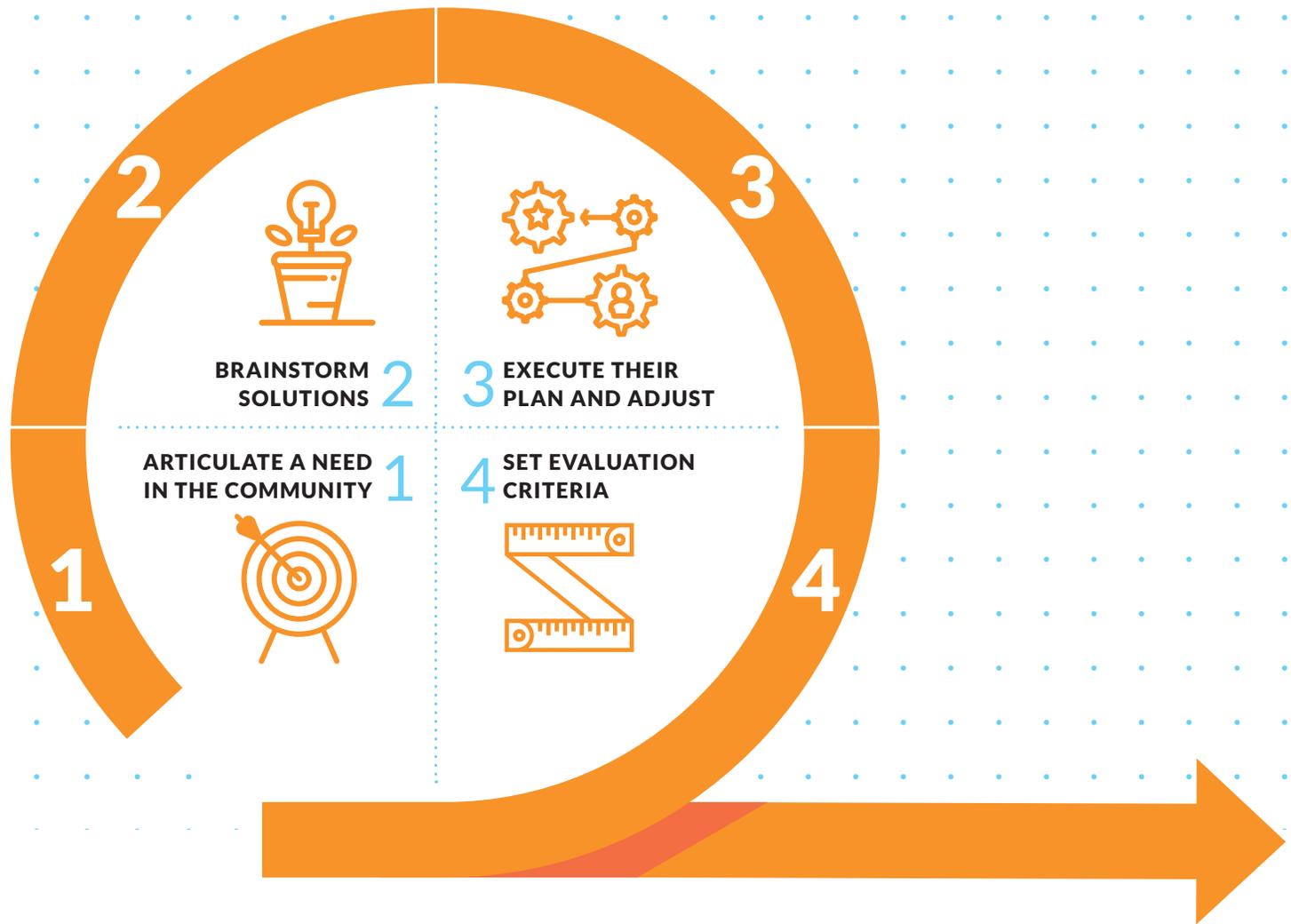
**HOW CAN THIS PROJECT GROW
AND EXPAND OVER TIME? WHAT
IS THE MINIMUM AND WHAT IS
THE MAXIMUM?**



A large grid of small blue dots for brainstorming ideas, covering the right two-thirds of the page.

Student Voice & Meaningful Community Service

SUPPORTING STUDENT LEADERSHIP



WHAT STUDENT SKILLS, KNOWLEDGE AND COMPETENCIES WILL YOU SCAFFOLD?

.....

.....

Community Service-Learning SYNTHESIZE YOUR IDEAS



AUTHENTIC NEED / What is the purpose of the project?

Grid of 10 rows and 20 columns of blue dots for writing.

PROJECT IN A NUTSHELL
What is your project in a few words?

Vertical writing area with 10 horizontal lines.

CURRICULUM CONNECTIONS / How does it fit in the program?

Grid of 10 rows and 20 columns of blue dots for writing.

STUDENT VOICE / How will students participate in planning and decision-making?

Grid of 10 rows and 20 columns of blue dots for writing.

PARTNERSHIPS / How can partners contribute to and benefit from the project?

Grid of 10 rows and 20 columns of blue dots for writing.

**PROJECT
TIMELINE**



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TEACHER TOOLKIT



Additional resources

GRAPHIC ORGANIZERS

LEARN has developed [Elementary](#) and [Secondary](#) Focus graphic organizers that merge cross-curricular competencies, broad areas of learning, subject competencies and content.

GET INSPIRED

PBL Works

- [Gold Standard Project Design](#)
- [Featured projects and resources](#)
- [Podcast: The Project](#)