SENSE OF BELONGING

Can be used in conjunction with the SenseAbility Essential Skills Module and DVD

SENSEABILITY SUITE

SENSEABILITY

www.beyondblue.org.au/senseability
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Welcome to the Sense of Belonging Module, one of the seven modules of beyondblue’s SenseAbility Suite.

SenseAbility is designed to help enhance and maintain resilience and psychological wellbeing in young people (ages 12–18) by building their social and emotional skills. Young people who possess sound social and emotional skills are generally better able to cope with the stressors of daily life. They also tend to have better relationships with their parents, teachers and peers, and perform better academically. Very importantly, having these skills makes it less likely that a young person will experience a significant mental health problem in the future.

This suite of modules uses a strength-based approach that asks students to concentrate less on things that they think might be ‘wrong’ with themselves or their world, and focus more on the things that are okay or good, and which they can capitalise on. For example, they might not have the body they think is ideal, but that body still allows them to move and talk and eat and feel. They may not be the most popular person in class, but they might still possess valued qualities like loyalty or the ability to share a joke, or take good care of their siblings. In short, if students take their focus away from ‘faults’ and ‘defects’ and build instead on their inherent qualities and things that they are competent or skilled at, they open themselves up to more opportunities to be satisfied in life.

The SenseAbility Suite covers six separate but interlinked life ‘Senses’; it also covers ‘Essential Skills’—important life and interaction skills often needed to cope with the changes and challenges of everyday life.

### THE SENSEABILITY SUITE

<table>
<thead>
<tr>
<th>Sense</th>
<th>Definition</th>
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<tr>
<td>SELF-WORTH</td>
<td>Knowledge and belief in your strengths, qualities, and abilities, and an acceptance of your inherent value and individuality. Building and maintaining a belief in the value of the essential ‘you’ can help you face life’s changes and challenges more effectively. Self-worth is particularly important during transitional phases in your life.</td>
</tr>
<tr>
<td>CONTROL</td>
<td>Belief that you have the skills and ability to cope with life’s challenges, and to manage your emotions. Includes a realistic recognition of what is within and what is outside your control. It is an understanding that, although you cannot control all of life’s events, you do have some control over your responses to those events.</td>
</tr>
<tr>
<td>BELONGING</td>
<td>The feeling of being valued, needed, accepted, and meaningfully connected to a social network. Feeling ‘connected’ to your friends, family, school, and community provides a Sense of Belonging, which is especially important when times are tough.</td>
</tr>
<tr>
<td>PURPOSE</td>
<td>Sense of Purpose (or meaning) is the motivation that drives you toward a satisfying future. It also helps you to get the most from the things you do and achieve – large and small – right now. Your Sense of Purpose is shaped by things you believe in and value – your own personal code of behaviour.</td>
</tr>
<tr>
<td>FUTURE</td>
<td>Gives feelings of hopefulness about the future, allowing you to act purposefully and positively. It can help you feel encouraged about setting goals for the future and making plans to meet those goals. It involves positive expectations, realistic thinking, goal setting and problem-solving.</td>
</tr>
<tr>
<td>HUMOUR</td>
<td>The ability to see the lighter and ‘funnier’ side of life, including your own foibles. A Sense of Humour enables you to appreciate laughter and to enjoy life. An important aspect of the sense is the ability to plan enjoyable/pleasant events into your life.</td>
</tr>
<tr>
<td>ESSENTIAL SKILLS</td>
<td>These are life skills which help you to interact more effectively with others, and to cope better with life’s changes and challenges. These skills are broken into six main types: helpful thinking and self-talk; emotion recognition and regulation; life problem-solving; communicating effectively; planning and time management; and keeping well.</td>
</tr>
</tbody>
</table>
A Sense of Belonging is a basic human need that most of us share. Since pre-history the idea of belonging to a ‘tribe’ or a ‘people’ has helped us to protect and define ourselves.

Belonging involves feeling valued, needed and accepted by others. A Sense of Belonging brings lots of good feelings: that we are safer, that our beliefs are valid, and that our efforts are worthwhile. It feels comforting to be with others who share our interests and values.

Without a strong Sense of Belonging, we can feel cut off and anxious. If we feel isolated, we’re less likely to interact with others, less able to weather tough times, and less prone to take healthy risks and do things that help make us feel good.

This module aims to convey the importance of having a solid Sense of Belonging to at least one – and hopefully many – meaningful groups, including: family groups, school groups (class, whole of school, friends), interest, sporting groups, and spiritual groups.

Groups range in size from large (the human race) to small (a pair of friends). We can also link a Sense of Belonging to a geographical place (connection to the land) or to a place without geography (e.g. cyberspace, blogspots and social networking groups).

This module will not only assist students to gain an appreciation of the positive things that a strong Sense of Belonging can bring to their lives, it will also help them to understand that feelings of isolation and rejection can be harmful.

Activities and discussions in this module will assist students think about:

- the groups they do or might belong to
- the feelings that come from belonging to those groups
- what they, as individuals, might bring to a group
- the work and skills required to become, or remain, valued members of groups.
Here are the seven key goals of the Sense of Belonging Module. Keep them in mind as you deliver each session. At the end of the module, your students should be able to:

1. DEFINE Sense of Belonging.
2. UNDERSTAND what a Sense of belonging provides them with.
3. IDENTIFY the key features of Sense of Belonging.
4. IDENTIFY aspects of Sense of Belonging within themselves and how important the Sense is in their own lives.
5. RECOGNISE how strong their own Sense of Belonging is and their capacity to enhance it.
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and they have the ability to change those thoughts.
7. PRACTISE and APPLY their understanding and new knowledge about Sense of Belonging in real life.

In your final session, revisit these seven key goals to ensure that your students have met them.

Sense of Belonging: Main Themes

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<th>Sense</th>
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<tr>
<td>Belonging</td>
<td>The feeling of being valued, needed, accepted, and meaningfully connected to a social network. Feeling ‘connected’ to your friends, family, school, and community provides a sense of belonging, which is especially important when times are tough.</td>
<td>1. Group Dynamics &amp; Roles</td>
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<td>2. Values</td>
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<td>3. Trust &amp; Safety</td>
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<td>4. In-group/Out-group</td>
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Many of this module’s activities relate to the four main themes dominant in Sense of Belonging:

1. **Group Dynamics & Roles** – Most of us belong to many groups, and in each we often perform different roles. Understanding those roles and having insight into how the groups we belong to function can help strengthen our Sense of Belonging.

2. **Values** – Many groups are formed and grow because of their members’ shared values and goals. When our individual values and the values of the groups we belong to are complementary, our Sense of Belonging is strengthened.

3. **Trust & Safety** – Throughout history humankind has been drawn into groups (or tribes or clans) because of the feelings of trust and safety that come from being among others who are ‘like us’. Our Sense of Belonging is strong when we are members of groups that make us feel physically or emotionally secure.

4. **In-group/Out-group** (Acceptance/Rejection) – Being accepted as a valued part of a group can engender many positive feelings for its members. However, being rejected or excluded from a group has the potential to generate negative and damaging feelings. The act of rejection/exclusion can make people feel unwanted, unvalued and alone.

If you would like to select activities by theme, you can do so easily using the Classroom Activities Guide (p.49).
Very importantly, this model proposes that while we often can’t change events, we do have the power to change the way we think about those events, and therefore how we feel and how we behave. Put simply, the A-B-C-D approach means that changing the way we think can help make us feel better.

Many of the activities and discussion cues included in this module – particularly the Core Activity ‘Give Me a Song’ (p.14) – relate directly to this A-B-C-D Model. These will often include questions about what the students were thinking during the activity they just performed or the event being discussed, and how those thoughts affected the way they felt and what they did as a result. It is important for you to keep this thought–feeling–action link at the front of mind.

If you have already delivered a Core Activity similar to ‘Give Me a Song’ with another Sense module, you may consider reinforcing student’s understanding of the A-B-C-D Model through another activity, such as ‘Noise in the Night’ (p.78), or by brainstorming scenarios where a single event can result in different feelings and actions in different people, simply because they thought about that event in different ways.

Once you feel your students have a good grasp of the A-B-C-D Model concept, the next step is to encourage them to get into the habit of challenging unhelpful thoughts about events in order to make themselves feel better (see p.7 for examples). The Essential Skills Module also examines strategies for challenging unhelpful thoughts in the Helpful Thinking & Self-talk section and is supported by DVD clips.

**EXAMPLE OF A-B-C-D MODEL**

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<td>DISAPPOINTED</td>
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<td>David introduces himself to the strangers and spends some time chatting with them.</td>
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**Sense of Belonging** – like all of SenseAbility – is based on cognitive-behavioural principles. This evidence-based approach says that our thoughts play a central role in influencing our feelings and our consequent behaviour. In other words, when an event happens to us, it is our interpretation of and thoughts about the event – not the event itself – that leads us to feel certain emotions and act in particular ways.

In a school setting, an example of the A-B-C-D principle (shown below) might be when two students receive exactly the same exam score, yet have completely different emotional and behavioural reactions. One student might be disappointed and upset because he/she thinks it is not the top mark and therefore he/she did not perform effectively, while the other may be delighted because it is a better mark than he/she usually achieves. A clip demonstrating this is included on the Essential Skills DVD (Helpful Thinking & Self-talk, Unit 1, Clip #2).

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**Important Concepts**

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This module includes activities that aim to help students identify and exercise some Essential Skills that are particularly important to a Sense of Belonging, including:

- helpful self-talk/speaking to oneself in helpful, positive ways (see below)
- joining in conversations
- good communication
- negotiation and conflict resolution
- problem solving
- seeking help.

Self-talk — The Most Essential Skill

The importance of helpful self-talk to wellbeing is difficult to overstate. Helpful self-talk is a skill critical to building a strong Sense of Belonging. When we speak to ourselves helpfully, we are more likely to take healthy risks, join new groups, and participate in groups more rewardingly. However, when we speak to ourselves unhelpfully, we may be discouraged from speaking to people, or from joining or participating in groups – and as a result, we risk feeling isolated, misunderstood or alone.

The way we think and talk to ourselves can directly affect the way we feel and, consequently, the actions we take or don’t take. In this respect, self-talk relates directly to the A-B-C-D Model. Therefore, if we get into the habit of challenging unhelpful thoughts and generating alternative ways of thinking (see below), we help protect our emotional and mental wellbeing.

Look for opportunities during class discussions to draw out what your students were saying to themselves during activities or events and, consequently, how those thoughts made them feel and what they did as a result of this. Please note that some people find it difficult to remember what they were thinking or seeing in their mind, and some people get ‘thoughts’ and ‘feelings’ confused, e.g. ‘I felt I wasn’t good enough’ is in fact a thought, not a feeling.

Here are some examples of helpful and unhelpful self-talk relevant to Sense of Belonging:

<table>
<thead>
<tr>
<th>Unhelpful Self-talk</th>
<th>Helpful Self-talk Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find it hard to make friends</td>
<td>Making friends can be scary, but I can try to talk with one or two people and see what happens.</td>
</tr>
<tr>
<td>People don’t ask me to do stuff with them</td>
<td>I can try spending some time with people who have similar interests.</td>
</tr>
<tr>
<td>I won’t join new groups because I’m scared they won’t want me</td>
<td>There might be other groups that I fit with better.</td>
</tr>
<tr>
<td></td>
<td>It works both ways – I can ask people to do stuff with me.</td>
</tr>
<tr>
<td></td>
<td>New things are intimidating but I can ask someone to help me.</td>
</tr>
<tr>
<td></td>
<td>I know it might be a bit scary – but everyone is new to their groups at some point.</td>
</tr>
</tbody>
</table>
Teaching Suggestions

**HOW MANY ACTIVITIES?**
Select and deliver as many activities as you think necessary to allow your students to understand and have sufficient practice at applying aspects of Sense of Belonging. These activities are suggestions only, and you should feel free to create or find your own activities to spark fruitful discussion or deliver helpful information about Sense of Belonging. All activities are itemised on the Classroom Activities Guide (p.49) and are also included in the Activities & Resources section (commencing p.53).

**NON-PARTICIPATION**
Some students, with good reason, may not wish to participate in either activities or discussion. This non-participation should be seen as a valid response to the material; it does not necessarily mean the student is not gaining insight from your delivery or other students’ participation. Allowing the student to observe is often the best course.

**SENSITIVE ISSUES**
Some activities or discussion points may cause distress to some vulnerable students. Vetting activities and references beforehand, and thorough debriefing when necessary, should decrease this risk.

**BELONGING IN THE CLASS AND SCHOOL**
Sense of Belonging can be strengthened or weakened in the classroom. Consider the criteria you use when choosing groups, and how your choices might affect students’ Sense of Belonging. Also be mindful of differentiation strategies you use (e.g. such as ‘house’ systems), and of connectedness among students and teachers – how may they each affect students’ Sense of Belonging?
Activity Delivery

Each SenseAbility module offers around 20 classroom activities for you to choose from. Each activity is designed to provide an experience which you and your students can discuss to gain new understanding about how particular life ‘Senses’ apply in practical ways.

Activity Name
All activities in this module are listed alphabetically in the Classroom Activities Guide (p.49).

Time
This is an approximate duration of the activity, including basic discussion.

Size
A guide to student group size – some activities are for individuals, some work best in pairs, some require a whole class.

Space
Most activities are designed for a typical classroom. Some require room for students to mingle or move, and some work better in larger areas.

Resources
Copiable and printable pages are included in the back of each module and on the SenseAbility CD. Other resources are generally not difficult to source – these include school equipment like sports mats, and readily purchasable items like drinking straws or balloons. Resources like pens, paper and glue are listed, but are assumed to be typical to most classrooms.

Aims & Results
A basic summary of what students should gain from this activity.

Instructions
A step-by-step approach to delivering the activity. Once you have read the instructions, you should feel free to deviate from them to deliver the activity in a way that you and your students will feel most comfortable with. You should also consider repeating the activity if you think it will benefit your students’ understanding.

Discussion Suggestions
The activities, generally, are only catalysts: it is class discussion that will open up understanding about the life senses, their application, and their importance to your students’ daily lives. These discussion points are stimulus suggestions only. You should feel free to use only those you agree are relevant, and to create and follow your own discussion threads. Some activities may have particular relevance to other work you are doing with the class (e.g. a study of society topic, a set text, or preparation for a sports event) so exploring that connection can be extremely valuable.

High Noon Balloons

ACTIVITY: HIGH NOON BALLOONS’
TIME: One to five minutes
SIZE: Individual activity most fun when done as whole of class
SPACE: For students to move around
RESOURCES: Marking pens, four inflatable balloons per student, pens, paper

The aim is to place students in a pressured situation where they will eventually lose control.
The result should be discussion about the need to regulate emotions, speak helpfully to ourselves, and prioritise commitments in order to minimise feelings of stress.

2. Give students one minute to list on paper four things they often feel are beyond their control (e.g. deadlines, family commitments, corporate greed, mobile phone bills, etc.).
3. Have them number these four potential stressors: 1 (most difficult to control) to 4 (most within control).
4. Have students write their four stressors on their balloons (one per balloon), and to write the corresponding rating number (1-4) on each balloon.
5. Now comes the tricky part: students must try to blow up their four balloons and keep them aloft without any of them hitting the ground - but they must do this one at a time. i.e. Number 1 balloon will be easy; they simply inflate it and throw it up into the air, but they must keep blowing it up with one hand while they inflate the Number 2 balloon and tie it off, then launch it. Then they must keep two balloons off the ground while they inflate the Number 3 balloon, and so on.
6. Students who let their balloons hit the floor should retire from the playing area to let students with their balloons still aloft have more room.
7. The activity ends when the last student finally loses control and his/her balloons touch the floor.

DISCUSSION SUGGESTIONS

- What thoughts, feelings and physical symptoms did students experience during the exercise? E.g. racing heart, excitement, anger, frustration, giggling, etc.
- Did these seem voluntary or involuntary? Why do you think that was?
- What were you saying to yourself during the activity? Was this self-talk helpful or unhelpful?
- What strategies did successful players (i.e. those who got the most balloons inflated and/or kept them off the ground the longest) employ? Did these involve overcoming instinctive emotional reactions and using thinking skills? If so, what were they?
- In what ways is this activity similar to real life?
- Brainstorm some important lessons you might have learned from this activity e.g. know your limitations, and adapt that perhaps you can only handle two or three ‘balloons’ at a time?
- Discuss the importance of 1) regulating knee-jerk emotional reactions, 2) helpful self-talk, and 3) prioritising tasks in our lives.
SENSE OF BELONGING is the feeling of being valued, needed, accepted, and meaningfully connected to a social network. Feeling ‘connected’ to your friends, family, school, and community provides a sense of belonging, which is especially important when times are ‘tough’.

FOR TEACHERS

- Ask yourself how your choices (e.g. the criteria you use when choosing groups or assigning roles) might affect your students’ Sense of Belonging.
- Be mindful of differentiation strategies you use.
- Assess your own sources of support – how strong is your Sense of Belonging?
- Assess how well the whole school encourages participation, support, and connection.

MESSAGES FOR STUDENTS

- Think about where you feel ‘connected’ – e.g. in the school, in your family, to friendship or interest groups. What do you contribute to those groups? What do you get back from them?
- Look for things you have in common with others, rather than things that are different. Remember that diversity and differences are normal and healthy, and should be appreciated.
- Everyone has their strengths, which are not always immediately obvious. Look for these qualities in other classmates and group members.
- Be aware that excluding others from even short-term activities can be hurtful.
- Make an effort to engage others in conversation – ask even shy and quiet people for their thoughts and opinions.
- Be careful not to choose the same person in groups to do the same job every time.

ACTIONS THAT MIGHT HELP STRENGTHEN YOUR SENSE OF BELONGING

- Join or even start your own club (e.g. book club, sporting club, special interest group, exercise or health club).
- Participate in local activities (e.g. cleaning up/re-greening a local creek).
- Volunteer with a group that interests you (e.g. animal welfare, aeroplane restoration, aged care)
- Walk your dog in the park and speak with other dog owners.
- Attend school activities and cheer on your fellow students.

WITH A SENSE OF BELONGING

YOU CAN …

- feel valued, needed, and accepted by others
- feel safer
- feel that your beliefs are valid and your efforts worthwhile
- feel comforted by being with others who share your interests and values.

WITHOUT A SENSE OF BELONGING

YOU MAY …

- feel cut off and anxious
- avoid interactions with others
- feel less able to weather tough times
- not want to do things that might actually make you feel good.

WITH A SENSE OF BELONGING

YOU CAN …

- feel valued, needed, and accepted by others
- feel safer
- feel that your beliefs are valid and your efforts worthwhile
- feel comforted by being with others who share your interests and values.

WITHOUT A SENSE OF BELONGING

YOU MAY …

- feel cut off and anxious
- avoid interactions with others
- feel less able to weather tough times
- not want to do things that might actually make you feel good.
While it is up to you how you deliver Sense of Belonging, there are two main options:

**Suggested Program:** a detailed, step-by-step program in your choice of either three or five 45-minute (or longer) sessions.

**Flexible Delivery:** select and deliver as many activities and applications as you see fit to deliver a solid understanding of the material.

**START:** Read this Module fully

**Foundation Session** (p.13)
It is recommended that all students undertake this session regardless of delivery mode.
- Core Activity
- Introduce Sense of Belonging
- Personal Reflection
- Introduce Real-life Application

**Suggested Program** (3-Session Delivery)

- **Session 2** (p.21)
  - Classroom Activity
  - Text- or Film/TV-based Discussion
  - Review Progress of Real-life Application

- **Session 3** (p.25)
  - Classroom Activity (A)
  - Review Outcomes of Real-life Application (B)
  - Review of Understanding (C)
  - Distribute Hand-out (D)

**Fully Flexible Delivery**

Choose either or both:
- Classroom Activities
- Real-life Applications

Choose activities and applications most suited to your students’ current needs and/or curriculum stream. The Classroom Activities Guide (p.49) will assist.

**Suggested Texts** p.46
**Suggested Films & TV** p.47
**Real-life Applications** p.48
**Classroom Activities Guide** p.49

Every session, check the progress of the Real-life Application introduced in the Foundation Session.

**Final Review Session**
- Review Outcomes of Real-life Application
- Review of Understanding
- Distribute Hand-out

**Have all chosen Sense modules been delivered?**

**YES**
- Final recap/review of covered Senses and their importance

**NO**
- Proceed to deliver the next chosen SenseAbility module
**Foundation Session**

NB: It is highly recommended that this session be delivered to all students regardless of whether you have chosen a suggested program or flexible delivery.

A. Core Activity  
   (5–10 minutes)

B. Introduce Sense of Belonging  
   (10 minutes)

C. Personal Reflection  
   (15–20 minutes)

D. Introduce Real-life Application  
   (5+ minutes)
ACTION: ‘GIVE ME A SONG’

TIME:  5–10 minutes
SIZE:  Whole of class
SPACE:  No special requirements
RESOURCES:  A-B-C-D Model (p.56 or SenseAbility CD)

The aim is to allow students to experience a situation where their thoughts about an event affect their feelings.

The result should be that students understand that they can control the way they think about events including joining and belonging to groups – and therefore feel better and take more positive actions.

1. Tell your students that, to set the tone for Sense of Belonging, you are going to randomly pick four people from the class to stand up the front and sing the first two verses of a great song about belonging: ‘Advance Australia Fair’.*

2. Explain that they have three minutes to go over the lyrics in their minds. They are NOT to talk with their classmates in this time.

3. Pretend to be busy with notes/work but try to observe your students’ reactions.

4. After one minute has elapsed, stop your students (no one will be singing; this was an experiment to gauge students’ responses to a specific event but do not tell the class this yet).

5. Commence class discussion using the tables below.

LIST STUDENTS’ RESPONSES

6. On the board, draw up a four-column, five-line table. Label the first column ‘A: Event’ and write beneath it the only entry for that column: ‘Asked to sing in front of the class’.

7. Label the third and fourth columns ‘Emotions’ and ‘Bodily Symptoms’ under the broader title ‘C: Feelings’, and ask students: What were you feeling during the activity minute (e.g. anxious, excited, angry, unconcerned)? What was happening to your body (e.g. increased heart rate, sweaty palms, tense muscles)? Write the various answers in columns three and four.

8. Label the fifth column ‘D: Behaviour’ and ask those same students: What were you doing during the minute (e.g. fidgeting, looking around at friends/others, avoiding eye contact with the teacher, etc.)? Write responses in column five.

9. Label the second column ‘B: Thoughts’ and ask the same students: What was going through your mind when you were told that you might have to stand up and sing (e.g. ‘This is unfair’, ‘This is exciting!’, ‘I’ll die of embarrassment’, ‘I’m good at singing’)? Write responses in column two.

*You can substitute another activity for this, so long as it is likely to evoke a wide range of reactions in your students.
If you have already delivered ‘Give Me a Song’ with another Sense module (e.g. as ‘Give Me a Joke’ in Sense of Humour), consider how long it has been since your students did that activity, and judge whether you think your students would benefit from revisiting the thoughts–feelings–actions relationship shown in the A-B-C-D Model. If so, consider one of the two options, below. However, do not labour the point – if your students understand that although they cannot control all life’s events, they can control the way they think about them, the next important step is to encourage them to get into the habit of challenging unhelpful thoughts and changing them to more helpful thoughts.

With both options below you can use the discussion points included with the Core Activity ‘Give Me a Song’.

**OPTION 1**
Classroom Activity ‘Noise in the Night’ is included in the Activities & Resources section (p.78). This activity has the potential for role-play and shows how an event (an unusual noise heard in the night) can be interpreted in many different ways, resulting in many different emotional reactions and consequent actions.

**OPTION 2**
A Blank A-B-C-D model is supplied in the Activities & Resources section (p.57). You can brainstorm with students various stimulus events pertinent to Sense of Belonging (e.g. arriving at a party where you don’t know anyone) then have students, together or individually, draw in the remaining cartoon sections of the model. Follow this with class discussion about the value in challenging unhelpful thoughts.
WHAT IS THE SENSE OF BELONGING?

Explain that Sense of Belonging is a basic human need. It involves feeling valued, needed, protected by, and accepted by others.

KEY FEATURES

Having a Sense of Belonging means that you:
- feel connected to others
- identify with others and share features in common
- feel your values are shared
- feel a sense of safety/security
- feel valued and cared for by others.

WHAT IT PROVIDES

- Helps us to define ourselves.
- Group affiliation.
- Feelings of comfort and safety.
- Validation of beliefs and values.
- Protection against feelings of isolation, anxiety or depression.

DISCUSSION SUGGESTIONS

- Why do humans value and need a Sense of Belonging?
- Why might belonging to a group make us feel good?
- What are some groups in our society that people value belonging to (e.g. political parties, religious congregations, online groups, sports teams, professional bodies)?
- What groups do you feel you belong to?
- How do you know you that you belong to a group?
- How do you know you don’t belong to a group?
- Have you ever felt you didn’t belong to a valued group? How did that make you think about a) them and b) yourself?
- Are some groups more important to belong to than others? Why might that be?
- While we get things from being part of a group, we also have to give. What do you get from and give to groups? What happens if that get/give equation feels unequal?

C. Personal Reflection

TASK: Students create a Map to Belonging

A Map to Belonging is a visual interpretation of the groups each think you belong to. There are many ways to create the map; you can devise your own method (e.g. concentric circles) or you can create your own ways to convey visually the groups you think you belong to.

DISCUSSION SUGGESTIONS

- Were you surprised by the number of groups that you think you belong to? Why/why not?
- How did you become a member of these groups? By choice? No choice? What does that make you think (and feel) about the group?

TAKING IT FURTHER: Have students rate the importance of the groups on their map (e.g. rate 1–5, where 1 = least important and 5 = very important). Then discuss as a class the criteria they used to rate their groups’ importance. Why do certain groups seem more important to belong to than others?

One way to create a Map to Belonging

This example map is included in the Activities & Resources section (p.58) and in PDF on the SenseAbility CD.
The aim of Real-life Applications is for your students to apply what they have learned about Sense of Belonging to life outside the classroom. This should provide opportunities to utilise thinking and group interaction skills that enhance their Sense of Belonging.

There are three options:

1. **Shorter-term activity** to run over approx. two school weeks if you are doing 3-Session Delivery.
2. **Longer-term activity** to run over approx. four school weeks if you are doing 5-Session Delivery.
3. **Create your own activity** to suit the needs and timeframes of your students.

Results of this activity:

- In each subsequent Sense of Belonging session review the progress of this activity.
- In your final Sense of Belonging session facilitate an in-depth class discussion about the activity and its effect on individuals’ Sense of Belonging.

**OPTION 1: AUDIT SCHOOL BELONGING**

(Duration: approx. two weeks*)

1. Break the class into groups of 10+ students.
2. Each group conducts its own ‘audit’ of the school’s Sense of Belonging.
3. Groups compile a list of criteria and decide what areas of the school they will observe and/or question (e.g. will they just target students in their own year? All students? Students and staff?).
4. Individuals go out to observe and survey, then come together as a group to compile results.
5. Each group can draw its own conclusions about the areas in which the school’s Sense of Belonging is strong, and which areas might need work.
6. Each group presents its findings to the wider class.

(*adjust as necessary)

**OPTION 2: AUDIT SCHOOL BELONGING & EFFECT CHANGE**

(Duration: approx. four weeks)

1. Break the class into groups of 10+ students.
2. Each group conducts its own ‘audit’ of the school’s Sense of Belonging. Groups compile a list of criteria and decide what areas of the school they will observe and/or question (e.g. will they just target students in their own year? All students? Students and staff?).
3. Individuals go out to observe and survey, then come together as a group to compile results. Each group can draw its own conclusions about the areas in which the school’s Sense of Belonging is strong, and which areas might need work.
4. Groups brainstorm ideas about what steps might be taken to improve the school’s connectedness (e.g. a fundraising event, painting a mural that bolsters belonging, or putting on an event that ‘sells’ the school to the wider community).
5. Groups then choose one of those activity ideas and see it through to completion, working together and making decisions as a group.
6. Each group presents its experiences to the wider class.

(*adjust as necessary)
Suggested Program

For delivery over three or five sessions
Session 2

2A. Classroom Activity
   (10–15 minutes)

2B. Text or Film/TV-based Discussion
   (20+ minutes)

2B. Review Progress of the Real-life Application from Foundation Session
   (5 minutes)
2A. Classroom Activity

ACTIVITY: ‘CAN I JOIN YOU?’

TIME: 10–15 minutes
SIZE: Groups of four
SPACE: Room to sit and move around
RESOURCES: Action Cards (pp.64–65 or SenseAbility CD)

NB: You may need to monitor this activity closely to ensure that students do not take the instructions too far. Some students may be sensitive even to simulated rejection.

The aim is to quickly create a potentially alienating situation that impels students to behave in ways that trigger their Sense of Belonging.

The result should be constructive discussion linking thoughts to behaviour and highlighting how important belonging and acceptance are to positive thoughts and feelings.

1. Break the class into groups of four (minimum of three if numbers don’t divide evenly). Have students take note of the other people in their group.
2. Allocate each group a letter from the alphabet (i.e.: A, B, C, D). Students in each group number off from 1 to 4. Ask all the No.1s to step outside, out of sight and earshot of the remaining group members.
3. Distribute to the groups inside their Action Card instructions. These instructions are lettered A, B, C, D, etc. to correspond with each group. Give inside students adequate time to read and discuss their group approach to the instructions.
4. Go outside and give the No.1s their Action Card instructions. Give No.1s time to read and think briefly about their instructions, and then ask them to come back inside and rejoin their original groups.
5. Allow interactions to go on for no longer than a minute.

DISCUSSION SUGGESTIONS

STILL IN GROUPS OF FOUR:
• What did the No.1s think was happening?
• What were the No.1s, and the other group members, instructed to do?
• How did each student think about the interactions (and consequently feel)?
• Did these feelings conflict with the behaviour instructions on the Action Cards?

WHOLE OF CLASS:
• What were the No.1s thinking and feeling? What were the No.2s, 3s and 4s thinking and feeling?
• How did the other group members’ behaviour affect each group member?
• What did the group consider or do to exclude or include the No.1s?
• How did the interactions affect each member’s Sense of Belonging?
• How did individuals feel about the way they had to behave?
• Did different groups with the same scenario behave differently? Were there similar behaviour patterns between groups with different scenarios?
• What are some of the other reasons that people exclude people from groups (e.g. different looks, ethnicity, gender, skills, beliefs)? What are some mechanisms that groups use to exclude others (e.g. words, behaviours, reduced access to valued things)?
• What kinds of groups exclude others?
• When, if ever, is it acceptable to exclude others? Why/why not? When is it definitely not acceptable to exclude others?
Choose a Suggested Text or Film/TV Program from pages 46 or 47, respectively. Alternatively, select a book, poem, film or TV program that you or your students are already familiar with.

You can guide discussion using the suggested discussion points included with the summaries, or you can conduct class discussion in your own way about how the text/clip you’ve selected relates to Sense of Belonging.

2C. Review Progress of Real-life Application

Commence a class discussion about your students’ progress on their chosen Real-life Application from the Foundation Session (p.17) – either Audit School Belonging, Audit School Belonging & Effect Change, or another activity you have chosen or created.

It is important to ensure the discussion remains centred on Sense of Belonging.

DISCUSSION SUGGESTIONS

- What new discoveries did your group make about Sense of Belonging?
- How have these discoveries affected your own Sense of Belonging?
- What did particular decisions, events or group work made you think and feel?
- How did the decisions that your group has made affect your Sense of Belonging to the group?
- Do you feel that group members are contributing equally? If not, why not? How has this affected the way you feel about the group? (NB: no names please!)
- Are the values of your group in tune with the individual values of its members? What is the result of this?
Session 3

3-SESSION DELIVERY

3A. Classroom Activity (10–20 minutes) pp.26–27

3B. Review Outcomes of the Real-life Application from Foundation Session (10–15 minutes) p.28

3C. Review of Understanding (10–15 minutes) p.28

3D. Distribute Hand-out (5 minutes) p.28

END OF SENSE OF BELONGING MODULE

5-SESSION DELIVERY

3A. Classroom Activity (10–20 minutes) pp.26–27 (NB skip 3B, 3C, and 3D)

3E. Classroom Activity (15+ minutes) p.29

3F. Review Progress of Real-life Application from Foundation Session (5 minutes) p.29

COMMENCE SESSION 4
3A. Classroom Activity

Review the two activity options following and choose one most appropriate for your students:

OPTION 1: ‘Our Little Dilemma’ (geared towards younger secondary school students).
OPTION 2: ‘Why We Rock’ (suitable for secondary students of any age).

ACTIVITY: ‘OUR LITTLE DILEMMA’ (Option 1)

TIME: Approx. 10 minutes
SIZE: Groups of four or five
SPACE: Room for small groups to work around a desk
RESOURCES: 30–50 piece jigsaw or Picture Puzzle (p.83 or SenseAbility CD), one envelope for every group of four or five students

The aim is for students to experience the dynamics of a group environment.
The result should be that students gain an appreciation of the roles that they can play in groups, and that small groups can themselves play important roles in larger groups.

1. Calculate how many groups of four or five your class will divide into, then break your jigsaw puzzle into that number of separate envelopes (e.g. if you have six groups, distribute the 30-piece jigsaw puzzle into six envelopes each containing five pieces).
2. Break the class into groups of four or five.
3. Allow a few minutes for each group to come up with a team name for itself, and a rhyming chant about why they are special. Quickly allow each group to try out its chant.
4. Give each group one envelope containing puzzle pieces. Explain that the aim of the activity is to assemble the puzzle in their envelopes as quickly as possible. However, each group must divide itself into two types of competitor: speakers (who can’t touch the puzzle) and assemblers (who can’t speak). Groups can apportion the ratio of speakers to assemblers as they see fit.
5. Tell the groups that they have two minutes to solve the puzzle. Start the clock.
6. Groups should see after a minute that their puzzle isn’t going together well. Do not say anything! Eventually, students will realise the fact that there is only one puzzle distributed among the many groups, and all groups must work cooperatively to assemble the puzzle.
7. Stop the clock/activity. Commence discussion.

DISCUSSION SUGGESTIONS

• What did you think about the other groups before the clock started ticking?
• What did you think about your role in the group? How was it decided? How did that make you feel?
• What did you think and feel about the rest of your group mates?
• What were your thoughts when you realised the puzzle wasn’t going together? How did that make you feel? What did you do?
• Did you think and feel differently about the other groups after you realised that they were in the same boat as you? In what way?
• Have you ever felt this way in real life? What could you have done differently in that circumstance? Who might you have sought some help from?
ACTIVITY: ‘WHY WE ROCK’ (Option 2)

TIME: 15+ minutes
SIZE: Groups of three to five
SPACE: Room for small groups to sit and work
RESOURCES: Paper, pens

The aim is to give students the opportunity to exercise the skills that help them to work as a productive member of a group.

The result should be fruitful discussion about what ‘makes’ a group and how individuals can add value to a group through their actions and their life experiences.

1. Break the class into randomly selected groups of three to five (try not to allow friends to group together for this activity).
2. Allow approx. five minutes for members of each group to figure out something that they have in common: a unifying factor that will make them unique from the other groups e.g. favourite food, dream holiday destinations, preferred toothpaste.
3. Explain that each group is to devise an advertising campaign to ‘sell’ their group and its uniqueness. Each group has to create one or more of these marketing tools: a brochure, a radio advertisement and/or jingle, a TV infomercial script or a logo.
4. Allow 10 minutes for this.
5. Stop the clock and have each group quickly present its work to the class.
6. Commence discussion.

DISCUSSION SUGGESTIONS

• Was it easy or difficult for your group to find common yet special ground? What was your process?
• What did you think and feel about the group once you’d found your unique common point?
• How did you delegate responsibilities for the activity? What did you think about the choices made about who did what? How did you feel? What do you think others in your group thought and felt about this?
• Did everyone contribute equally? Why/why not? What did that make you think? What did you do as a result?
• How were any conflicts resolved?
• What did you learn about working as part of a team? What skills are most important?
• What are some real-life situations where you could use these skills?
• What are some advantages of trying to find common ground with people who may not initially seem ‘like you’?

IMPORTANT CHECK
If you are doing a 5-Session Delivery skip NOW to Section 3E (p.29).
If you are doing a 3-Session Delivery continue to Sections 3B through 3D.
In the 3-Session Delivery, this is your final Sense of Belonging session, so it is very important to commence a class discussion to review what your students learned from the Real-life Application from the Foundation Session (p.17). This is a valuable opportunity for them to reflect on how important their Sense of Belonging is in their everyday lives.

**DISCUSSION SUGGESTIONS**

- What did you learn about the school’s Sense of Belonging?
- What criteria did you choose to evaluate the school, and why did you choose them?
- What steps could be taken to improve the areas where Sense of Belonging was not as strong as it could be?
- Did your group function successfully? Why/why not?
- In your group, how did you overcome differences of opinion? Was this the best method?
- What did you think about your role within the group? How did that make you feel?
- What did the activity teach you about your Sense of Belonging?
- What would you have done differently? Why?

This is your chance to evaluate whether your students can demonstrate a solid understanding about the importance of Sense of Belonging in their lives. Use the seven Module Goals as a checklist. Can your students:

1. DEFINE the Sense of Belonging?
2. UNDERSTAND what a Sense of Belonging provides them with?
3. IDENTIFY the key features of Sense of Belonging?
4. IDENTIFY aspects of Sense of Belonging within themselves, and how important the sense is in their own lives?
5. RECOGNISE how strong their own Sense of Belonging is, and their capacity to enhance it?
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and that they have the ability to change those thoughts?
7. PRACTISE AND APPLY their understanding and knowledge about Sense of Belonging in real life.

There are many ways you may choose to check your students’ understanding about Sense of Belonging, including a written evaluation (e.g. a short creative essay or quiz), class discussion or even role-play.

Now is also an excellent time to brainstorm as a class some ways that your students think they may be able to enhance their own Sense of Belonging.

If you feel your students require more work simply:
- select other activities you haven’t already done using the Classroom Activities Guide (p.49);
- select and discuss other Suggested Text (p.46) or Films/TV programs (p.47);
- find/create your own activities and discussion references to help build understanding about Sense of Belonging.

A hand-out summarising Sense of Belonging is included as a photocopiable page in the Activities & Resources section (p.55) and also in PDF on the SenseAbility CD.

- Distribute one per student.
- Consider a closing discussion about help-seeking and the places where someone struggling with their Sense of Belonging might find such help (e.g. trusted friends and adults, school counsellor, medical professionals, Lifeline, Kids Helpline).
ACTIVITY: ‘BRIDGING THE GAPS’

TIME: 15+ minutes
SIZE: Groups of three or four
SPACE: Two desks per group
RESOURCES: Several newspapers, one roll of sticky tape per group, ruler, scissors, cricket ball

The aim is for students to problem solve as a group.
The result should be first-hand appreciation of how important skills like good communication, helpful self-talk, and cooperation are to the functioning of successful groups.

1. Break the class into groups of three or four students.
2. Explain that each group must build a bridge between two desks using nothing but newspaper and tape. The bridge must span a 20 cm gap, it must be free standing (i.e. not taped to either desk) and must support the weight of a cricket ball. You may choose to limit the pages of newspaper to, say, 15 sheets per group.
3. Groups get five minutes to plan and then five minutes to construct their bridges. Start the clock! NB: The pressured mood can be enhanced by playing music such as an orchestral march.
4. When 10 minutes have elapsed, give the groups one extra minute to decide a name for their bridges. Then, go around one-by-one with the cricket ball to test each bridge.
5. Commence class discussion.

DISCUSSION SUGGESTIONS

• How were responsibilities allocated within your group?
• What did you think about these decisions? How did they make you feel?
• What did you think about your group before the clock started? What did you think about your own abilities to achieve your task?
• What (if anything) went wrong within your group? Why did that happen? What could you have done differently?
• What went right? Why?
• What was your opinion of your group after the clock stopped?
• What did you learn about your own strengths as an individual and as a group member?

3F. Review Progress of Real-life Application

Commence a class discussion about your students’ progress on their chosen Real-life Application from the Foundation Session (p.17). It is important to ensure the discussion remains centred on Sense of Belonging.
**Session 4**

4A. Classroom Activity  
(10–15 minutes)

4B. Classroom Activity  
(15–30 minutes)

4C. Review Progress of the Real-life Application from Foundation Session  
(5 minutes)
4A. Classroom Activity

Review the two activity options following and **choose one** most appropriate for your students:

**OPTION 1:** ‘Natural Selection’ (geared towards younger secondary school students).

**OPTION 2:** ‘The Word for Us’ (suitable for secondary students of any age).

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**ACTIVITY: ‘NATURAL SELECTION’ (Option 1)**

**TIME:** 10–15 minutes  
**SIZE:** Whole of class  
**SPACE:** Clear space for students to mingle  
**RESOURCES:** Slips of paper, pens

**The aim** is for students to consider certain qualities or values they possess, and to seek those out in other people to form a like-minded group.

**The result** should be an appreciation of the value of belonging to a group comprised of members with the same qualities or values.

1. Ask students to consider: if they were not human, what kind of animal or living thing would they see themselves as most like?

2. Have them write their choice down on a slip of paper (as proof!) and place their slips in their pockets.

3. Instruct the students that they are to now mingle around in an attempt to find others like themselves to form a herd, pride, pod or flock. You can choose whether they ‘stylise’ their performance as animals and use human speech, or if they try to act as much like their animals as possible and use sounds to find one another. Note that lions might try to eat zebras, and sharks might jump at parrots! Allow no more than 10 minutes for this interaction.

4. Stop the activity. Commence discussion.

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**DISCUSSION SUGGESTIONS**

- What criteria did you use to select your animal type? Why that animal?
- What were you thinking at the start of the exercise when you were told you had to mingle? How did you regard the other students? What did that make you feel?
- How did you feel when you found one or more ‘animals’ like yourself? Why?
- If you didn’t find anyone like yourself, why not? What did that make you think and feel?
- How are animals like the one you chose rewarded for being part of a group?
- Humans no longer need to band together for safety against sabre-toothed tigers – instead, what do we modern humans ‘get’ from the groups we form?
ACTIVITY: ‘THE WORD FOR US’ (Option 2)

TIME: 10 minutes
SIZE: Pairs
SPACE: Room for small groups to work
RESOURCES: Paper, pens

The aim is to place students in a situation where they actively seek to bond to another person.
The result should be an understanding that Sense of Belonging can be strengthened at a fundamental level by seeking out qualities in others.

1. Break the class into pairs – try not to put good friends together.

2. Both students in each pair are to try and identify a strength that their partner possesses (e.g. determined, polite, funny, attentive). This strength should be a single word. Allow two minutes for this, after which each pair should write down the two ‘strength summary’ words they’ve selected.

3. The pairs now need to come up with a portmanteau word that combines those two ‘strength summary’ words. A portmanteau word is one that blends two others to create a new meaning, such as advertorial, camcorder, Brangelina, etc.).

4. You may choose to allow pairs that are struggling to revisit their strength summary words.

5. After two minutes, allow willing pairs to share their portmanteau words with the wider class, and explain why it is such a good ‘word for us’.

DISCUSSION SUGGESTIONS

• Was it easy or hard to identify a strength in your partner? Why/why not? If you’d been asked to pick your own strength, would you have chosen the same one?

• Why do you think Sense of Belonging is strengthened when others identify your qualities?

• What were you thinking once you’d made your ‘word’? How did that make you feel?

• Did you feel differently about your partner at the end of the activity to how you felt about them at the start? In what way?

• Why are good and evocative names so important to groups (e.g. businesses, charity groups, military units, schools, and universities)? How do these strengthen Sense of Belonging in those groups?
SCENARIO-BASED HELP

TIME: 15–30 minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Paper, pens

The aim is for students to apply aspects of what they have learned about Sense of Belonging to life outside the classroom. This should allow opportunities to enhance their own Sense of Belonging.

1. You, as the teacher, create a scenario about a fictional person new to a group. It could be a recent immigrant new to an Australian workplace, a player new to a team, a musician new to group, etc. Alternatively, you can use one of the three suggested scenarios below.

2. Ask students how they might assist this fictional person to feel that he/she belongs to their new group. How should the fictional person be thinking? Who could they seek help from?

3. Have students create either:
   - an advice sheet specific to the fictional person in the scenario; or
   - a ‘how-to’ brochure that the fictional person (or anyone new to a group) could use.

4. After students are finished, go around the class and allow students who are happy to share their advice sheets or brochures to present their work.

5. NB: If time is tight and students have not completed their advice sheets or how-to brochures, they can be reviewed at the start of the next and final Sense of Belonging session.

SCENARIO 1
Sabeen is new to Australia. She has basic English skills and worked in her home country as a dental assistant. She has just landed a job with a furniture manufacturer in its back office doing administrative tasks.

SCENARIO 2
Tyler has recently moved house and has just joined his new suburb’s soccer club. His last club was down the bottom of the ladder; his new club is one of the best in the city. Tyler has only been playing at club level since last season.

SCENARIO 3
Adeline answered an advertisement by a rock band seeking a vocalist. The band, which has a great reputation, auditioned her and offered her the spot, but didn’t say much else. Tomorrow is her first jam session with the band and she is nervous.
4C. Review Progress of Real-life Application

Commence a class discussion about your students’ progress on their chosen Real-life Application from the Foundation Session (p.17).

It is important to ensure the discussion remains centred on Sense of Belonging.
Session 5

5A. Classroom Activity
   (15+ minutes)

5B. Review Outcomes of the Real-life Application from Foundation Session
   (10+ minutes)

5C. Review of Understanding
   (10+ minutes)

5D. Distribute Hand-out
   (5 minutes)
ACTIVITY: ‘ENTERPRISE’

TIME: 15+ minutes
SIZE: Groups of three to five
SPACE: Room for small groups to work around a desk
RESOURCES: Paper, pens

The aim is to draw attention to the different but complementary roles individuals play in groups.

The result should be an appreciation that one can maintain and foster individual strengths while being a valued member of a group.

1. Commence a short discussion about how successful groups are often made up of diverse people who share similar values but have different skill sets and strengths. Football teams need forwards, wingers, and defensive players; armies need brave privates and experienced generals; the famous ‘Starship Enterprise’ from Star Trek had a crew with many diverse or unique talents.

2. Break the class into groups of three to five.

3. Explain that each group has three goals:
   • list the things their members have in common
   • list the things that make them different from each other
   • figure out a business – or enterprise – the group could start up that draws on their team’s unique talent combination.

4. Allow about five minutes for each of the first two goals, and longer for the third.

5. Wind up the activity and have each group select a spokesperson who will ‘pitch’ the group’s enterprise to the class as if selling it to a bank manager for a start-up loan.

6. After every group has pitched, commence class discussion.

DISCUSSION SUGGESTIONS

• What were you thinking at the start of the activity? Why did you think like that, and what did you feel?
• How easy was it to determine a) the things your group members have in common, and b) the things that mark you as distinct from your group?
• Did thinking helpfully open any creative doors? Why might that be?
• Did your skill set take on a new value when placed alongside the skill sets of your group? In what way?
• Did identifying strengths in yourself and others provide a different way of looking at things? How?
• For those who pitched to the class, how did they feel about talking to the class? Did having your group’s support help? How?
5B. Review Outcomes of Real-life Application

In the 5-Session Delivery, this is your final Sense of Belonging session, so it is very important to commence a class discussion to review what your students learned from the Real-life Application from the Foundation Session (p.17). This is a valuable opportunity for them to bring to mind how important their Sense of Belonging is in their everyday lives.

DISCUSSION SUGGESTIONS

- What did you learn about the school’s Sense of Belonging?
- What criteria did you choose to evaluate the school, and why did you choose them?
- What steps did you take to improve the areas where Sense of Belonging was not as strong as it could be? How did those changes/that activity work out?
- Did your group function successfully? Why/why not?
- In your group, how did you overcome differences of opinion? Was this the best method?
- What did you think about your role within the group? How did that make you feel?
- What skills did you find you used/needed?
- How could you use these skills in real life?
- What did the activity teach you about your Sense of Belonging?
- What would you have done differently? Why?

5C. Review of Understanding

Here is your chance to evaluate whether your students can demonstrate a solid understanding about the importance of Sense of Belonging in their lives.

To do so, use the seven Module Goals as a check list.

Can students:

1. DEFINE the Sense of Belonging?
2. UNDERSTAND what a Sense of Belonging provides them with?
3. IDENTIFY the key features of Sense of Belonging?
4. IDENTIFY aspects of Sense of Belonging within themselves, and how important the sense is in their own lives?
5. RECOGNISE how strong their own Sense of Belonging as, and their capacity to enhance it?
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and that they have the ability to change those thoughts?
7. PRACTISE and APPLY their understanding and knowledge about Sense of Belonging in real life?

There are many ways you may choose to check your students’ understanding about Sense of Belonging, including a written evaluation (e.g. a short creative essay or quiz), class discussion, or even role-play.

Now is also an excellent time to brainstorm as a class on ways that your students think they may be able to enhance their own Sense of Belonging.

If you feel your students require more work simply:

- select other activities you haven’t already done using the Classroom Activities Guide (p.49)
- select and discuss other Suggested Texts (p.46) or Films/TV Programs (p.47)
- find/create your own activities and discussion references to help build understanding about Sense of Belonging.
5D. Distribute Hand-out

A hand-out summarising Sense of Belonging is included as a photocopiable page in the Activities & Resources section (p.55) and in PDF on the SenseAbility CD.

1. Distribute one per student.

2. Consider a closing discussion about seeking help and the places where someone struggling with their Sense of Belonging might find help (e.g. trusted friends and adults, school counsellor, medical professional, Lifeline, Kids Helpline).
Flexible Delivery

REMINDER
Ensure you have delivered the Foundation Session (p.13) before continuing.

ONGOING SESSIONS
A. Review Progress of Real-life Application from the Foundation Session
B. Select/Create Classroom Activities and Lead Discussion

FINAL SESSION
C. Review Outcomes of Real-life Application from the Foundation Session
D. Review of Understanding
E. Distribute Hand-out (p.55)
It is up to you how many sessions you now devote to completing the delivery of Sense of Belonging. You are the best judge of when your students have fulfilled the following seven Module Goals:

1. DEFINE Sense of Belonging.
2. UNDERSTAND what a Sense of Belonging provides them with.
3. IDENTIFY the key features of Sense of Belonging.
4. IDENTIFY aspects of Sense of Belonging within themselves and how important the Sense is in their own lives.
5. RECOGNISE how strong their own Sense of Belonging is, and their capacity to enhance it.
6. UNDERSTAND that their thoughts about events – not the events themselves – affect their feelings and behaviours, and they have the ability to change those thoughts.
7. PRACTISE and APPLY their understanding and knowledge about Sense of Belonging in real life.

RECOMMENDATIONS

In each ongoing session:
• Review progress of the Real-life Application commenced in the Foundation Session (p.17)
• Select/create classroom activities and lead discussion.

In the final session:
• Review outcomes of Real-life Application commenced in the Foundation Session (p.17)
• Review understanding about Sense of Belonging
• Distribute Hand-out (p.55).

A. Review Progress of Real-life Application

Each session, you should make time for students to discuss their progress on their chosen Real-life Application from the Foundation Session (p.17) – either Audit School Belonging, Audit School Belonging & Effect Change, or another activity you have chosen or created.

It is important to ensure the discussion remains centred on Sense of Belonging.

DISCUSSION SUGGESTIONS

• What new discoveries did your group make about Sense of Belonging?
• How have these discoveries affected your own Sense of Belonging?
• What have particular decisions, events, or group work made you think and feel?
• How have the decisions that your group has made affected your Sense of Belonging to the group?
• Do you feel that group members are contributing equally? If not, why not? How did this affect the way you felt about the group? (NB: no names please!)
• Are the values of your group in tune with the individual values of its members? What is the result of this?
B. Select/Create Other Activities

Choose and facilitate activities and discussions that you think will help deliver a sound understanding about Sense of Belonging and its importance in day-to-day life. You can:

Choose from activities supplied in this module:
- Suggested Texts (p.46)
- Suggested Films/TV Programs (p.47)
- Real-life Applications (p.48)
- Classroom Activities (see Guide p.49)

And/Or

Find or create your own classroom activities, develop your own Real-Life Applications and decide appropriate text, film or television references that students are already using or you are already familiar with.

Remember: the activities and references are only catalysts; the real learning benefits come through rewarding discussion where students can hear other perspectives and relate new knowledge to their own lives and experiences.

C. Review Outcomes of Real-life Application

Final Sense of Belonging Session

In a class discussion, review what your students learned from the Real-life Application from the Foundation Session (p.17). This is a valuable opportunity for students to consider the importance of Sense of Belonging in their everyday lives.

DISCUSSION SUGGESTIONS

- What did you learn about the school’s Sense of Belonging?
- What criteria did you choose to evaluate the school, and why did you choose them?
- What might/did you do to improve the areas where Sense of Belonging was not as strong as it could be?
- Did your group function successfully? Why/why not?
- In your group, how did you overcome differences of opinion? Was this the best method?
- What did you think about your group and your role within the group? How did those thoughts make you feel?
- What skills did you find you used/needed?
- How would these skills be helpful in real life? Why?
- What did working in the group teach you about your Sense of Belonging?
- What would you have done differently? Why?
D. Review of Understanding

Evaluate whether your students can demonstrate a solid understanding about the importance of Sense of Belonging.

Can students:
1. DEFINE the Sense of Belonging?
2. UNDERSTAND what a Sense of Belonging provides them with?
3. IDENTIFY the key features of Sense of Belonging?
4. IDENTIFY aspects of the sense within themselves, and how important the Sense is in their own lives?
5. RECOGNISE how strong their own Sense of Belonging is, and their capacity to enhance it?
6. UNDERSTAND that their thoughts about events — not the events themselves — affect their feelings and behaviours, and that they have the ability to change those thoughts?
7. PRACTISE and APPLY their understanding and knowledge about Sense of Belonging in real life?

There are many ways you may choose to do this, including:
- short creative essay or quiz
- class discussion
- role-play.

Now is also an excellent time to brainstorm as a class some ways that your students think they may be able to enhance their own Sense of Belonging.

If you feel your students haven’t met one or more of the Module Goals, consider conducting more activities and discussion to help build and reinforce their understanding of Sense of Belonging.

E. Distribute Hand-out

A hand-out summarising Sense of Belonging is included as a photocopiable page in the Activities & Resources section (p.55) and in PDF on the SenseAbility CD.

1. Distribute one per student.
2. Consider a broader discussion about seeking help, including the places where someone struggling with their Sense of Belonging might find help (e.g. trusted friends and adults, school counsellor, medical professionals, Lifeline, Kids Helpline).
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Suitability</th>
<th>Synopsis</th>
<th>Possible Discussion Points</th>
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<tbody>
<tr>
<td>The Arrival (2006)</td>
<td>Shaun Tan</td>
<td>All</td>
<td>(fiction, graphic novel) An immigrant new to a bewildering country tries to learn to survive and belong, and gradually meets others with similar stories who help him.</td>
<td>Why does the main character feel that he no longer belongs in his home country? How does he know he doesn’t yet belong in his new country? What shortcomings constrain the man’s ability to fit easily into the new city? What steps does the man take to start to belong in the new city? How important are the man’s relationships with strangers to his ultimate acceptance of his new homeland? Have you ever felt like the man did when he arrived? When?</td>
</tr>
<tr>
<td>Making the Cut (2007)</td>
<td>Mohamed Khadra</td>
<td>All</td>
<td>(autobiography) An Australian surgeon recalls his time working within the defined worlds of medical school, the college of surgeons, and the healthcare system.</td>
<td>Why is medical school so difficult to get into? What groups benefit from this exclusivity? What obligations did Khadra feel once he became a fully-fledged doctor? How did these show? How do the training institutions in the book treat people who fail, or can’t live up to expectations? Why might this be? How differently did Khadra regard himself when he was a patient? Have you ever felt suddenly like an outsider when something changed? What did you think and feel about that change?</td>
</tr>
<tr>
<td>Of Mice and Men (1937)</td>
<td>John Steinbeck</td>
<td>All</td>
<td>(fiction, novella) During the great depression two displaced workers try to eke out a living and find a place where ‘guys like us’ fit in.</td>
<td>Who are ‘guys like us’? Why does Lennie stay with George? Does George think that he belongs with the other workers Slim and Carlson? Why or why not? What makes Candy think that he could belong with George and Lennie, and join them at the farm? Why does Crooks live alone? What does this make him think? Have you ever felt like either George or Lenny? In what way? What did you do to change the situation? Did it work out? Why/why not? Is there one place where you feel you belong?</td>
</tr>
<tr>
<td>Destroying Avalon (2006)</td>
<td>Kate McCaffrey</td>
<td>All</td>
<td>(fiction) A girl from the country moves to suburbia and has trouble being accepted by the popular girls at school.</td>
<td>How would you describe Avalon’s view of herself before and after she arrives at Westerly? How differently would Avalon have coped had she never met the Weirdoes and the Queeros? What tools do Avalon’s antagonists use to alienate her and to protect their own interests? What groups does Avalon think she belongs to? Which make her feel safest? Why? Do you know anyone who ever felt like Avalon? What advice did/would you give?</td>
</tr>
<tr>
<td>In Good Company (1987)</td>
<td>Gary McKay</td>
<td>Senior (~15–18 y.o)</td>
<td>(autobiography) A professional Australian soldier recounts his company’s bond-forming experiences during the Vietnam conflict.</td>
<td>What groups did McKay think he belonged most strongly to before he was conscripted? How did that change? Which people did McKay think he belonged most closely with after his arrival in Vietnam? How did McKay’s platoon treat soldiers outside the group? How did this attitude benefit the platoon? How important was good leadership and good communication to a company’s survival? Who do you rely most closely on? What do you do to reinforce/strengthen those bonds?</td>
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</table>

NB: Teachers should review suggested texts for suitability before use. You should feel free to use different texts that you think are more suited to your students’ needs or current study streams.
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<tr>
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<th>FORMAT</th>
<th>SUITABILITY</th>
<th>SYNOPSIS</th>
<th>POSSIBLE DISCUSSION POINTS</th>
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| **Home and Away (1988–)**    | TV Soap | (PG) All    | Exploring the lives, relationships and travails of the residents of fictional Summer Bay, a coastal Australian township. Families and neighbourhoods interact and face diverse challenges. | • How do different families (e.g., the Stewarts; the Austins) feel about belonging in Summer Bay? Do they feel differently to each other? Why? What might happen that could change those feelings?  
  - Discuss an event that has placed strain on a group in Summer Bay. How did the tensions arise? Whose Sense of Belonging was threatened? Was the outcome good for the group, or bad? Why?  
  - Have you ever felt like a member of this new group? When? What did you do/could you have done to change the situation?

| **Master & Commander (2003)** | Feature Film | (M) Senior (=15–18 y.o) | During the Napoleonic wars, a British frigate takes on a much larger French vessel in South American waters. The tension of pursuit takes its toll on the crew and the ship's captain. | • How did it become clear that Jack Aubrey was a capable leader? How did Aubrey's leadership skills differ from Mr Hollom's?  
  - What values system supported the crew's cohesion? How did they work together to overcome those threats?  
  - Which skills/knowledge from individual crew members proved essential to the ship's survival? Were these values important? How?  
  - If you were on the ship, which position would suit you best? Why?

| **Twelve Angry Men (1957)**  | Feature Film | (G) All | A teenage Hispanic boy is on trial for murder and faces the death penalty. One dissenting juror slowly convinces the others on the jury that the verdict is not clear cut. | • What forces hold the jury group together? What values did different jury members bring to the group apart? Which proved most important to the film's outcome? Why?  
  - What skills did Henry Fonda's character need to draw upon to do what he thought was right?  
  - Do you know someone who has held beliefs that he/she knew other members of his/her group might not hold? What advice would you give someone in that situation?  
  - What groups exist in your neighborhood? Which do you think you belong to, and why?

| **Monsters vs Aliens (2009)** | Feature Film | (G) All | A misfit bunch of monsters, normally imprisoned and kept from the public eye by government decree, is dragooned into fighting an alien menace. | • How did Susan know that she no longer belonged with her family/fiancé? How did she feel?  
  - Why did Susan come to think that she belonged with the other monsters?  
  - What bonds united the group of monsters? How did the individual monsters come to know that they were valued?  
  - Do you know anyone who has been rejected by one group only to become much happier as part of a new group? What made them think that they belonged more strongly to the new group?  
  - What skill/knowledge from individual crew members proved essential to the ship's survival? Were these values important? How?  
  - If you were on the ship, which position would suit you best? Why?

| **The Simpsons (1989–)**     | TV Animated Sitcom | (PG) All | A satirical portrayal of middle-class family life in a fictional US city of misfits: Springfield. None-too-bright patriarch Homer and renegade son Bart often bring the family trouble. | • What values system supported the family? Do all members of the family hold those values? If not, what does this disparity result in?  
  - Select a character to discuss. How did his/her Sense of Belonging change during the episode? What actions did they take that ultimately affected their Sense of Belonging? What might they have done differently?  
  - Have you ever felt like that character? When? What did you do/could you have done to change the situation?

NB: Teachers should view suggested films and television episodes for suitability before use. Choose and view an excerpt from the feature film or episode if time does not permit full viewing.
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| <one hour | Individual | Each student must decide upon, research, and attempt to join, a new group. It could be Rotary or similar volunteer organisation, a reading circle, or an interest club. (Try to avoid online chat/blog groups.) Alternatively, have students search the career ads for a job that relies on a strong Sense of Belonging. They must then write an application for the job explaining their suitability. | • What group did you decide to research and join, and why?  
• How easy was it for you to try to join?  
• What skills did you use/find you needed most?  
• Did you find you shared qualities with existing members of the group? What were they?  
• What did you learn from joining this group?  
• If you wrote a job application, what attracted you to the job? How easy was it to write about your suitability? What belonging skills will be important in that job? |
| >one hour | Individual | Teachers create a scenario about a fictional person new to a group – e.g. a new student in the school, a new Australian in a strange workplace, a player new to a team. Students must consider how to assist this person belong. Who might the new person seek help from? What should they be saying to themselves? Perhaps have students create a Belonging ‘How-to’ sheet. | • Had you ever been in a situation similar to the fictional person? How did you think and feel? What did you do? What might you have done differently?  
• What actions did you think were most important to the fictional person (e.g. thinking more helpfully, seeking help)?  
• Why do you think this? |
| >two hours | Small (three to five) | Students choose and research someone (e.g. local artist, sports person or celebrity) who they believe has a strong Sense of Belonging. Have them make a list of questions that they would like to ask that person about their lives in terms of Sense of Belonging. Have the students invite that person to the school to be interviewed, or have one person role-play the person in a classroom interview. | • What did you learn about Sense of Belonging that you didn’t know before you started researching this person?  
• What surprised you about this person’s approach to belonging?  
• Which qualities came naturally to this person, and which did he/she have to work at?  
• Were you inspired? How might this help you with your own Sense of Belonging? |
| >two hours | Medium–Large (10+) | Conclude an audit of the school’s Sense of Belonging. A list of criteria and questions must be compiled. Individuals or small groups can go out and survey teachers and other students. The groups can come together to compile notes and draw conclusions. Have students brainstorm steps to take to improve the school’s sense of connectedness. | • What did you decide were the qualities that make for a good Sense of Belonging?  
• What were the signs/effects of poor/strong connectedness?  
• What helpful things did you learn about your own Sense of Belonging?  
• What changes do you think you could suggest to improve the school’s Sense of Belonging? |
| >five hours | Medium–Large (10+) | Students can work together to organise and conduct a fundraising event (e.g. raffle, sausage sizzle, gold coin auction, trivia night) for a charity they will choose. Students must decide a structure for the process – e.g. how are decisions made? Who is responsible for each task? Permissions must be sought, promotional material created, and decisions made about presentation of the funds to the charity. | • How did you decide on the charity? Did all the group agree or was there dissent?  
• How did you overcome differences of opinion in your group?  
• Did the event go well or badly? What might you have done differently, and why?  
• What did you learn that could help you for future study/your career/interacting with the broader community? |

NB: Teachers should feel free to adapt these activities or to create their own new ones.
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<td>Act Like This</td>
<td>59</td>
<td>Junior (12-14 y.o.)</td>
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<td>For Individuals</td>
<td>1-5 min.</td>
<td>Group Dynamics &amp; Roles</td>
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<td>And then the Car Stopped</td>
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<td>Senior (15-18 y.o.)</td>
<td>All</td>
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<td>Values</td>
<td>Included in Resources Pages</td>
</tr>
<tr>
<td>Give Me a Song</td>
<td>68</td>
<td>All</td>
<td>1-5 min.</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Group Dynamics &amp; Roles</td>
</tr>
<tr>
<td>How are They Coping?</td>
<td>70</td>
<td>All</td>
<td>1-5 min.</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Group Dynamics &amp; Roles</td>
</tr>
<tr>
<td>Hunters &amp; Predators</td>
<td>71</td>
<td>All</td>
<td>1-5 min.</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Group Dynamics &amp; Roles</td>
</tr>
<tr>
<td>If I Was In Charge</td>
<td>73</td>
<td>All</td>
<td>1-5 min.</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Group Dynamics &amp; Roles</td>
</tr>
<tr>
<td>My Orchard</td>
<td>75</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Group Dynamics &amp; Roles</td>
<td>None Required</td>
</tr>
<tr>
<td>My Very Word</td>
<td>76</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Values</td>
<td>Included in Resources Pages</td>
</tr>
<tr>
<td>Natural Selection</td>
<td>77</td>
<td>All</td>
<td>1-5 min.</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Group Dynamics &amp; Roles</td>
</tr>
<tr>
<td>Noise in the Night</td>
<td>78</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Values</td>
<td>Included in Resources Pages</td>
</tr>
<tr>
<td>Odysseus &amp; Cyclops</td>
<td>79</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Group Dynamics &amp; Roles</td>
<td>None Required</td>
</tr>
<tr>
<td>Our Club</td>
<td>80</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Values</td>
<td>Included in Resources Pages</td>
</tr>
<tr>
<td>Our Legislation</td>
<td>81</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Group Dynamics &amp; Roles</td>
<td>None Required</td>
</tr>
<tr>
<td>Our Little Dilemma</td>
<td>82</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Values</td>
<td>Included in Resources Pages</td>
</tr>
<tr>
<td>Please Step Outside</td>
<td>84</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Values</td>
<td>Included in Resources Pages</td>
</tr>
<tr>
<td>The Straw in the Glass</td>
<td>87</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Values</td>
<td>Included in Resources Pages</td>
</tr>
<tr>
<td>The Word for Us</td>
<td>92</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Values</td>
<td>Included in Resources Pages</td>
</tr>
<tr>
<td>Utopia</td>
<td>89</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Values</td>
<td>Included in Resources Pages</td>
</tr>
<tr>
<td>Why We Rock</td>
<td>91</td>
<td>All</td>
<td>For Individuals</td>
<td>1-5 min.</td>
<td>Values</td>
<td>Included in Resources Pages</td>
</tr>
</tbody>
</table>

* Note that items common to classrooms (e.g. wall clock, pens, paper, whiteboard) are assumed to be available.
Delivering SenseAbility
Delivering SenseAbility

Delivering Several Modules Across a Term

If you have decided to deliver more than one SenseAbility module to your students, you may wish to fit those modules into a 10-week term block. There are two recommended models for delivering multiple modules over a term:

**Option 1:** Delivering three Sense modules (e.g. Sense of Belonging, Sense of Control, and Sense of Future) in three x 45 minute (or longer) sessions with a final review session at the end.

**Option 2:** Delivering two Sense modules (e.g. Sense of Belonging and Sense of Control) in five x 45 minute (or longer) sessions.

<table>
<thead>
<tr>
<th>45+ minute SESSION</th>
<th>Delivery Suggestions for a 10-Week / 10-Session Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sense One</td>
</tr>
<tr>
<td>2</td>
<td>Sense Two</td>
</tr>
<tr>
<td>3</td>
<td>Sense Three</td>
</tr>
<tr>
<td>4</td>
<td>Review</td>
</tr>
</tbody>
</table>

**Option 1:**

Delivering three Sense modules (e.g. Sense of Belonging, Sense of Control, and Sense of Future) in three x 45 minute (or longer) sessions with a final review session at the end.

**Option 2:**

Delivering two Sense modules (e.g. Sense of Belonging and Sense of Control) in five x 45 minute (or longer) sessions.

If you believe your students would benefit from learning about and exercising Essential Skills, then you can replace one of the sense modules with the Essential Skills Module. If you wish to deliver more than three SenseAbility modules, you can simply run two or more 10-session blocks over two or more terms.

Which Modules When?

The relevance of the information and skills explored in this and other sense modules may change for your students depending on their age and on the challenges they are facing at particular times of the school year.

For instance, during transitional periods like moving from primary to secondary school, Senses of Self-worth, Control, and Belonging are especially important. For students midway through secondary school who are faced with having to choose elective subjects, Senses of Purpose, Control, and Future may seem more keenly relevant to their situation.

You are the best judge of which senses will be of most benefit to your students, bearing in mind considerations like cultural backgrounds, literacy levels and gender. However, here are some suggestions for ordering or prioritising the sense modules:

**JUNIOR SECONDARY (≈12–14 years)**

Self-Worth; Belonging; Control; Purpose; Future; Humour

**SENIOR SECONDARY (≈15–18 years)**

Purpose; Future; Control; Humour; Self-worth; Belonging

The Essential Skills Module can fit in with any module/s, and you should evaluate the need for it regularly.
Activities & Resources
Sense of Belonging

Why is it So Important?
Throughout history the idea of belonging to a ‘tribe’ or a ‘people’ has helped us to protect and define ourselves.

Belonging helps us feel:
- valued, needed, and accepted by others
- safer
- that our beliefs are valid
- that our efforts are worthwhile
- comforted by being with others who share our interests and values.

Without a strong Sense of Belonging, we can feel:
- anxious
- isolated
- unsupported.

We are also less likely to:
- interact with others
- weather tough times with hope for a positive future
- take healthy risks and do things that might help make us feel good.

Belonging Requires Effort
There are lots of groups we can belong to, including:
- family
- friendship
- sporting
- community
- interest
- on-line groups
- spiritual groups.

We often play very different roles in each of those groups. Knowing our roles and responsibilities in a group helps strengthen both the group and our Sense of Belonging.

Being part of one or more groups can make us feel really good. But to be valued members, we often have to:
- invest our time, care, and effort
- use skills like:
  - joining conversations
  - cooperation
  - perspective-taking
  - negotiation
  - conflict resolution.

What if I Feel Like I Don’t Belong?
None of us can belong to all the groups we’d like to, but it is really important that we feel we belong somewhere and have some connections. If you do feel cut off or isolated, talking with a trusted friend, adult or health professional can really help. Some other helpful resources include:

WEBSITES
www.youthbeyondblue.com
www.lifeline.org.au
www.sane.org
www.reachout.com
www.headspace.org.au
www.somazone.com.au
www.inspire.org.au

HELPLINES
Youthbeyondblue: 1300 22 4636
Kids Helpline: 1800 55 1800
Lifeline: 13 11 14
Sane Australia: 1800 18 7263

ONLINE COUNSELLING
www.kidshelp.com.au
When an event (A) happens, it is our thoughts and interpretations (B) of the event, and not the event itself, that lead us to experience certain emotions and feelings (C), and to act or react in particular ways (D).

**ANTECEDENTS**  
Event/Situation

**BELIEFS**  
Thoughts

**CONSEQUENCES**  
Feelings

**DO**  
Actions

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>At a party, David sees a group of happy teenagers.</td>
<td>They look like fun, but probably don’t want to meet anyone new.</td>
<td>DISAPPOINTED</td>
<td>David goes to stand by the window alone.</td>
</tr>
<tr>
<td>At a party, David sees a group of happy teenagers.</td>
<td>They look like fun. It’s a party, so I should just go up and introduce myself.</td>
<td>A LITTLE APPREHENSIVE</td>
<td>David introduces himself to the strangers and spends some time chatting with them.</td>
</tr>
</tbody>
</table>

A-B-C-D Model – Sense of Belonging

**ACTION**

Copy/print onto overhead transparency or use as data file for projection during class discussion.
When an event (A) happens, it is our thoughts and interpretations (B) of the event, and not the event itself, that lead us to experience certain emotions and feelings (C), and to act or react in particular ways (D).

<table>
<thead>
<tr>
<th>ANTECEDENTS</th>
<th>BELIEFS</th>
<th>CONSEQUENCES</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event/Situation</td>
<td>Thoughts</td>
<td>Feelings</td>
<td>Actions</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

ACTION
Copy/print onto overhead transparency or use as data file for projection during class discussion.
Map to Belonging – Sample

ACTION
Copy onto overhead transparency for projection during discussion.

‘Where I belong’
SAMPLE MAP

SCHOOL
  SCHOOL BAND
  MY YEAR GROUP
  DEBATE TEAM

MY FRIENDS
  MY SISTER
  MY FAMILY

OUTSIDE WORLD
  SOCCER TEAM
  FACEBOOK
  ON-LINE GAME FORUM

CHURCH CONGREGATION

ME
ACTIVITY: ‘ACT LIKE THIS’

TIME: Approx. 15+ minutes
SIZE: Groups of four or five
SPACE: Empty room
RESOURCES: Deck of playing cards (optional)

The aim is for students to experience a potentially alienating situation.
The result should be that students gain an understanding of the kinds of behaviours that result in others feeling either included or excluded from a group.

1. Select one person who will leave the room and become the ‘outsider’ (this might be done by drawing a Joker from a reduced deck of cards).

2. With the ‘outsider’ gone from the room, the others must select an adverb in which everyone must act when the ‘outsider’ returns. The adverb could be ‘slowly’ or ‘suspiciously’ or ‘nervously’.

3. Go outside and inform the ‘outsider’ he/she must go back inside and within two minutes determine the secret adverb that is binding the group together. The outsider can strike up conversations, and shake hands etc. in order to gain clues. The outsider can request the others to perform certain actions in the manner of the adverb (e.g. adjust your socks, comb your hair).

4. If the outsider guesses correctly, another ‘outsider’ is randomly selected. However, if wrong, he or she must select a partner to become a fellow outsider for the next round.

5. Stop the activity. Commence discussion.

DISCUSSION SUGGESTIONS

- What did those who had turns as ‘outsiders’ think and consequently feel when trying to figure out the adverb? What did they do to try and fit in?

- What did those who played only ‘insiders’ think and feel as you watched the ‘outsider’ trying to fit in? What did you do to help exclude or include the ‘outsiders’?

- For those who played both ‘outsiders’ and ‘insiders’: What was the major difference/s in your thinking and feelings between the two roles?

- For those who played ‘insiders’: How would you describe your Sense of Belonging with the other members of your insider group? Why?

- For those ‘outsiders’ who successfully worked out the adverb: What thoughts went through your mind when you got the word? How did you feel?

- For those ‘outsiders’ who failed to work out the adverb: What thoughts ran through your mind when you realised you’d never ‘fit in’? How did that make you feel?

- In real life, what are some mechanisms that some groups use to exclude others (e.g. words, behaviours, qualifications, reduced access to valued things)? Are these all bad? Why/why not?
And Then the Car Stopped

**ACTIVITY: ‘AND THEN THE CAR STOPPED’**

**TIME:** 15+ minutes  
**SIZE:** Large group/s of 10+ or whole of class  
**SPACE:** Room for seated large circle/s  
**RESOURCES:** Story Starter Cards (p.61 or SenseAbility CD), one tennis ball per group

The aim is for students to be exposed to a common experience where they must rely on each other. The result should be an understanding that having things in common (e.g. being placed in the same potentially pressured experience/environment) can help create bonds.

1. Decide whether to break into smaller groups of 10+, or to keep the class as one whole group. Have the group/s sit in a circle/s.

2. Explain that each group is going to tell itself a story.

3. Give the group/s two minutes to agree a simple theme to which their story might adhere (e.g. Good will triumphs over evil; A stitch in time saves nine).

4. Give a Story Starter Card and a tennis ball to one person in each group (e.g. Ryan).

5. Ryan passes the ball to his left and, as it progresses clockwise around the group, Ryan must read aloud the words on the Story Starter Card and then build on them in accordance with the group’s agreed theme without stopping until the ball returns to him.

6. Ryan then passes the ball firmly to the person on his right who then must pick up Ryan’s story and continue to build on it as the ball does another circuit. Continue in this fashion until everyone gets a chance to pick up and build upon the story.

7. NB: the last person to receive the ball and speak must also try to neatly conclude the story in his/her round!

**DISCUSSION SUGGESTIONS**

- How did you regard your group as the rules were being explained? E.g. did you see the group as a collection of individuals in the same situation as you, or as a critical collective?

- How did you regard your group AFTER the storytelling was done, i.e. did you think and feel differently about the group? In what way? Why?

- How might changing the way you think about the group alter your performance?

- What did you think about your own abilities to tell part of the story? How did that make you feel (e.g. excited, nervous, dreadful, etc.)? How did those feelings affect your ‘performance’?

- How did the group regard people who ‘did well’ (i.e. produced good story segments)? How was that thinking and feeling shown?

- How did the group regard people who faltered when it came to their story telling segment? How was support or lack of support demonstrated?

- What good things did/can the group offer someone who is feeling uncomfortable?

- How is this activity like everyday life? Brainstorm some situations where we can suddenly find ourselves an important ‘link’ in a chain of people.
And Then the Car Stopped

Story Starter Cards

ACTION

Copy/print this sheet then, using scissors or guillotine, cut along the dotted lines to separate cards.

---
We were all travelling to the beach when the car let out a big ‘bang’ and slowed to a stop ...

---
I was having a quiet lunch when a man with an eye patch sat next to me, leaned close and whispered, 'Where’s the diamond?'

---
Morgan and I were supposed to be working on an assignment. I knocked on the front door. It was ajar, so I ...

---
There was one other person in the carriage. She introduced herself as Dr McIntyre. Her face was familiar ...

---
I returned from the library, sat down in my favourite chair and opened the book. A piece of paper fell out ...

---
I was in a hurry, so I pulled the clothes from the laundromat dryer into my bag and hurried home. It was there I realised the clothes weren’t mine, and ...

---
There were five of us at the lake. We arrived at sunset, and the other four went off to unpack and get firewood, so I was the only one who saw ...

---
I was working as a pizza driver. It was the end of my shift, nearly midnight, when I parked the car, turned off the engine, and heard ...

---
Maybe I was just exhausted from lots of late nights studying. My brain felt like cotton wool. The exam started and I began to write, but the words weren’t mine ...

---
It was lunchtime in the city, and the footpaths were crowded with people. I felt a tug on my pocket, and reached in to find a note. It said ...

---
My brother and I were at our cousin’s farm. It had a very old farm house. We were digging holes for a new fence. At the bottom of a hole we found ...

---
I had been living at the new house for only a week when the letter arrived. It had strange stamps and was addressed to ...

---
Katelyn, TJ and I were at the shops. TJ ducked off into the toilets. Katelyn watched him, and when he was gone she grabbed my arm and said ...

---
I couldn’t sleep, so I got up and made a hot drink and turned on the TV. But every channel was the same. It was a man looking at the camera saying ...
Bridging the Gaps

ACTIVITY: ‘BRIDGING THE GAPS’

TIME: Approx. 15+ minutes
SIZE: Groups of three or four
SPACE: Two desks per group
RESOURCES: Several newspapers, one roll of sticky tape per group, ruler, scissors, cricket ball

The aim is for students to problem solve as a group.

The result should be first-hand appreciation of how important skills like good communication, helpful self-talk, and cooperation are to the functioning of successful groups.

1. Break the class into groups of three or four students.

2. Explain that each group must build a bridge between two desks using nothing but newspaper and tape. The bridge must span a 20 cm gap, it must be free standing (i.e. not taped to either desk) and must support the weight of a cricket ball. You may choose to limit the pages of newspaper to, say, 15 sheets per group.

3. Groups get five minutes to plan and then five minutes to construct their bridges. Start the clock! NB: The pressured mood can be enhanced by playing music, such as an orchestral march.

4. When 10 minutes have elapsed, give the groups one extra minute to decide a name for their bridges. Then, go around one-by-one with the cricket ball to test each bridge.

5. Commence class discussion.

DISCUSSION SUGGESTIONS

• How were responsibilities allocated within your group?

• What did you think about these decisions? How did they make you feel?

• What did you think about your group before the clock started? What did you think about your own abilities to achieve your task?

• What, if anything, went wrong within your group? Why did that happen? What could you have done differently?

• What went right? Why?

• What was your opinion of your group after the clock stopped?

• What did you learn about your own abilities?
DISCUSSION SUGGESTIONS

STILL IN GROUPS OF FOUR:
• What did the No.1s think was happening?
• What were the No.1s, and the other group members, instructed to do?
• How did each student think about the interaction (and consequently feel)?
• Did these feelings conflict with the behaviour instructions on the Action Cards?

WHOLE OF CLASS:
• What were the No.1s thinking and feeling? What were the Number 2s, 3s and 4s thinking and feeling?
• How did the other group members’ behaviour affect each group member?
• What did the group consider or do to exclude or include the No.1s?
• How did the interactions affect each member’s Sense of Belonging?
• How did individuals feel about the way they had to behave?
• Did different groups with the same scenario behave differently? Were there similar behaviour patterns between groups with different scenarios?
• What are some of the other reasons that people exclude people from groups (e.g. different looks, ethnicity, gender, skills, beliefs)? What are some mechanisms that groups use to exclude others (e.g. words, behaviours, reduced access to valued things)?
• What kinds of groups exclude others?
• When, if ever, is it acceptable to exclude others? Why/why not? When is it definitely not acceptable to exclude others?

ACTIVITY: ‘CAN I JOIN YOU?’

TIME: 10–15 minutes
SIZE: Groups of four
SPACE: Room to sit and move around
RESOURCES: Action Cards Group and No.1s (pp.64–65 or SenseAbility CD)

NB: You may need to monitor this activity closely to ensure that students do not take the instructions too far. Some students may be sensitive even to simulated rejection.

The aim is to quickly create a situation that impels students to behave in ways that trigger their Sense of Belonging. The result should be constructive discussion linking thoughts to behaviour and highlighting how important belonging and acceptance are to positive thoughts and feelings.

1. Break the class into smaller groups of four (minimum of three if numbers don’t divide evenly). Have students take note of the other people in their group.
2. Allocate each group a letter from the alphabet (i.e. A, B, C, D). Students in each group number off from 1 to 4. Ask all the No.1s to step outside, out of sight and earshot of the remaining group members.
3. Distribute to the groups inside their Action Card instructions. These instructions are lettered A, B, C, D, etc. to correspond with each group. Give the inside students adequate time to read and discuss their group approach to the instructions.
4. Go outside and give the No.1s their Action Card instructions. Give No.1s time to read and think briefly about their instructions, and then ask them to come back inside and rejoin their original groups.
5. Allow interactions to go on for no longer than a minute.
Can I Join You? – Action Cards (Group)

ACTION

Each group of participants should be lettered (i.e. Group A, Group B, Group C). Copy/print out these instructions and separate them along the dotted lines with scissors or guillotine. Distribute ONE to each group in accordance with their letter.

GROUP A
When the other member of your group tries to rejoin you, you are to speak in a different language so that the other person can’t understand you. You can make up your special language maybe using grunts and squeaks. If the person speaks to you, reply in your special language and show you cannot understand him/her.

Take notice of the group interaction: your own and others’ behaviour & reactions.

GROUP B
When the other member of your group tries to rejoin you, act indifferent and disinterested as if they have nothing useful to say or contribute to your group. If they try to engage you in conversation respond with a total lack of interest (look away, yawn, etc.)

Take notice of the group interaction: your own and others’ behaviour and reactions.

GROUP C
When the other member of your group tries to rejoin you, act genuinely welcoming, friendly and inviting (but not gushing and false). You are truly interested in this person and think they are someone you’d really like to include them in your group.

Take notice of the group interaction: your own and others’ behaviour and reactions.

GROUP D
When the other member of your group tries to rejoin you, act like the person is very important and of high status. You might not particularly like them, but want to make a good impression so suck up to them. If they ask about you, say: ‘No, no, I’m boring. Tell me more about you!’

Take notice of the group interaction: your own and others’ behaviour and reactions.

GROUP E
When the other member of your group tries to rejoin you, make sure you seem to all be enjoying a conversation. When the other person arrives, stop talking. Don’t engage them in conversation and don’t resume your own talking, giving the strongest hint that you want them to go.

Take notice of the group interaction: your own and others’ behaviour and reactions.

GROUP F
When the other member of your group tries to rejoin you, your job is to treat them as someone that you don’t know well. You’ve heard some positive and some not-so-good things about them. You want to suss them out and make up your own mind if they are the kind of person you want joining.

Take notice of the group interaction: your own and others’ behaviour and reactions.

GROUP G
When the other member of your group tries to rejoin you, you are to be falsely friendly with the intention that you want them to go away ASAP. Smile politely at everything they say, and laugh affectedly if they try to be funny. But do not encourage them to stick around.

Take notice of the group interaction: your own and others’ behaviour and reactions.

GROUP H
When the other member of your group tries to rejoin you, you are to act really put out. It is as if their appearance has really ruined your day, even though you’re not prepared to say this in so many words. Keep responses polite, but short and sharp.

Take notice of the group interaction: your own and others’ behaviour and reactions.

GROUP I
When the other member of your group tries to rejoin you, you are to act as if you haven’t seen them in ages but are genuinely delighted to see them. You’ve been thinking about them in their absence and are truly glad they’re well. Tell them it is so good to see them!

Take notice of the group interaction: your own and others’ behaviour and reactions.
ACTION

Copy/print this sheet out and cut along the dotted lines with scissors or guillotine. Once the No.1s are separated from their groups, give each No.1 participant a copy of these instructions.

No. 1
You are to rejoin your group and introduce yourself as if you don’t know anyone. Try to find out one thing about each of the other people in the group that you will be able to remember and report back to the class.

When you rejoin your group take notice of the group interaction: your own and others’ behaviour & reactions.

No. 1
You are to rejoin your group and introduce yourself as if you don’t know anyone. Try to find out one thing about each of the other people in the group that you will be able to remember and report back to the class.

When you rejoin your group take notice of the group interaction: your own and other’s behaviour & reactions.

No. 1
You are to rejoin your group and introduce yourself as if you don’t know anyone. Try to find out one thing about each of the other people in the group that you will be able to remember and report back to the class.

When you rejoin your group take notice of the group interaction: your own and other’s behaviour & reactions.
ACTIVITY: ‘ENTERPRISE’

TIME: 15+ minutes
SIZE: Groups of three to five
SPACE: Room for small groups to work around a desk
RESOURCES: Paper, pens

The aim is to draw attention to the different but complementary roles that individuals play in groups. The result should be an appreciation that one can maintain and foster individual strengths while being a valued member of a group.

1. Commence a short discussion about how successful groups are often made up of diverse people who share similar values but have different skill sets and strengths. Football teams need forwards, wingers and defensive players; armies need brave privates and experienced generals; the famous star ‘Starship Enterprise’ from Star Trek had a crew with many diverse or unique talents.

2. Break the class into groups of three to five.

3. Explain that each group has three goals:
   • to list the things their members have in common
   • to list the things that make them different from each other
   • to figure out a business – or enterprise – the group could start up that draws on their team’s unique talent combination.

4. Allow about five minutes for each of the first two goals, and longer for the third.

5. Wind up the activity and have each group select a spokesperson who will ‘pitch’ the group’s enterprise to the class as if selling it to a bank manager for a start-up loan.

6. After every group has pitched, commence class discussion.

DISCUSSION SUGGESTIONS

• What were you thinking at the start of the activity? Why did you think like that, and what did you feel?

• How easy was it to determine a) the things your group members have in common, and b) the things that mark you as distinct from your group?

• Did thinking helpfully open any creative doors? Why might that be?

• Did your skill set take on a new value when placed alongside the skill sets of your group mates? In what way?

• Did identifying strengths in yourself and others provide a different way of looking at things? How?

• For those who pitched to the class, how did you feel about talking to the class? Did having your group’s support help? How?
The Feature Article

ACTIVITY: ‘THE FEATURE ARTICLE’

TIME: >one hour
SIZE: Large groups or whole of class
SPACE: N/A
RESOURCES: As required

The aim is to have students work together to create a unified project.

The result should be an appreciation that belonging to a process can be as valuable as belonging to a group, and comes with its own responsibilities and requires its own skill sets.

1. Set the scene: the large group/class is going to create a feature spread – such as one might see in a weekend newspaper’s colour magazine liftout – about the Sense of Belonging in the school. This feature may be in the form of one large article that runs over a few pages; it may be made up of many smaller articles. Photographs, diagrams and illustrations can support the text. The final product will be laid out in a word processing program and printed out for distribution to the whole class (and even more widely if resources permit!).

2. Delegate tasks and roles. Help decide: Who will be reporters? Who and/or what will be the subjects? Who will decide the stories/content? Who will edit the stories? Who will set the copy deadlines? Who will interview and photograph the school soccer team, the debating team, and the staff about their Sense of Belonging? Can researchers go back through school records to see if there are former students from earlier decades who might be interviewed?

3. With the task underway, ask students to also monitor in themselves what being involved in this large task makes them think and feel.

4. Create the article, print it out, and come back together as a class to discuss the result and the process.

DISCUSSION SUGGESTIONS

• What did you think of the process when you first got your task? What do you think about it now? How do you feel about the finished product?

• What did you learn about a) your own Sense of Belonging, and b) about Sense of Belonging in people outside the class?

• How were decisions made during the process? Could this have been done better? Why/why not?

• What skills did you have to unexpectedly exercise during the process?

• What new things did you learn about yourself, or about Sense of Belonging, that you can apply in everyday life?
Give Me a Song

ACTIVITY: ‘GIVE ME A SONG’

TIME: 5–10 minutes
SIZE: Whole of class
SPACE: No special requirements
RESOURCES: A-B-C-D Model (p.56 or SenseAbility CD)

The aim is to allow students to experience a situation where their thoughts about an event affect their feelings. The result should be that students understand that they can control the way they think about events – including joining and belonging to groups – and therefore feel better and take more positive actions.

1. Tell your students that, to set the tone for Sense of Belonging, you are going to randomly pick four people from the class to stand up the front and sing the first two verses of a great song about belonging: ‘Advance Australia Fair’.*

2. Explain that they have three minutes to go over the lyrics in their minds. They are NOT to talk with their classmates in this time.

3. Pretend to be busy with notes/work but try to observe your students’ reactions.

4. After one minute has elapsed, stop your students (no one will be singing; this was an experiment to gauge students’ responses to a specific event but do not tell the class this yet).

5. Commence class discussion using the tables below.

LIST STUDENTS’ RESPONSES

6. On the board, draw up a four-column, five-line table. Label the first column ‘A: Event’ and write beneath it the only entry for that column: ‘Asked to sing in front of the class’.

<table>
<thead>
<tr>
<th>A: EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASKED TO SING IN FRONT OF THE CLASS</td>
</tr>
</tbody>
</table>

7. Label the third and fourth columns ‘Emotions’ and ‘Bodily Symptoms’ under the broader title ‘C: Feelings’, and ask students: What were you feeling during the activity minute (e.g. anxious, excited, angry, unconcerned)? What was happening to your body (e.g. increased heart rate, sweaty palms, tense muscles)? Write the various answers in columns three and four.

8. Label the fifth column ‘D: Behaviour’ and ask those same students: What were you doing during the minute (e.g. fidgeting, looking around at friends/others, avoiding eye contact with the teacher, etc.)? Write responses in column five.

9. Label the second column ‘B: Thoughts’ and ask the same students: What was going through your mind when you were told that you might have to stand up and sing (e.g. ‘This is unfair’, ‘This is exciting’!, ‘I’ll die of embarrassment’, ‘I’m good at singing’)? Write responses in column two.

* You can substitute another activity for this, so long as it is likely to evoke a wide range of reactions in your students.
EXAMPLE RESPONSES:

<table>
<thead>
<tr>
<th>A: Event</th>
<th>B: Thoughts</th>
<th>C: Feelings</th>
<th>D: Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASKED TO SING IN FRONT OF THE CLASS</td>
<td>I’LL MAKE A FOOL OF MYSELF</td>
<td>ANXIOUS</td>
<td>SWETTY</td>
</tr>
<tr>
<td></td>
<td>DON’T PICK ME!</td>
<td>EMBARRASSED</td>
<td>CHURNING</td>
</tr>
<tr>
<td></td>
<td>THIS IS STUPID/UNFAIR</td>
<td>APPREHENSIVE</td>
<td>PALE</td>
</tr>
<tr>
<td></td>
<td>I’M OK AT SINGING</td>
<td>ANGRY</td>
<td>KNOTTED STOMACH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ANNOYED</td>
<td>FLUSHED</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CALM</td>
<td>CLENCHED JAW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A BIT EXCITED</td>
<td>ALERT MUSCLES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HEART RATE UP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LOOK TO FRIENDS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FIDGET</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LOOK DOWN</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVOID TEACHER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GLARE AT TEACHER</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PROTEST</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WORK ON SONG</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PREPARATION</td>
</tr>
</tbody>
</table>

10. The table now completed, discuss briefly how there were some very different reactions among the class to the same event.

11. You can now explain that this was an experiment to gauge students’ responses to a specific event.

12. Project the A-B-C-D Model as an OHT or give students a printed copy and explain how people can think differently about the same event and consequently have different feelings and actions. In other words, it is not the event but your interpretation of the event that leads to emotions and behaviours; you can change your feelings by changing your thinking. Therefore, challenging unhelpful thoughts and generating alternative, helpful ways to think is an important way to help manage stress and curb unhelpful emotional reactions.

DISCUSSION SUGGESTIONS

- Highlight that a whole raft of different responses – anger, nervousness, excitement – all resulted from the one common event. What caused you all to feel and act in different ways was how you each thought about the event.

- Brainstorm some thoughts that might challenge unhelpful self-talk for this activity (e.g. ‘Maybe I’ll actually come up with something good’ or ‘At least I’m not the only one, we’re all in the same boat’). What feelings might these more helpful thoughts have resulted in?

- Brainstorm some other real life instances where people might have a variety of reactions to the same event. Try to predict the likely feelings and actions that result from various ways of thinking. Which thoughts would be helpful, and which would be unhelpful to the situation? Which thoughts would be most beneficial to the person’s overall goal (e.g. to be happy; to do a good job)?

- Brainstorm a list of events that have the potential for you to feel stressed and may deter you from interacting with others (e.g. stumbling in front of peers, asking someone for a date, trying out for a sports team). But remember the amount of stress and anxiety you feel is linked directly to how you think about the event. This is because unhelpful thoughts have the potential to stop us either joining new groups or contributing effectively as possible to groups we already belong to. So, changing the way you think is the most effective way to control your feelings and actions, and thus reduce stress and anxiety.

- If any student would like to sing, now is a good time to do so.
How are They Coping?

ACTIVITY: ‘HOW ARE THEY COPING?’

TIME: 10 minutes a day over several days
SIZE: Individuals or small groups
SPACE: N/A
RESOURCES: Newspapers, periodicals, online news website printouts

The aim is for students to exercise skills in order to work as a productive member of a group.
The result should be constructive discussion about what ‘makes’ a group and how individuals can add value to a group through their actions and life experiences.

1. Allocate to students (or allow students to choose) a personality likely to appear in the news over the next few days or weeks (depending on timeframe) e.g. a politician, a football player or swimmer, a musician or a lobbyist. Ensure the subjects are members of some sort of group, e.g. a band, a political party or interest group, a comedy troupe, a sporting team, or even a crime family.

2. Students collect articles in periodicals and newspapers/news sites about their chosen subject over a number of days.

3. Next to each clipping, students write a few short paragraphs about how the event in the news article might be affecting the subject's Sense of Belonging e.g. if the subject is a footballer, something he has done may have put his place on the team in jeopardy; if she is a politician, her actions may have brought her party some moment of glory or brought it into disrepute. They should write what their subject might have felt about how his/her actions affected the group that he/she belongs to, and also how the members of his/her group might feel about those actions. They should consider how alternative ways of thinking may have resulted in different actions.

4. If the students follow the subject over the course of a number of days or weeks, consider asking students to chart the progress of their subject's Sense of Belonging, rating it from strong to weak.

5. Consider having students present their summaries to the class in the form of a short talk.

DISCUSSION SUGGESTIONS

• How would you describe the subject's Sense of Belonging? Why?

• What actions affected their Sense of Belonging?

• What might they have been thinking and feeling in order to take that action?

• How might they have acted differently? How would those different actions impact on their group?

• If you were part of your subject’s group, what would you be thinking and feeling about the subject?

• Did the subject’s actions make the group more or less cohesive? Why?

• Were/are there any situations in your own life that are similar to the one described in the article you analysed? What did you learn from that experience?
DISCUSSION SUGGESTIONS

• What did you think and feel when you were told your role in the game? Why?

• What were your thoughts about others in the game? How did your thoughts about those like you (i.e. those on your side) and those not like you (i.e. on the opposing team) affect your feelings about them?

• What did you want to do through the game?

• What did you think and feel about your teammates when things went well? What did you think and feel when you started losing teammates? What did that make you think about the opposing team’s members?

• What physical reactions did you experience during the game? Did they change at certain stages? Why might that be?

• What reactions did you see in other game players (e.g. excitement, disappointment, frustration)? What thoughts might have led to those reactions?

• This is very much a game of chance, and life can also take strange and sudden turns. How can you keep your Sense of Belonging strong despite life’s ups and downs?
Hunters & Predators – Instructions

ACTION

Read carefully prior to commencement of the activity.

HUNTERS AND PREDATORS

You will need a deck of playing cards to help establish the roles that students will play in the game.

Form the group into a seated circle and establish a quiet, concentrating mood.

Have students choose a playing card each. They are to keep it secret and are not to show or reveal their card to anyone else.

Explain the various roles:

- Anyone holding an ACE is a Predator. In daylight hours, Predators appear just like everyone else, but at night they cleverly choose other players to kill and eat.
- Anyone holding a KING is a Hunter. Hunters have the weapons to destroy predators.
- Anyone holding a QUEEN is a Doctor. Doctors have the skills to protect and save anyone who might be attacked by a Predator.
- All OTHER card holders are Villagers. They wish to identify and eliminate the Predators.
- The TEACHER plays the Timekeeper, in charge of Day and Night and all that happens therein.

How it works: There are two major phases to the game: Night and Day.

NIGHT

Timekeeper: It is night, and it is time to sleep.
Everyone closes their eyes.

Timekeeper: Predators, wake up and choose your victim.
Predators open their eyes. They silently agree, by pointing and nodding, on the person who will be their victim.

Timekeeper: Predators, sleep.
Predators close their eyes.

Timekeeper: Hunters, wake up and choose your quarry.
Hunters open their eyes. They silently agree and point out a person who they suspect is a Predator. If they are correct, the Timekeeper nods. If they are incorrect, the Timekeeper shakes his/her head.

Timekeeper: Hunters, sleep.
Hunters close their eyes.

Timekeeper: It is dawn. Everyone can wake up.

DAY

The Timekeeper announces the name of the person who the Predators successfully killed (unless the Doctors correctly selected the same person to protect). That victim must retire silently from the circle. If the Hunters were correct in identifying a Predator, the Timekeeper announces that Predator’s name, and he/she must silently leave the circle. The Villagers – including Predators, Hunters and Doctors (remember, everyone’s role is a secret) – can now nominate ONE person on suspicion of being a Predator. The accused can argue his or her innocence, but a majority vote (50% or more) means that person must silently leave the circle (having, perhaps, been burned at the stake!).

Another round of Night and Day commences. The game continues until all the Predators have been eliminated (so the Villagers win), or the Predators have eaten everyone else (and so they win!).
If I Were in Charge

ACTIVITY: ‘IF I WERE IN CHARGE’

TIME: 5–15 minutes
SIZE: Individuals
SPACE: Room to sit and write
RESOURCES: Activity Sheet (p.74 or SenseAbility CD)

The aim is for students to consider the qualities and skills that characterise a good group leader.
The result should be an appreciation of the skills that group members – particularly leaders – need to exercise in order for groups to function effectively and rewardingly.

1. Guide a discussion about groups and how many of them have leaders. Perhaps make a brief list of examples of particular leaders and what roles they play in their groups (e.g. political parties, families, sports teams, charity organisations, businesses, spiritual groups) Discuss how members of these groups express either support of or disappointment in their leader’s skills.

2. Distribute the Activity Sheets, one per participant.

3. Ask participants to consider a group they might already be a member of, or might like to be a member of. Now ask them to fill out their Activity Sheets, which state:

   If I were leader of ................................................
   I would ..............................................................
   because ............................................................

4. Have students who feel comfortable doing so share their statements with the class.

DISCUSSION SUGGESTIONS

• What are some qualities that typify a good leader? (Consider listing on the whiteboard.)
• What are some qualities (or failings) that typify a poor leader?
• Are leadership skills often possessed by more than one member of a group? Are these skills innate, or can they be learned?
• How important to leaders is the support of fellow group members? Why?
• What group(s) would you like to lead? Why?
• When might it be better not to be the leader of a group? Can you think of some examples?
• Make a list of your own leadership skills – are there some you have strongly, and some you might consider building?
ACTION

Copy/print one page per two students, divide safely along the dotted line using scissors or guillotine.

IF I WERE IN CHARGE...

If I were the leader of .................................................................

I would ..................................................................................

because ..............................................................................

.................................................................

IF I WERE IN CHARGE...

If I were the leader of .................................................................

I would ..................................................................................

because ..............................................................................

.................................................................
My Orchard

ACTIVITY: ‘MY ORCHARD’

TIME: 15+ minutes
SIZE: Individuals
SPACE: No special requirements
RESOURCES: Pens, paper

The aim is for students to consider the groups that they belong to, and what belonging to those groups means to them.

The result should be an appreciation that people belong to many diverse groups, that they have different roles in some of those groups, and they get different things from feeling part of these groups.

1. Students will be drawing an orchard of trees. Each tree will represent a group that the student belongs to.

2. Every tree will have a trunk, roots, branches, leaves and fruit or flowers, all of which can represent different things. For example, a student might draw one tree that symbolises her soccer club, with the roots representing the history of that club; on another tree symbolising her family, a student might represent herself as one of the fruit or flowers; on yet another representing her close circle of friends, she is a root and the fruit are laughter and good times shared. Thorns might represent challenges.

3. Consider limiting the number of trees that students draw, depending on time available.

4. Have students prepared to share their work show it to other students during discussion.

DISCUSSION SUGGESTIONS

• Were you surprised by the number of groups you feel you belong to?

• How would you describe your orchard? Diverse? Rich? Tangled?

• How are groups like trees (e.g. living organisms that can grow or whither)? How are all parts of trees and all members of groups important to the whole?

• Did the process of thinking about the groups you belong to alter the way you think and feel about any of those groups? In what way? Why?

• Why is it valuable to regularly think about the groups you belong to, and their importance to you?
ACTIVITY: ‘MY VERY WORD’

TIME: 15+ minutes
SIZE: Groups of four to eight
SPACE: For small groups to work
RESOURCES: Index cards, thick pens, pens and paper

The aim is for students to work quickly together as a group.
The result should be an appreciation that each student can bring something important to a group, and also a firmer understanding of group dynamics.

1. Break the class into groups of six or thereabouts – try for equal numbers in each group.
2. Give each group two minutes to name themselves and work up a quick war-cry or chant, and try it out.
3. Distribute five index cards per person. Have each team member choose and write five letters from the alphabet (one letter per card) without showing his/her teammates. Have students keep them hidden for the moment.
4. Each group now pools together its cards, and group members must work out as many words as possible from their collected cards, writing them down on a master sheet. Set a time limit (five minutes should suffice). Scoring is one point per word; you may opt to give extra points for longer words and no points for plurals.
5. As a variation, you may allow each team to swap four unwanted letters with four letters from a rival group.

DISCUSSION SUGGESTIONS

• What went through your mind as you were choosing your letters? Were you thinking about the group? Or what the group might think of you? How did those thoughts make you feel?
• What did you think about your group members? What did you think about the other (competitor) groups? How did those thoughts affect your actions?
• How were roles divided in your group? Was there a natural leader? Were tasks delegated, or did everyone share duties equally? Did your system work, or would you change it? Why/why not?
• Were there conflicts in your group? If so, how were they resolved? If not, why not?
• What strengths did you bring to the group?
• How is this activity like real life? What circumstances can we be thrown into where we have to make the most of what we’ve got by working together? What circumstances or events would be easier to handle as part of a group? Why?
ACTIVITY: ‘NATURAL SELECTION’

TIME: 10–15 minutes
SIZE: Whole of class
SPACE: Clear space for students to mingle
RESOURCES: Slips of paper, pens

The aim is for students to consider certain qualities or values they possess, and to seek these out in other people to form a like-minded group.

The result should be an appreciation of the importance of belonging to a group comprised of members with the same qualities/values.

1. Ask students to consider: if they were not human, what kind of animal or living thing would they see themselves as most like?
2. Have them write their choice down on a slip of paper (as proof!) and place their slips in their pockets.
3. Instruct the participants that they are to now mingle around in an attempt to find others like themselves to form a herd, pride, pod or flock. You can choose whether they ‘stylise’ their performance as animals and use human speech, or if they try to act as much like their animals as possible and use sounds to find one another. Note that lions might try to eat zebras, and sharks might jump at parrots! Allow no more than 10 minutes for this interaction.
4. Stop the activity. Commence discussion.

DISCUSSION SUGGESTIONS

• What criteria did you use to select your animal type? Why that animal?

• What were you thinking at the start of the exercise when you were told you had to mingle? How did you regard the other students? What did that make you feel?

• How did you feel when you found one or more ‘animals’ like yourself? Why?

• If you didn’t find anyone like yourself, why not? What did that make you think and feel?

• How are animals like the one you chose rewarded for being part of a group?

• Humans no longer need to band together for safety against sabre-toothed tigers – so what, instead, do we modern humans ‘get’ from the groups we form?
Noise in the Night

ACTIVITY: ‘NOISE IN THE NIGHT’

TIME: 15+ minutes
SIZE: Whole of class
SPACE: No special requirements
RESOURCES: Whiteboard

The aim is to revisit the A-B-C-D Model in a different way. NB: An alternative is to select Helpful Thinking & Self-talk, Unit 1, from the Essential Skills Module, where this activity is supported by a DVD clip.

The result should be a firmer understanding that while we cannot control all events, we can control the way we think about them, and consequently how we feel about them and what we do as a result.

1. Draw up a blank table including the column headings (see example below).
2. Explain the scenario: you are home alone in bed. It is dark and quiet. Suddenly, you hear a loud, unexpected noise.
3. Under ‘Event’ write in ‘Strange noise in the night.’
4. Ask questions in the following order, writing responses in the table:
   I. How do you feel?
   II. What are your physical symptoms?
   III. What do you do?
   IV. Why did you do that (i.e. what were you thinking)?

EXAMPLE RESPONSES:

<table>
<thead>
<tr>
<th>EVENT</th>
<th>THOUGHTS?</th>
<th>FEELINGS</th>
<th>SYMPTOMS?</th>
<th>DO?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strange noise in the night</td>
<td>I HATE BEING ALONE</td>
<td>ANXIOUS</td>
<td>CLAMMY</td>
<td>Look for mobile phone</td>
</tr>
<tr>
<td></td>
<td>THIS IS DANGEROUS</td>
<td>SCARED</td>
<td>HEART POUNDING</td>
<td>Pull blankets over your head</td>
</tr>
<tr>
<td></td>
<td>IN ALL ALONE!</td>
<td>APPREHENSIVE</td>
<td>PALE</td>
<td>Listen intently</td>
</tr>
<tr>
<td></td>
<td>SURELY IT’S NOTHING</td>
<td>SILLY</td>
<td>FLUSHING</td>
<td>Tell yourself not to be silly</td>
</tr>
<tr>
<td></td>
<td>IT MIGHT BE A BURGLAR</td>
<td>CURIOUS, ANGRY</td>
<td>ALERT</td>
<td>Grab cricket bat</td>
</tr>
</tbody>
</table>

NB: This represents an ideal example where responses about feelings and actions are lined up to be consistent with relevant thoughts (e.g. apprehensive and pale, and listening intently, are results of the thought, I’m all alone!). Since your students will generate responses in a more haphazard fashion, you may not be able to ‘line up’ associated thoughts, feelings, and actions so neatly. Don’t be concerned; what is important is that students understand, and you emphasise, the thoughts–feelings–actions link.

Draw up a second blank table with the same headings.
5. Explain that NOW you hear the same noise, but this time you know it is the neighbour’s dog that often comes out this time each night to rummage in the garbage bin.
6. Ask the same questions in the same order, writing sample responses in the columns, e.g. Feel? Annoyed. Symptoms? Slight flush. What do you do? Fume about the neighbour. Why did you do that (i.e. what were you thinking)? For example ‘I’m sick of that dog and I must talk to my neighbour about it.’
7. Highlight that a whole raft of different responses – nervousness, anger, excitement, etc. – all resulted from the one common event. Emphasise again the thoughts–feelings–actions link.

DISCUSSION SUGGESTIONS

• Take on the thought ‘There’s a burglar in my house!’ and consider how that thought makes you feel; now challenge that thought, changing it to ‘I’m sure it’s just that rotten dog.’ Does this second thought result in different feelings?
• Brainstorm some other real-life instances where people might have a variety of reactions to the same event.
• Brainstorm a list of events that have the potential to cause stress and anxiety (e.g. sudden illness, exams, asking someone for a date, auditions or sports tryouts). But remember the amount of stress and anxiety you feel is linked directly to how you think about the event. So changing the way you think is the most effective way to control your feelings and actions, and thus reduce stress and anxiety. If time permits, brainstorm some potentially helpful self-talk for some of these generated events.
DISCUSSION SUGGESTIONS

- What did you think about your group before the activity started? What did you think about your own role in the group? How did that make you feel (e.g. anxious, excited, scared)? What did you do as a result (e.g. try hard, not try at all)?

- What did the sailors think about their Odysseus? How did they feel about him/her?

- What did Odysseus think about his/her place in the group, as both leader and burden? What did he/she do as a result?

- What did the Cyclops think about being blind? What skills did they have to draw on? What did knowing that everyone else on your team was blind, too, make you think and feel?

- What strategies did each side use to achieve their goal?

- How could you have worked differently as a group to be more effective? Would choosing people with different skill sets to do different things have helped?

- In what ways are this activity like situations in real life?
Our Club

ACTIVITY: ‘OUR CLUB’

TIME: 15 minutes a week for four weeks
SIZE: Groups of six to 10
SPACE: N/A
RESOURCES: Nil

The aim is for students to enjoy working together as a team.
The result should be an appreciation that everyone has strengths and weaknesses, and that groups are strengthened when individual talents are exercised to their best potential.

1. Break the class into groups of six to 10. It is a good idea if the members of these groups don’t all know each other well.
2. Explain that these new groups are going to become social clubs. Have the groups come up with names for themselves.
3. Each group works out something unusual that its members all have in common (e.g. they all live west of the school, all like Vegemite, or all love Funniest Home Videos).
4. The groups have two things to do: 1) set a goal that involves every member; and 2) to meet once a week somewhere NOT in the current class for a minimum of 15 minutes. The goal could be to put on a function (e.g. a ‘Spread the Veg Day’ where the group hands out free Vegemite sandwiches).
5. Individuals are to keep a week-by-week diary to record how they feel about belonging to this group. Students should note: If they feel included and good, why? If they feel a bit left out, why? How could they reinforce or change those feelings?
6. At the end of the allocated time span (i.e. after all the groups’ goals have been completed) conduct a class discussion.

DISCUSSION SUGGESTIONS

• What did you think about your group when it first formed? What do you think about it now? How have your feelings about the group changed (if at all) and why?

• How was the goal agreed and tasks allocated? Was there a leader? If so, how was he/she chosen? If not, how were decisions made?

• How were conflicts resolved?

• What made your group special?

• Did you feel that you were a valued part of your group? Where did those feelings come from?

• Was having a goal important to group cohesion? Why/why not?

• Will your group continue to meet even though the goal was met? Why/why not?

• How important was it to have something in common? Why might that be?

• What skills did you learn that you can apply in everyday life?
ACTIVITY: ‘OUR LEGISLATION’

TIME: 15+ minutes
SIZE: Groups of two to four
SPACE: For small groups to sit and work
RESOURCES: Pens, paper

The aim is for students to think about the rules which govern successful groups. The result should be an appreciation that rules reflect value systems held generally by the majority of group members.

1. Discuss briefly the value systems from which most common laws arise.
2. Break the class down into groups of two to four, preferably by a random system.
3. Groups have five minutes to agree on a rule or law (including, at your discretion, school rules) they think should be written or re-written.
4. Allow another five minutes for groups to draft their new ‘legislation’ that they can put to the ‘House’ (larger group/class).
5. Each group puts their proposed new ‘legislation’ before the ‘House’ (class). As each group does so, ensure that consequences are considered (e.g. material costs and social costs, benefits).

DISCUSSION SUGGESTIONS

• Every group – from those as big as a whole country to as small as a dating couple – must abide by written and/or unwritten rules in order to prosper. How did the laws proposed during the activity reflect the values of a) the small group members and b) the whole class?

• Why did the laws that got voted in by the ‘House’ succeed?

• Why did the laws that got voted down by the ‘House’ fail?

• How are laws made/amended in our country?

• How are/were laws made/amended in other countries/times in history?

• What happens when we as individuals don’t abide by laws of social relationships? What are the possible consequences?

• How do laws increase or decrease our Sense of Belonging to a group?
Our Little Dilemma

ACTIVITY: ‘OUR LITTLE DILEMMA’

TIME: Approx. 10 minutes
SIZE: Groups of four or five
SPACE: Room for small groups to work around a desk
RESOURCES: 30–50 piece jigsaw or Picture Puzzle (p.83 or SenseAbility CD), one envelope for every group of four or five students

The aim is for students to experience the dynamics of a group environment.
The result should be that students gain an appreciation of the roles that they can play in groups, and that small groups can themselves play important roles in larger groups.

1. Calculate how many groups of four or five your class will divide into, then break your jigsaw puzzle into that number of separate envelopes (e.g. if you have six groups, distribute the 30-piece jigsaw puzzle into six envelopes each containing five pieces).

2. Break the class into groups of four or five.

3. Allow a few minutes for each group to come up with a team name for itself, and a rhyming chant about why they are excellent. Quickly allow each group to try out its chant.

4. Give each group one envelope containing puzzle pieces. Explain that the aim of the activity is to assemble the puzzle in their envelopes as quickly as possible. However, each group must divide itself into two types of competitor: speakers (who can’t touch the puzzle) and assemblers (who can’t speak). Groups can apportion the ratio of speakers to assemblers as they see fit.

5. Tell the groups that they have two minutes to solve the puzzle and start the clock.

6. Groups should see after a minute that their puzzle isn’t going together well. Do not say anything! Eventually, students will realise the fact that there is only one puzzle distributed among the many groups, and all groups must work cooperatively to assemble the puzzle.

7. Stop the clock/activity. Commence discussion.

DISCUSSION SUGGESTIONS

• What did you think about the other groups before the clock started ticking?

• What did you think about your role in the group? How was it decided? How did that make you feel?

• What did you think and feel about the rest of your group mates?

• What were your thoughts when you realised the puzzle wasn’t going together? How did that make you feel? What did you do?

• Did you think and feel differently about the other groups after you realised that they were in the same boat as you? In what way?

• Have you ever felt this way in real life? What could you have done differently in that circumstance? Who might you have sought some help from?
ACTION

Copy/print onto paper and paste onto light cardboard. Cut around jigsaw pattern edges using scissors. There are 48 pieces to the puzzle: divide these so each group of four to five participants gets an equal number of pieces.
Please Step Outside

ACTIVITY: ‘PLEASE STEP OUTSIDE’

TIME: 15+ minutes
SIZE: Large groups of 10–12
SPACE: For large groups to sit and work
RESOURCES: Character Biographies Sheet, Scenario & Assessments Sheet (pp.85–86 or SenseAbility CD)

The aim is to place students in a simulated situation where they must balance self-interest against the good of the larger group.

The result should be an appreciation that belonging to groups is very complex, and group survival sometimes relies on difficult decisions that require the use of many skills.

1. Break the class into groups of 10–12.

2. Randomly assign a character (character biographies are provided in the following pages) to each student. Every character has strengths and liabilities. Also give every student a rating sheet.

3. Set the scene: Group/s are the last human survivors on the Jovian lunar outpost of Ceres 2; an explosion has destroyed the main building and the escape rocket. Your group is hunkered down in a smaller storage complex. While a mayday has been sent to Earth, it will be three years before a rescue mission arrives. There is only oxygen and supplies to support all your group for eighteen months, therefore half the group must be asked to ‘step outside’.

4. Groups must consider which characters should remain alive and which should go, using a rating sheet (provided in the next pages). Groups can decide by popular vote, or they can elect a leader to make decisions – it’s their choice.

5. There are no right or wrong answers – it is the process that is important.

6. Caution: some students could get very emotionally invested in their characters, so some shepherding and debriefing may be required.

DISCUSSION SUGGESTIONS

• How difficult was it to make those decisions? Why? What criteria did you use?

• How did people react (thoughts, emotions, physical symptoms) when their character’s life was being weighed in the balance?

• For people who were ultimately asked to ‘step outside’: think about the rest of your group? How did you feel?

• What skills needed to be employed by individuals in the group when making these decisions and pronouncements?

• What less dramatic, but comparably difficult, real-life situations is this activity like?
### Zhou Jiankui  
**Horticulturist**  
Jiankui designed and runs the Ceres 2 greenhouse which now grows herbs and vegetables. The greenhouse was damaged in the explosion but no one knows yet how badly.

### Silvia Bernadez  
**Air Quality Technician**  
Silvia’s skull was fractured in the explosion; she is in and out of consciousness and her prognosis is unknown. She is five months pregnant. A scan of the unborn baby reveals the boy to be unharmed.

### Dr Paul Haughey  
**Surgeon**  
Paul is a skilled plastic surgeon who left his lucrative private practice on Earth with an intention to capitalise upon his fame gained by serving on Ceres 2. Time here has revealed his previously hidden alcohol dependency.

### Yumi Hamada  
**Engineer**  
Although his specialty is servicing the remote controlled exploration vehicles, Yumi has good skills in hydraulics and zero-atmosphere welding. His lung cancer, from years of smoking, is in remission.

### Suresh Prajusha  
**Chemist**  
Suresh has degrees in biology and pharmacology, and was here investigating new minerals for drugs. Suresh was unsuccessfully tried for fraud five years ago – his case on Earth has been reopened while he was on Ceres 2.

### Dr Anne Coster  
**Psychologist**  
Anne specialises in two areas of care: trauma management and relationship counselling. She is also an excellent cook, despite losing the use of one arm in a boating accident as a child.

### Marija Vranes  
**Head Scientist**  
Marija was head of the science team at Ceres 2 and was effectively second in command after now-deceased Base Captain Dogan. She has excellent knowledge of the experiments conducted over the last 24 months.

### Tahar Manai  
**Pilot**  
Tahar was pilot of the short-range lander, used for exploration hops around the moon. This ship remains intact. He has the skills to pilot larger craft. He is also a gifted musician and singer, and his guitar is with him.

### Joshua Arkell  
**Chaplain**  
Joshua’s role at Ceres 2 was threefold: offering spiritual guidance, running the chapel/library, and acting as physical health instructor (he studied human movement before the seminary).

### Clement Davaux  
**Nurse**  
Clement ran the dispensary and worked with the station’s now deceased general specialty doctors treating minor wounds, checking for signs of radiation sickness, etc. Clement’s wife, the station chef, died in the blast.

### Dimitrios Gousis  
**Plumber**  
Dimitrios has great skill with hydraulics: he was on the team responsible for the main base’s water generation and septic systems. Dimitrios has Multiple Sclerosis but this doesn’t seem to affect his ability to work.

### Eko Subakir  
**Minerologist**  
Eko has unique knowledge about a previously unknown mineral recently discovered on the moon. This mineral could become an important element in sustainable fuel production for Earth’s citizens.
What Happened?
Your group represents the only survivors of an explosion at Ceres 2, a research base that has been operating on one of Jupiter’s moons for the last two Earth years. The accidental explosion destroyed the main base and the escape rocket. You have all managed to don your emergency suits and reached a smaller storage complex, which appears intact. However, the automatic blast doors will close in 30 minutes sealing everyone in OR out. A mayday was sent to Earth, but it will be three Earth years before rescuers arrive. A quick calculation reveals there are basic rations here for 10–12 people for 18 earth months, or for five to six people for three Earth years.

### DISASTER AT CERES 2

#### WHO SHOULD SURVIVE?

<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>WHY KEEP?</th>
<th>WHY SACRIFICE?</th>
<th>FINAL DECISION</th>
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<tbody>
<tr>
<td>Joshua Arkell</td>
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<td>Chaplain</td>
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<td>Silvia Bernadez</td>
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<td>Plumber</td>
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<td>Yumi Hamada</td>
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<td>Suresh Prajusha</td>
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<td>Chemist</td>
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<td>Eko Subakir</td>
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<td>Minerologist</td>
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<td>Marija Vranes</td>
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<td>Head Scientist</td>
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<tr>
<td>Zhou Jiankui</td>
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<tr>
<td>Horticulturist</td>
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ACTIVITY: ‘THE STRAW IN THE GLASS’

TIME: 10–15 minutes
SIZE: Groups of six or seven
SPACE: For small, standing circles
RESOURCES: Instructions (p.88 or SenseAbility CD)

The aim is to have students learn about the importance of trust between group members. The result should be an understanding that groups can offer protective environments for their members.

1. Note: Facilitators must read detailed instructions before starting.
2. Break the class into groups of around six.
3. Have the groups form circles in accordance with the instructions.
4. One at a time, every group member is going to get a chance to be the ‘straw’ (upright, eyes closed, body stiff) being gently moved around the inside of the ‘glass’ (the circle of his/her group members, arms outstretched to catch them and pass them around to other group members).
5. After everyone has had at least one turn as the ‘straw’, come together as a class for discussion.

DISCUSSION SUGGESTIONS

• What did students think and feel when they were cared for as the ‘straw’?

• How much effort did it take on everyone’s part to keep the straw moving? How much easier/harder would it be if the group were smaller or larger?

• Why is it important for the ‘straw’ to trust the group? What happens if he/she doesn’t surrender to the groups’ hands?

• What would happen if one of the ‘glass’ members failed to do what the group and the ‘straw’ expected of him/her?

• What happens when a group member fails to do what is expected? What are the consequences?

• In wider life, what groups do we place our trust in, in whole or in part? How do they earn our trust? What are our obligations in turn?
The Straw in the Glass — Instructions

For groups of six or seven students.

Note carefully: While this is a gentle activity, it is physical and carries risk of injury. Do not attempt this until the instructions are clearly understood by all participants.

Establish: A fun but respectful mood.

Overview: The groups will form circles, students standing shoulder-to-shoulder and facing into the circle, with one student in the middle. The group forming the circle stretch their arms out into the circle. The student in the middle becomes stiff as a board, closes his/her eyes, and lets him/herself lean into the others’ hands to be gently passed around.

Stance of circle members (aka ‘The Glass’): Feet shoulder width apart, with one foot in front of the other, arms outstretched and parallel with the ground, fingers loose, alert and ready.

Stance of middle participant (aka ‘The Straw’): Once the circle members are in position, the person in the middle places feet together, arms crossed pharaoh-style in front of their chest, body straight, eyes closed.

Gap: At the commencement of the activity, there should be only a few centimetres gap between the torso of The Straw and the circle of waiting hands of The Glass.

Technique: Do a practice round first. Once the circle members (Glass) and the middle student (Straw) are ready and confident, have dialogue to this effect:

Straw: I’m ready to fall. Are you ready to catch me?
Glass: We’re ready to catch you. Fall when you’re ready.
Straw: I’m falling.
Glass: Okay.

The Straw should never be leaning more than a few degrees – i.e. barely off-balance – and members in the circle shouldn’t be taking more than a few kilograms of strain. It should be easy for every student in the Glass circle to push the Straw to other waiting hands.

The activity: Once a practice round has gone well, the activity can progress with every member having a chance to become the Straw. Have the Straw passed around by the group for 30 seconds to one minute, enough to enjoy the sensation of surrendering his/her physical safety to the group. When the Straw has had enough, have him/her simply stand firmly, uncross arms, open eyes and thank the others.

Common sense: Be mindful to avoid significant height and weight disparities between students.

Ensure you allow time for fruitful discussion about the sensations experienced by students and the important role that trust plays regarding Sense of Belonging within an effective group.
ACTIVITY: ‘UTOPIA’

TIME: 30+ minutes
SIZE: Groups of five to eight
SPACE: For small groups to work
RESOURCES: Decisions to be Made Sheet (p.90 or SenseAbility CD)

The aim is to work together and make decisions that benefit the group.
The result should be an understanding that belonging to a group comes with obligations and responsibilities.

1. Break the class into groups of five to eight.

2. Set the scene: a terrible virus has swept across the globe, killing most of the population. In the mayhem, all of your old society’s technology was destroyed. Your team has rounded up a group of fellow survivors – around 100 – and has set up a makeshift village near fertile farmland equipped with basic, unpowered equipment (e.g. hoes, spades, buckets) that will allow you to survive. Each of you at the table has been elected to the survivors’ leadership team in charge of establishing a new society.

3. Distribute to each group a copy of the Decisions to be Made Sheet. Completing this sheet is the group’s objective. It asks the group to decide what roles they will play as leaders, what fundamental laws they will lay down to govern the survivors, what their short-, medium- and long-term goals are, and what lessons (good and bad) they have learned from living in the old (our present) society.

4. Allow a generous amount of time for this activity and then call the class together for discussion.

DISCUSSION SUGGESTIONS

• What decisions did groups arrive at? Which discussions were common to every group, and which were unusual? Why?

• How did each group arrive at decisions? What methods were used?

• How did each group make the most of the skills and strengths its individual members brought to the table?

• How important are rules to a functioning group, whether it’s a society, a family or a circle of friends?

• How constructive is it to have different personalities (with different outlooks and skill sets) in a decision-making group?

• What new things did individuals learn through the activity, either about themselves or about their group mates?

• What skills from this activity can be applied in everyday life? Why?

Taking it further: Read and discuss Isobelle Carmody’s science fiction series, the Obernewtyn Series.
**Utopia – Decisions to be Made Sheet**

**ACTION**
Copy/print one copy per group.

**Decisions to be Made**

**BACKGROUND**
A super virus has wiped out almost all of the word’s human population. All of the old society’s technology and infrastructure was destroyed during the crisis. You are among a small gathering of survivors numbering perhaps 100. You are safe in a makeshift village on fertile farmland; there is unpowered farm equipment, a small amount of food, plenty of fresh water, and a quantity of seeds.

Your group has been elected by these survivors to be the Leadership Team in charge of establishing a new society. Now there are some urgent decisions to be made.

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<th>WHAT ROLES WILL YOU PLAY?</th>
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**WHAT LAWS WILL YOU LAY DOWN?**

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**WHAT ARE YOUR GOALS?**

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**WHAT LESSONS HAVE YOU LEARNED FROM YOUR OLD SOCIETY?**

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**ACTIVITY: ‘WHY WE ROCK’**

**TIME:** 15+ minutes  
**SIZE:** Groups of three to five  
**SPACE:** Room for small groups to sit and work  
**RESOURCES:** Paper, pens

The **aim** is to give students the opportunity to exercise the skills that help them to work as a productive member of a group.  

The **result** should be fruitful discussion about what ‘makes’ a group and how individuals can add value to a group through their actions and their life experiences.

1. Break participants down into randomly selected groups of three to five (try not to allow friends to group together for this activity).
2. Allow approx. five minutes for members of each group to figure out something that they have in common: a unifying factor that will make them unique from the other groups e.g. favourite food, dream holiday destinations, preferred toothpaste.
3. Explain that each group is to devise an advertising campaign to ‘sell’ their group and its uniqueness. Each group has to create one or more of these marketing tools: a brochure, a radio advertisement and/or jingle, a TV infomercial script or a logo.
4. Allow 10 minutes for this.
5. Stop the clock and have each group quickly present its work to the class.
6. Commence discussion.

**DISCUSSION SUGGESTIONS**

- Was it easy or difficult for your group to find common, yet special, ground? What was your process?
- What did you think and feel about the group once you’d found your unique common point?
- How did you delegate responsibilities for the activity? What did you think about the choices made about who did what? How did you feel? What do you think others in your group thought and felt about this?
- Did everyone contribute equally? Why/why not? What did that make you think? What did you do as a result?
- How were any conflicts resolved?
- What did you learn about working as part of a team? What skills are most important?
- What are some real-life situations where you could use these skills?
- What are some advantage of trying to find common ground with people who may not initially seem ‘like you’?
The Word For Us

ACTIVITY: ‘THE WORD FOR US’

TIME: 10 minutes
SIZE: Pairs
SPACE: Room for small groups to work
RESOURCES: Paper, pens

The aim is to place students in a situation where they actively seek to bond to another person. The result should be an understanding that Sense of Belonging can be strengthened at a fundamental level by seeking out qualities in others.

1. Break the class into pairs – try not to put good friends together.

2. Both students in each pair are to try and identify a strength that their partner possesses (e.g. determined, polite, funny, attentive). This strength should be a single word. Allow two minutes for this, after which each pair should write down the two ‘strength summary’ words they’ve selected.

3. The pairs now need to come up with a portmanteau word that combines those two ‘strength summary’ words. A portmanteau word is one that blends two others to create a new meaning, such as advertorial, camcorder, Brangelina.

4. You may choose to allow pairs that are struggling to revisit their strength summary words.

5. After two minutes, allow willing pairs to share their portmanteau words with the wider class, and explain why it is such a good ‘word for us’.

DISCUSSION SUGGESTIONS

• Was it easy or hard to identify a strength in your partner? Why/why not? If you’d been asked to pick your own strength, would you have chosen the same one?

• Why do you think Sense of Belonging is strengthened when others identify your qualities?

• What were you thinking once you’d made your ‘word’? How did that make you feel?

• Did you feel differently about your partner at the end of the activity to how you felt about them at the start? In what way?

• Why are good and evocative names so important to groups (e.g. businesses, charity groups, military units, schools, and universities)? How do these strengthen Sense of Belonging in those groups?
Research References
for SenseAbility and Sense of Belonging

The SenseAbility Suite takes a positive skill-building approach which aims to enhance or encourage good mental health, emotional wellbeing, and resilience in young people. The program is grounded in evidence-based cognitive-behavioural principles that regard thoughts as central in influencing our feelings and consequent behaviour. Assisting young people to develop skills in monitoring and challenging unhelpful thoughts is, therefore, a core component of the program. To read more about the research evidence for the importance of cognitive elements in mental health and emotional wellbeing see the references listed below.

SenseAbility is also supported by a range of literature and research that attests to the role of the Six Senses – Self-worth, Control, Belonging, Purpose, Future and Humour – as fundamental to building emotional wellbeing and resilience. Supporting young people to build or enhance these senses may be more important now than ever before. As Eckersley recently wrote, ‘while young people are materially better off . . . social and cultural changes have made it harder for them to develop a strong sense of identity, purpose, belonging and security: in short, to feel life is deeply meaningful and worthwhile’ (Eckersley, 2008, p.2).

Like the other senses, Sense of Belonging plays an important role in good mental health and wellbeing. A strong Sense of Belonging has been associated with school retention (Schlosser, 1992), better health (Ross, 2002), and job satisfaction (Winter-Collins & McDaniel, 2000). A small sample of research articles supporting the importance of Sense of Belonging is listed below. For those who would like to read more on the evidence supporting the other Senses, please see the individual sense modules.

<table>
<thead>
<tr>
<th>Literature and research on cognitive-behavioural principles</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>A negative cognitive triad (negative view of the self, the world, and the future) is proposed to explain the development of depression and other mental health problems. Distorted or dysfunctional thinking is common to all psychological disturbance.</td>
<td>Beck, 1964, 1976, 1991</td>
</tr>
<tr>
<td>Adolescents with negative cognitions about themselves, their world, or the future were more vulnerable to depression.</td>
<td>Jaycox, Reivich, Gillham, &amp; Seligman, 1994</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Literature and research on positive psychology</th>
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<tbody>
<tr>
<td>A collection of individual papers that cover many broad areas on topics such as identifying strengths and subjective wellbeing.</td>
</tr>
<tr>
<td>An introduction to the area of positive psychology. An evaluation of interventions in positive psychology.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Literature and research on Sense of Belonging</th>
<th>References</th>
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</thead>
<tbody>
<tr>
<td>Proposed the ‘belongingness hypothesis’ – humans have a pervasive drive to form and maintain significant relationships and a sense of belonging is a buffer against loneliness.</td>
<td>Baumeister &amp; Leary, 1995</td>
</tr>
<tr>
<td>Students’ sense of belonging in class was related to expectations of academic success, school grades, intrinsic interest in school work, teacher ratings of student effort, and engagement and persistence with difficult academic work.</td>
<td>Goodenow &amp; Grady, 1993</td>
</tr>
<tr>
<td>Sense of belonging among first-year university students was predictive of academic persistence and retention.</td>
<td>Hausmann, Schofield, &amp; Woods, 2007</td>
</tr>
<tr>
<td>A strong sense of belonging to one’s church congregation was found to be associated with greater health satisfaction.</td>
<td>Krause &amp; Wulff, 2005</td>
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<td>Sense of belonging in school has been found to be a protective factor against drug abuse among adolescents.</td>
<td>Napoli, Marsiglia, &amp; Kulic, 2003</td>
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<td>Adolescents who reported a strong sense of belonging to their peer group exhibited significantly less internalising and externalising behaviours than peers who viewed their peer group as important but did not have a positive sense of peer group belonging.</td>
<td>Newman, Lohman, &amp; Newman, 2007</td>
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<tr>
<td>University staff who reported a stronger sense of belonging to their work team exhibited lower work stress, lower perceived stress and better physical health than colleagues with a lower sense of belonging.</td>
<td>Oldfield, McLaren, &amp; McLachlan, 2003</td>
</tr>
<tr>
<td>Sense of community belonging was positively associated with self-perceived health even after controlling for SES, health behaviours, stress, presence of chronic disease and other factors.</td>
<td>Ross, 2002</td>
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<tr>
<td>A vast body of research evidence supports the link between interpersonal relatedness and subjective wellbeing.</td>
<td>see Ryan &amp; Deci, 2001, for a review</td>
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<td>Students whose teachers placed greater emphasis on sense of belonging to school were more likely to continue in school.</td>
<td>Schlosser, 1992</td>
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<tr>
<th>Suggested reading</th>
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<tr>
<td>‘Creating a Sense of Belonging to Build Safe Schools’</td>
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<tr>
<td>‘The positive educational practices framework: A tool for facilitating the work of educational psychologists in promoting pupil wellbeing’</td>
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</tbody>
</table>
References

SenseAbility and Sense of Belonging


