

yes!



ALL•IN

A BOSTON VS. BULLIES PROGRAM ON BELONGING

Lessons About Belonging



BOSTON
VS
BULLIES

All In: Lessons About Belonging

All In is a new program from Boston vs. Bullies designed for students in grades 3 and 4 to promote their sense of belonging—in their schools and in their communities. The *All In* program leverages the power of sports, community, and teamwork to help kids feel included, respected, and connected—to make sure all kids feel like they belong.

When kids feel like they belong, they are *more likely* to feel better about themselves, get along with their peers, show respect and empathy for others, and succeed academically. They are *less likely* to exhibit negative behaviors such as bullying, low self-esteem, poor school attendance, depression, peer conflict, and violence.

This sense of belonging is central to safe and supportive learning environments. Kids who feel they belong have good relationships with teachers and other caring adults and contribute in positive ways to their classrooms and communities.

Unfortunately, many students do not experience that feeling of belonging. Recent declines in youth mental health combined with the effects of the pandemic—including spending less time in school and with peers—have exacerbated the problem.

The *All In* program activities and challenges help kids develop and strengthen the skills and strategies necessary to create a sense of belonging. The program is targeted at students in third and fourth grades who are just beginning to develop a sense of

belonging in their schools and communities. The activities and challenges can be adapted for younger and older kids. The program is designed for flexible use in schools and community programs.

The *All In* program supplements The Sports Museum’s other educational programs for kids: *Boston vs. Bullies* (an evidence-based bullying prevention program) and *Stand Strong* (a character development program). These two award-winning programs are aimed at students in upper-elementary and middle school. *All In* lays the groundwork for these programs. Learning the social-emotional skills that create a sense of belonging will help kids develop the skills and strategies essential for successful bullying prevention and character development.



All In Program Objectives

Specific objectives of the All In program include developing and strengthening skills in the five areas of social and emotional competence defined by CASEL (Collaborative for Academic, Social, and Emotional Learning <https://casel.org/>):

Self-Awareness

Social Awareness and Communication

Teamwork

Empathy



Social Problem-Solving



All In Program Lessons

The *All In* lessons let kids practice social-emotional skill development and positive peer interactions that lead to a sense of belonging. The five lessons offer age-appropriate activities and challenges in the five skill areas.

Each lesson takes about 30 to 45 minutes to complete and consists of a short introduction, questions to ask kids, one or two interactive activities, a wrap-up discussion, and one or two challenge activities.

The lessons get kids to practice social skills; interact with each other; discuss belonging with their peers, friends, and families; develop teamwork skills; and think about their own identities and concepts of belonging.



All In Facilitator's Kit

The *All In* Facilitator's Kit includes most of the items needed for the lessons, including this lesson guide, the activity and challenge worksheets, and the activity cards. There's a ball for passing around among kids so everyone has a turn to participate. There's also a Challenge Poster: When all kids in a class/group complete each challenge sheet, they can fill in the Challenge Poster to track their progress toward being a class/group that is All In. After all of the challenges are complete, your class/group can hang up their Challenge Poster certifying that the class/group is All In—a place where everyone belongs. In addition, the kit includes fun incentives to help kids stay excited about the program and reward them for their hard work.

Lesson materials are available free of charge by contacting us at bostonvsbullies@gmail.com. All worksheets and challenges are downloadable at www.bostonvsbullies.org.

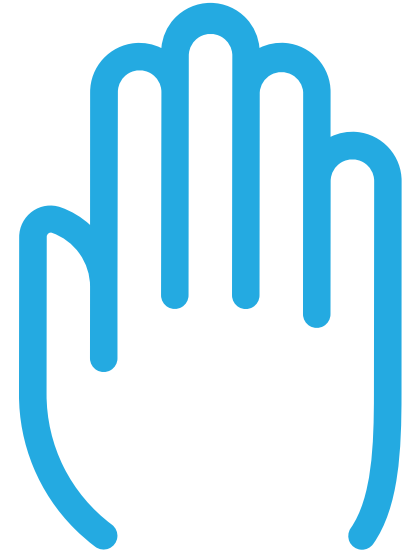


All In Pre-Program Quiz

Give this quiz to your students (individually) *before* you deliver the five lessons so that you can assess their sense of belonging. This quiz is available as a handout at www.bostonvsbullies.org.

I agree (not at all, a little, a lot) with these statements:

- I feel like I belong in my class/program.
- Kids here like me the way I am.
- I try to show respect for kids in my class/program.
- I try to include all kids in activities.
- I offer help when other kids need it.
- I ask for help when I need it.
- I try to make sure kids in my class/program feel like they belong.
- Most kids in my class/program feel like they belong.



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LESSON ONE:

Self-Awareness | *What is Belonging?*

Lesson 1 Objective

Support each student's identity and sense of belonging:

- Help kids identify something special about themselves: their strengths, interests (likes/dislikes), abilities, and culture.
- Help kids understand and define what belonging means to them.
- Help kids understand that belonging can mean different things to different kids.
- Help kids understand that everyone feels like they don't belong at times and that it's okay to feel this way.



TELL KIDS

Introduce the concept of belonging by explaining that everyone likes to have a sense of belonging—everyone likes to feel included and part of their classroom or program. Explain that the Boston vs. Bullies All Stars want kids to create a place where everyone feels like they belong.

ASK KIDS

- Do you think it's important for everyone to feel like they belong? Why or why not?
- Are you up for this challenge? Are you All In for this challenge?



VIEW ALL IN VIDEO

Show kids a five-minute video of the Boston vs. Bullies All Stars talking about how to help kids feel like they belong. You'll find a link for this video at www.bostonvbullies.org.

ASK KIDS

- In the video, what do the athletes say about helping kids feel like they belong?
- Think of a time when you felt like you belonged. How did it feel?
- Think of a time when you felt like you didn't belong. How did it feel?



ACTIVITY | Team Player Cards: All About Me

OBJECTIVE	Kids learn about each other, including likes, dislikes, family, background, and culture.
MATERIALS NEEDED	Sports cards and Lesson One Player Card Worksheet

Talk about how a player's sports card features an athlete along with important information about the athlete. Show kids examples of sports cards. Then, using the Lesson One Player Card Worksheet, ask kids to make a player card with a drawing (or photo) of themselves on the front and key words that describe them on the back.

The key words should answer these questions:

- What's my favorite sport or game?
- What's something that makes me special?
- What's my favorite tradition?

ACTIVITY | Belonging Motto

OBJECTIVE	Kids work together to create a motto for belonging.
MATERIALS NEEDED	Lesson One Belonging Motto Worksheet, poster board, colored markers

- 1 Get the class/group to agree on a definition for belonging, such as “When everyone feels included.”
- 2 Talk with the class/group about what is a motto and provide examples of mottos such as:
 - “Treat others as you want to be treated.”
 - “Everyone belongs.”
 - “Everyone deserves to be treated with respect.”
 - “There’s no I in team.”
 - “Teamwork makes the dream work.”
- 3 Have kids decide on a motto about belonging for their class/group. Tell kids that to make sure everyone feels included, they should:
 - Listen carefully to each other.
 - Discuss their ideas using kind, positive words.
 - Come to an agreement.
- 4 Have kids write the motto they chose on their Belonging Motto Worksheet.
- 5 Divide kids into pairs or small groups and have them write and illustrate the motto on poster boards. Display the posters around the classroom for all to see and remember.



WRAP UP

Discuss how it's important for all kids to feel like they belong. Ask kids, "Does belonging mean the same thing to all kids?" Talk about how kids shouldn't have to change who they are to be included. Acknowledge that everyone feels like they don't belong at times, and it's okay to feel this way. Explain that this program will help kids find ways to make sure everyone in the group feels like they belong.

LESSON ONE CHALLENGE

Assign partners and ask kids to teach their partner(s) something new. For example, it could be a song, how to draw something, a word from another language, how to shoot a basketball, or how to make their favorite snack.

Give kids about one to three days to complete the challenge. Have the kids record what they learned on their Lesson One Challenge Worksheet: *Teach Something New*. After all students have completed this challenge, record it on the class Challenge Poster.



LESSON TWO:

Social Awareness & Communication | *Talking & Listening*

Lesson 2 Objective

Encourage kids to get along (i.e., healthy and supportive relationships) and communicate effectively with each other:

- Provide kids with opportunities to talk and to listen.
- Provide kids with opportunities to get to know each other and make connections, including what makes each person the same and different.
- Help kids recognize how they can communicate without words.
- Introduce kids to how social media can impact their sense of belonging.

TELL KIDS

When each of us has a chance to talk and to listen, we get to know each other better. Talking and listening give us a chance to share different ideas and learn what’s important to each other. It can also help us feel that we are an important part of our class or group.

ASK KIDS

- What are some things we can do to make sure everyone has a chance to talk?
- What are some things we can do to be good listeners?

ACTIVITY | *Sharing & Listening*

OBJECTIVE	Kids learn and practice how to talk and listen in a group.
MATERIALS NEEDED	Ball
<ol style="list-style-type: none"> ① Tell the kids that they are going to have a group discussion about the idea of belonging and what could be done to make sure all kids feel like they belong. ② Pass around the ball, which will give each kid a chance to talk and to listen. ③ Provide kids with discussion starters that everyone can respond to, such as: <ul style="list-style-type: none"> • Something fun I did this week was... • I feel like I belong when... • One nice thing I did for someone this week was... • One thing I could do to help someone feel like they belong is... • How can you tell if someone feels like they don’t belong? What would their face or body look like? 	

WRAP UP

Ask kids, “How do you feel when someone listens to your ideas?”
 “How do you feel when someone *doesn't* listen to your ideas?”
 Talk about the importance of respecting others’ ideas even if they’re different from your own.

LESSON TWO CHALLENGE 1

Ask each student to interview a classmate, friend, relative, or babysitter about the concept of belonging. Have kids use these three questions for the interview:

- What makes you feel like you belong?
- What makes you feel like you don't belong?
- Do you think you need to change who you are to belong?

On the Lesson Two Challenge 1 Worksheet: *Belonging Interview*, have kids write down the interview responses. Give kids about one or two days to complete this challenge. After all students have completed this challenge, record it on the class Challenge Poster.

LESSON TWO CHALLENGE 2

Have kids look at the social media posts on the Lesson Two Challenge 2 Worksheet: *Social Media*. For each post, ask kids to decide:

- Does anyone look like they're left out?
- How can you tell?

After all students have completed this challenge, record it on the class Challenge Poster.



LESSON THREE:

Empathy | *Understanding & Celebrating*

Lesson 3 Objective

Create empathy and respect for others, including those with different abilities, backgrounds, and cultures:

- Help kids see things from other people's points of view.
- Help kids acknowledge and celebrate each other's strengths and achievements.
- Help kids understand that what they say and do has an impact on someone else.

TELL KIDS

Everyone has things they are good at doing and things they find hard to do.



ASK KIDS

- What is something that is easy for you to do or that you are good at doing?
- How does it make you feel when something is easy to do or you do something well?
- What is something that is hard for you to do?
- How does it make you feel when something is hard to do?
- Do kids sometimes make fun of someone who is having a hard time doing something? How do you think that makes them feel?



ACTIVITY | Story Talk

OBJECTIVE	Kids learn to understand that people have different strengths and weaknesses. Kids also learn to understand that what they say and do can have an effect, positive or negative, on another person.
MATERIALS NEEDED	Ball
<p>Read aloud a story to the class or group. You can choose one of your own or show the YouTube Video of a reading of <i>Better Than You</i> by Trudy Ludwig. Ask kids to think about the character from the story who is having a hard time and answer these questions:</p> <ul style="list-style-type: none"> • Why is that character having a hard time? • What is that character feeling? (Sad? Scared? Mad? Left out? Embarrassed?) • How do you know the character feels this way? • What made that character feel that way? • What could be done to help this character feel better? 	

WRAP UP

We all sometimes feel there are things we can't do. We all have obstacles that can get in the way, whether at school, at home, or during sports. Sometimes, that might make us feel like we aren't included. Being a good classmate or teammate means offering help when someone can't do something, when someone is struggling, or when someone doesn't feel included.

LESSON THREE CHALLENGE 1

Working in groups of two or three, ask kids to do something kind for their partner(s), such as write a nice note, tell a joke or funny story, or give a compliment. On the Lesson Three Challenge 1 Worksheet: *Story Making*, have kids write/draw about the kind thing they did and how their partner felt. After all students have completed this challenge, record it on the class Challenge Poster.

LESSON THREE CHALLENGE 2

Working alone or with a partner, have kids write their own stories about someone who is having a hard time. Start by having kids brainstorm and share story ideas. Have kids turn these ideas into a creative story using the guidance on the Lesson Three Challenge 2 Worksheet: *Showing Kindness*. After all students have completed this challenge, record it on the class Challenge Poster.

LESSON FOUR:

Social Problem-Solving | *How Can You Help?*

Lesson 4 Objective

Develop kids' understanding of social problems and options for responding:

- Help kids include kids with different needs, interests, styles, personalities, and capabilities.

TELL KIDS

Explain that being a good classmate or teammate means offering help when someone doesn't feel included.

ASK KIDS

- What are some things that might make kids feel like they don't belong? How can you tell if someone doesn't feel included?
- What are some things you could do if you see someone who doesn't feel included?
- If someone doesn't feel included, how does that affect the class or team?



yes!



ACTIVITY | Helpful Teammates/Classmates

OBJECTIVE	Kids learn how to intervene directly and indirectly in social situations. Kids learn how to help kids feel included who have different needs, interests, styles, personalities, and capabilities.
MATERIALS NEEDED	Lesson Four Social Problem-Solving Cards

- ① Have each kid select a card, read aloud the situation on the card, and answer the question: “How can I help?” Some cards ask kids to role play the situation.
- ② Using the cards, have kids talk about or role play different ways to respond as a helpful classmate or teammate. For example, they could say “Hi” and ask, “Would you like to play?” Or they could act out how to make changes to an activity to include someone who is having trouble participating.

Social Problem-Solving Cards

- Sarah feels sad when her mom is late picking her up from soccer.
- Mia is always the last person to be picked for the basketball team.
- Luca’s grandmother packs his lunch. He feels embarrassed because his lunch looks and smells different from all the other kids’ lunches.
- Victor reads slowly. Sometimes he has trouble following along in class.
- Oscar hurt his leg and has trouble getting around.
- Eddie likes unique clothes and listens to different music than most of his classmates.
- Mabel has trouble focusing in the morning and forgets to bring things to school.
- Mike is bothered by loud noises. He gets anxious and can’t focus when he hears them.
- Nicki has food allergies. She feels awkward when she gets special food at school.
- Ellis doesn’t like to speak in front of the class because he stutters.
- Nina forgot her glasses and can’t see the board at school.
- Matt is always moving fast. He finds it hard to focus.
- Lee usually doesn’t understand jokes.
- Jasmine is the best athlete in her school. Kids make fun of her because she is the only girl on the football team.

WRAP UP

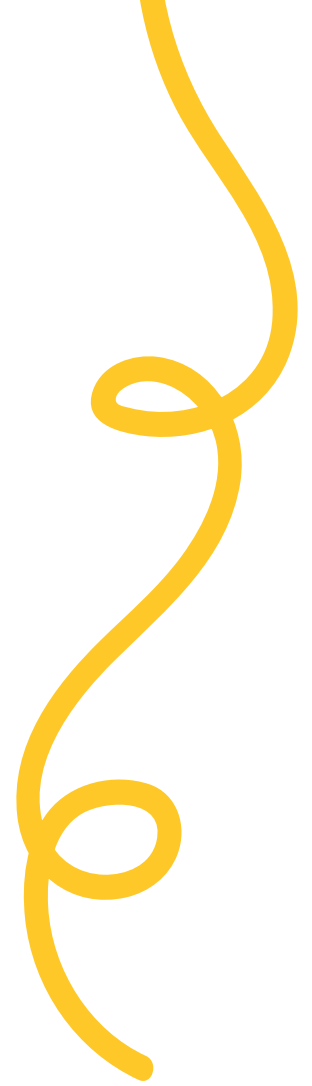
Talk about the importance of making sure that all kids feel like they belong. Talk about how sometimes kids need to adjust to include someone who has challenges. With your students, make a list of options for what to do if they see kids who seem to feel like they don't belong or kids who have challenges. Talk about how each person has different strengths and contributes in different ways. For example, a sports team is made up of players with different skills and abilities. Not everyone is fast or big or makes accurate throws. Working together, a team with different strengths can accomplish great things.

LESSON FOUR CHALLENGE 1

Ask students to find a classmate, friend, sibling, or neighbor who needs extra help. Ask them to use what they learned in this lesson to offer help. On the Lesson Four Challenge 1 Worksheet: *Helping*, ask kids to write about and illustrate how they offered help. After all students have completed this challenge, record it on the class Challenge Poster.

LESSON FOUR CHALLENGE 2

Ask kids to sit with someone at lunch whom they haven't had lunch with before. On the Lesson Four Challenge 2 Worksheet: *Lunchtime*, ask kids to write/draw about what happened. Give kids about one or two days to complete this challenge. After all students have completed this challenge, record it on the class Challenge Poster.





LESSON FIVE:

Teamwork | *Working Together as a Team*

Lesson 5 Objective

Promote kids working together as a team in a caring community:

- Help kids work as a team to make sure everyone feels welcome.
- Help kids work as a team to achieve a common goal.

TELL KIDS

Working together as a team, there's a lot we can do to make sure everyone feels welcome.

ASK KIDS

What are some things we can do as a group to make sure everyone feels welcome?

ACTIVITY | Helpful Teammates/Classmates

OBJECTIVE	Kids work together to determine the actions that will make sure everyone feels like they belong.
MATERIALS NEEDED	Lesson Five Team Contract Worksheet, poster board, colored markers

- ① In a group discussion, ask kids to choose five actions that they think will help kids feel like they belong.
- ② Ask kids to write these five actions on their Team Contract Worksheets. Ask kids to make a commitment to participate in these five actions. Explain that a contract is a commitment to be part of a team. This is their *All In* team contract.
- ③ Working in pairs or small groups, have kids write the five actions on a poster board and illustrate each action.
- ④ Display the posters for all to see and remember.

ACTIVITY | Role Play Belonging Actions

OBJECTIVE	Kids practice helping everyone feel like they belong using the five actions from their Team Contract.
MATERIALS NEEDED	Lesson Five Role Play Worksheet

① Hand out the Role Play Worksheet. Read aloud each situation and ask kids, “What could you do to help?”

- You and your friends walk by a group of kids and notice Jill is sitting by herself at lunch. What could you do?
- You and your friends walk by and notice José is sitting by himself at recess. What could you do?
- You are part of the top math group. You see that Petra is having trouble finishing a math problem. How could you help?
- You and your friends notice that Amy, the new kid in school, is having trouble making friends. What could you do to help?

② Remind kids to use the five actions from their Team Contract to figure out how to help. Discuss how helping in these situations can help kids feel like they belong.

WRAP UP

Talk about how, by helping others and working together as a team, we can make sure that all kids feel included and like they belong.



ACTIVITY | Community Service Project

OBJECTIVE	Kids work together to plan a community service project for their school or program.
MATERIALS NEEDED	Lesson Five Final Challenge Worksheet: <i>Community Service Project</i>

- ① Have kids brainstorm what they could do to make their school/program a more welcoming place. For example, they could plant flowers or a garden, make posters to welcome students, or do something special for younger kids.
- ② Using the Lesson Five Final Challenge Worksheet, have kids write/draw their idea about how to make their school/program more welcoming.
- ③ Have kids share their ideas with the class/group. Make a list of their ideas and decide as a group which project to do.
- ④ Working as a group, help kids plan their project by asking:
 - What is the goal?
 - What are the steps needed?
 - How will it help kids feel more welcome?

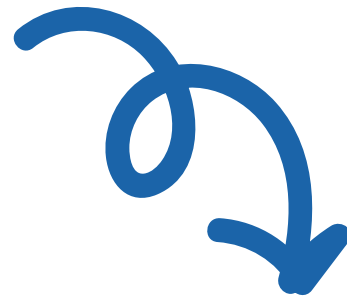
If possible, help the kids implement their project. After all students have completed the final challenge, record it on the class Challenge Poster.

FINISH LINE

When all the sections of the Challenge Poster are completed, your class/group will be officially All In. Hang up the *All In* poster certifying that your class is All In—a place where everyone belongs.

Play the “Congratulations” message from www.bostonvsbullies.org. Hand out the awards in the facilitator’s kit, and congratulate your students for being All In. Remind them that the awards symbolize their commitment to make sure everyone feels like they belong.





All In Post-Program Quiz

Give this quiz to your students (individually) *after* you deliver the five lessons so that you can assess their progress on their sense of belonging. This quiz is available as a handout at www.bostonvsbullies.org.

I agree (not at all, a little, a lot) with these statements:

- I feel like I belong in my class/program.
- Kids here like me the way I am.
- I try to show respect for kids in my class/program.
- I try to include all kids in activities.
- I offer help when other kids need it.
- I ask for help when I need it.
- I try to make sure kids in my class/program feel like they belong.
- Most kids in my class/program feel like they belong.



you did it!



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