

Building Belonging

Carol Bellamy Early Childhood Specialist (ECS)

Dr. Betsy McDougall Grantee Specialist (GS)



Head Start Regional TTA Network

RXI AIAN TTA



Head Start Regional TTA Network

Building Belonging Objectives

SECTION 1:

Defining belonging and its importance in the workplace.

SECTION 2:

An overview on bridging differences at your program.

SECTION 3:

Developing psychological safety at your program.

SECTION 4:

Creating team building rituals throughout your program.



NCECDTL's 5Rs for Early Learning Leaders



Responsive Relationships



Reasons



Resources



Reflective Dialogue



Recognition

Build **responsive relationships**, and promote a deeply unified culture by leading with authenticity, and behaving consistently with core values

What Is Belonging? What Does It Feel Like?

- Belonging is a feeling that results from being recognized and appreciated by others.
- It makes our life more meaningful.
- When you are accepted, you don't have to pretend to be someone else.



Why Is Belonging Important?

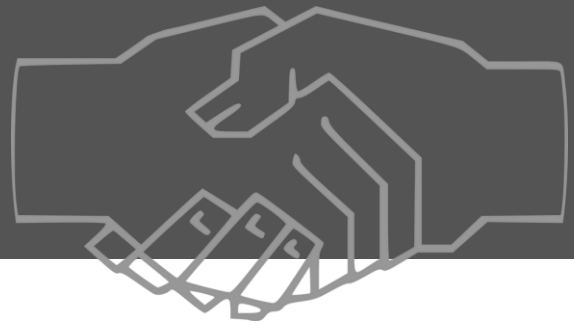
- Connection makes us feel safe, trusting, and collaborative.
- Strong personal connections build healthy teams.
- Healthy teams build better programs!
- Linked to a 56% increase in job performance, better outcomes, and a healthier workplace culture.
- **Makes people want to STAY!**



How Does Belonging Work?

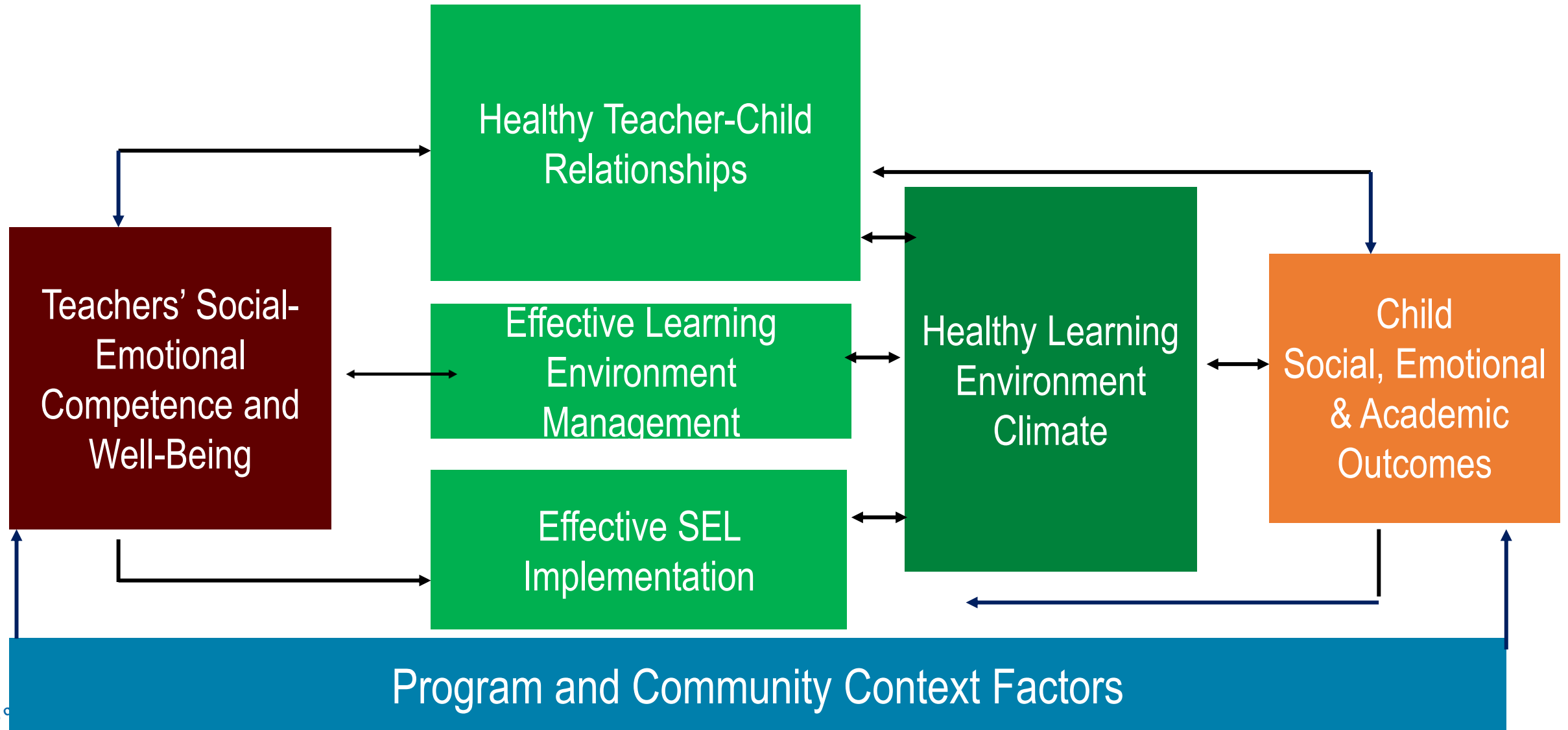
When we experience a sense of belonging, our body activates happy hormones that promote happiness, pleasure, and even love

**Trust and
collaboration
increase**

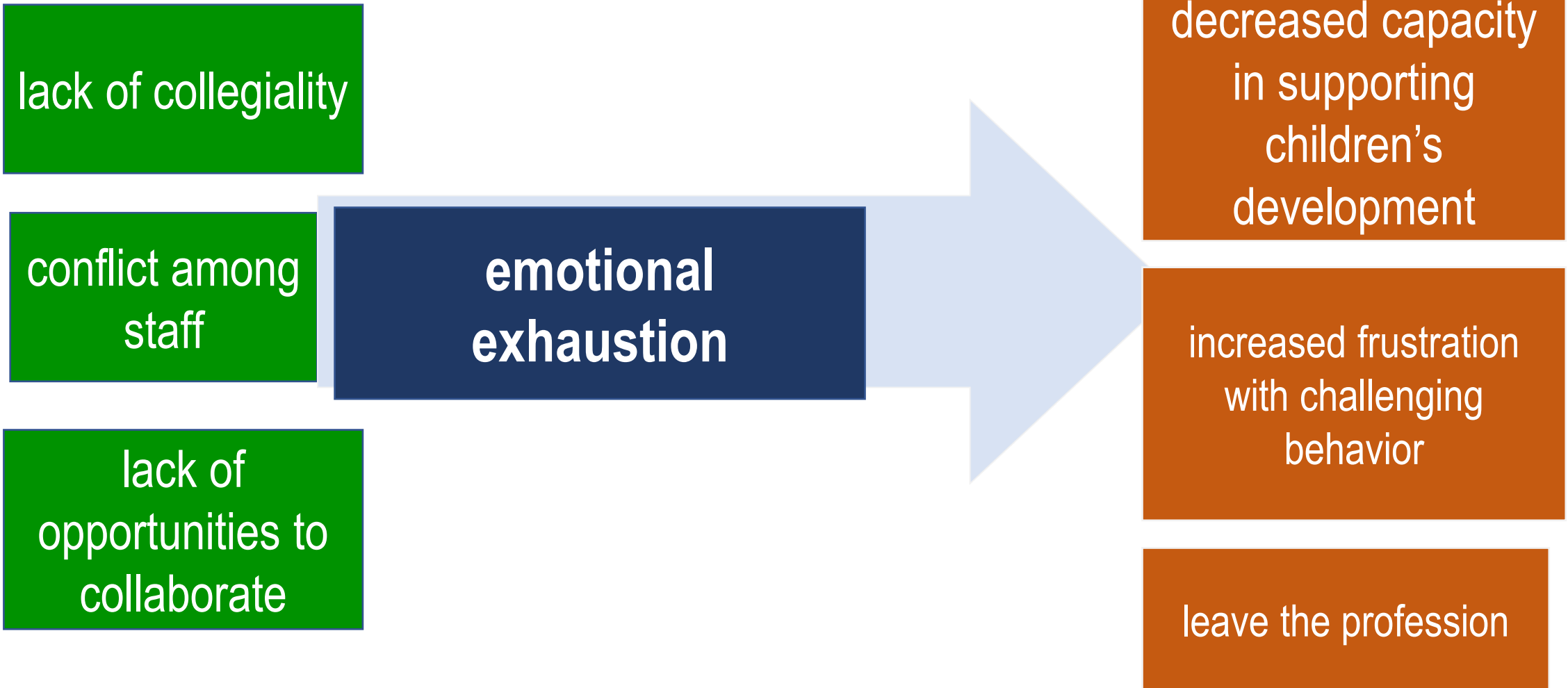


When educators feel a sense of trust, connection, and collaboration they are better at supporting young children's development

How Workplace Community Affects Child Outcomes



When Belonging is Not Felt



ACTIVITY

Belonging and Not Belonging Worksheet

Think of a time when you felt like you belonged, and a time you really didn't feel like you belonged.



Building Belonging with the 5Rs On Belonging and Not Worksheet

1. Think of a time when you felt like you belonged

- *What did belonging feel like to you?*
- *How did belonging affect you?*
- *What did others do that made you feel like you belonged?*

2. Now, think about a time you really didn't feel like you belonged

- *What did not belonging feel like to you?*
- *How did not belonging affect you?*
- *What did others do that made you feel like you did NOT belong?*





Workplace Community

The extent to which employees *feel*

- *socially connected and belong at work.*
- *supported to be able to do their jobs well.*



Workplace Community Assessment

Staff

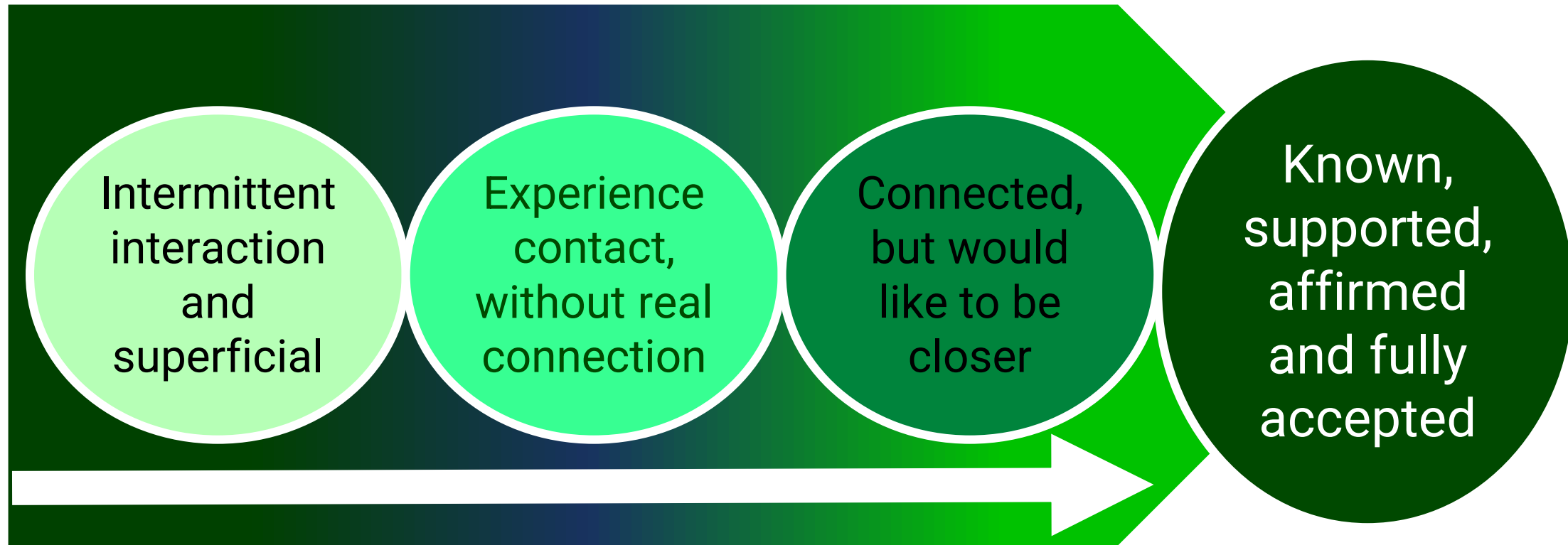
1. cooperate with one another
 2. work together toward common goals
 3. support each other
 4. share warm relationships with each other
 5. consult with each other often
 6. help each other above what is required
 7. interact socially
 8. play a part in organizational planning
 9. help make decisions that affect them
- Administration** consults with staff about decisions.

Building Belonging with the 5Rs | Workplace Community Assessment

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
1. Educators cooperate with one another Examples:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Educators work together toward common goals Examples:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Educators support each other Examples:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Educators share warm relationships with each other Examples:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Educators consult with each other often Examples:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



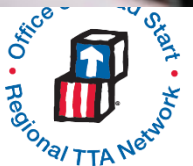
Relationships *exist on a continuum*





In exceptional relationships you..

- **feel seen.**
- **are known.**
- **are appreciated for who you *really* are, not an Instagram version.**



Exceptional Relationships

1

You can be more fully yourself, and so can the other person

2

Both are willing to be vulnerable

3

You trust that self-disclosure will not be used against you

4

You can be honest with each other

5

You deal with conflict productively

6

Both of you are committed to each other's growth and development



Building Belonging...a Beginning

Bridging
Differences

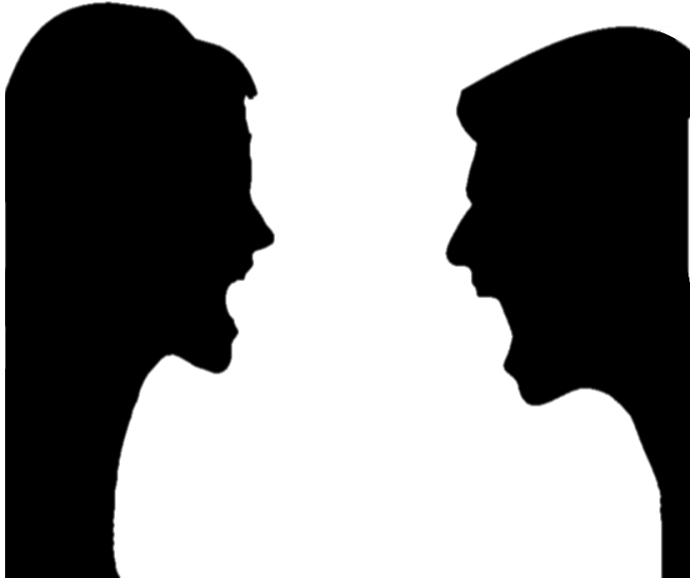
Establishing
Psychological
Safety

Creating Rituals
Designed to Build
Belonging



Head Start Regional TTA Network

Breaking, Bridging and Belonging



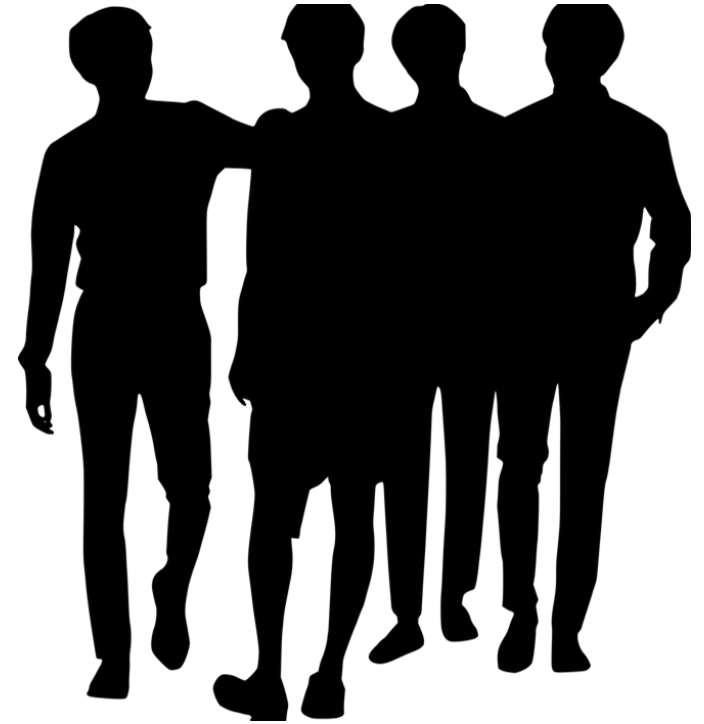
Breaking –

Arguing, Judging, Not listening, Viewing “others” as an existential threat



Bridging –

Trying to understand someone else’s perspective



Belonging –

Being recognized and appreciated by fellow human beings.



Bridging Differences:

What it means and doesn't mean

- Bridging requires recognizing our shared humanity with others while valuing the differences we bring to the table
- Bridging is not about persuasion, it's about understanding
- Bridging is not the same as compromising
- Bridging requires modesty and humility.
- Bridging requires inner work and outer action



Head Start Regional TTA Network

Bridging is sometimes about small shifts



Setting an intention or an
openness to change



“Short” and “Long”
Bridges

Not Everyone Should Bridge

- Bridge Building comes with risks
- Consider past trauma
- Consider power dynamics



Bridging Differences: Inner-Work



- Whenever we meet someone new, we craft stories about them
- Stereotypes are powerful and usually wrong
- They are a type of “schema” development

Bridging Differences: Inner-Work



- Beware of assumptions and stereotypes
- We are always forming schemas
- By applying stereotypes to other people, we deny them their individuality and humanity

Stereotypes and Assumptions



- Preconceived notions can create self-fulfilling prophecies
 - Study of “late bloomers”
 - “Daycare”
- We can learn to keep an eye on stereotypes



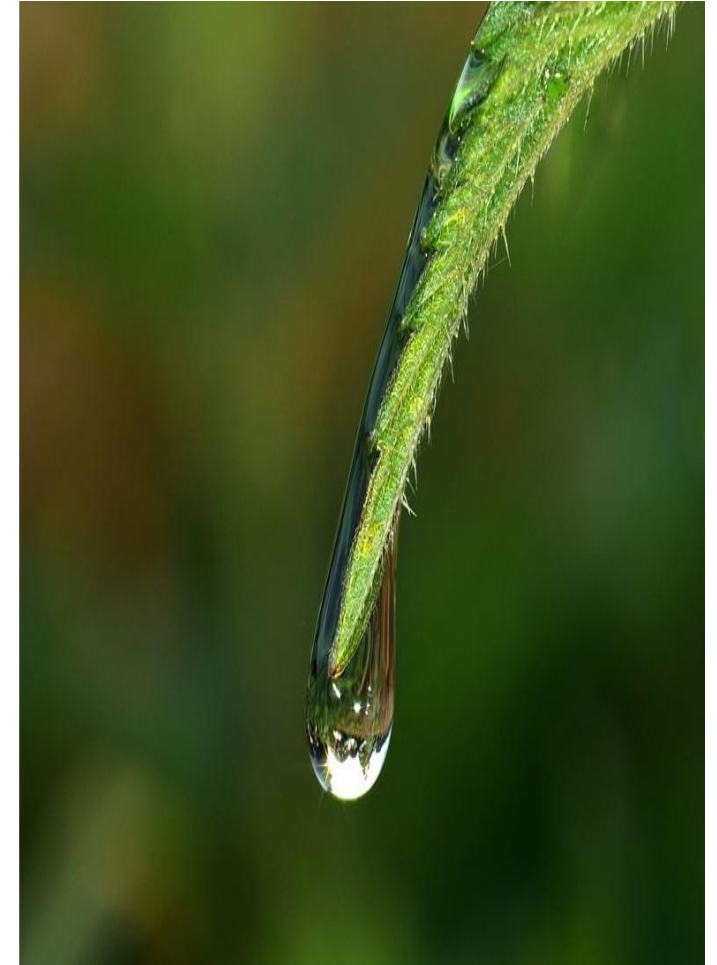
Exposure, Learning and Friendships



Head Start Regional TTA Network

Bridging Differences: *Inner-Work*

- Humanize others before you even meet them
- Take a mindfulness moment before going into a meeting
- Set an intention




Activity

Shorten Bridges by Stepping Inside This House

Step Inside This House

- In the Room of People
- In the Room of Traditions, Routines, Rituals
- In the Room of Things

 Building Belonging with the 5Rs
Step Inside This House | STEP 1 Worksheet

In the Room of People	In the Room of Traditions or Customs
	In the Room of Things

Adapted from *An Exercise & Worksheet by Essential Partners*

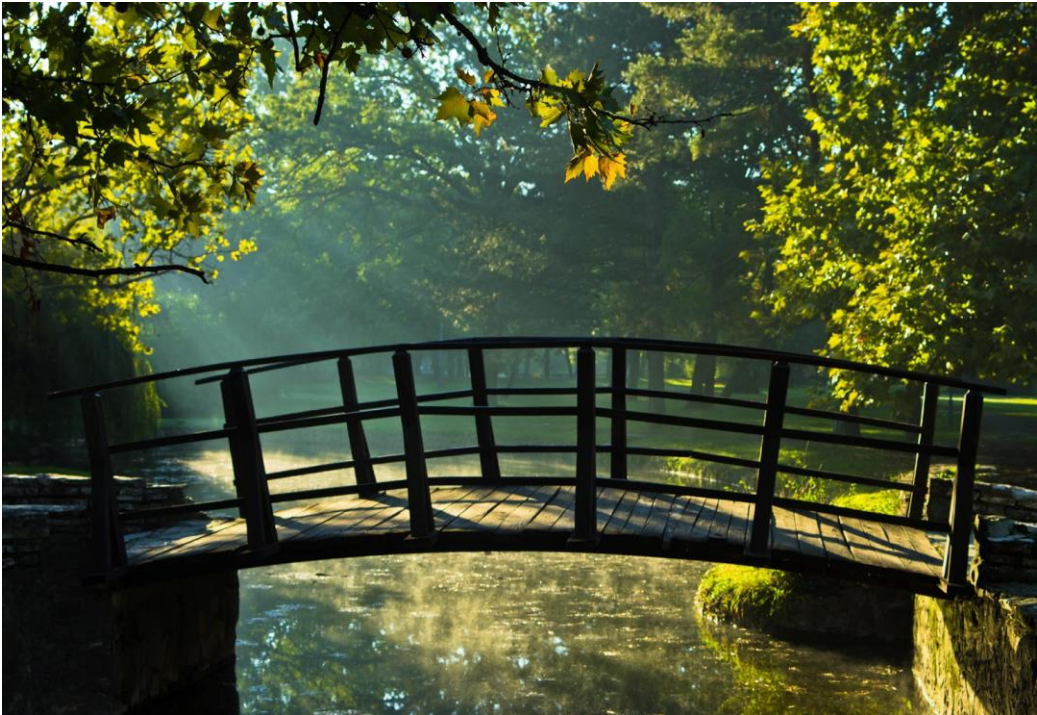


Bridging Differences: *Outer- Work*

- Compassionate listening to other's perspectives
- Compassionate speaking
- Non-Violent Communication
 1. Making observations.
 2. Describing feelings.
 3. Identifying needs.
 4. Making requests.



Bridge Activity



Head Start Regional TTA Network

Bridging
Differences

Establishing
Psychological
Safety

Creating
Rituals



Establishing Psychological Safety

“The shared belief that the team is safe for interpersonal risk-taking”

- People can bring their full selves to work, speak out, and challenge the status quo without fear of retaliation.
- The difference between silence and participation
- According to Gallup, only 30% of employees feel that their opinions count at work
- Similar but not the same as trust
- **Psychological safety is the “secret sauce” of high-performing teams**

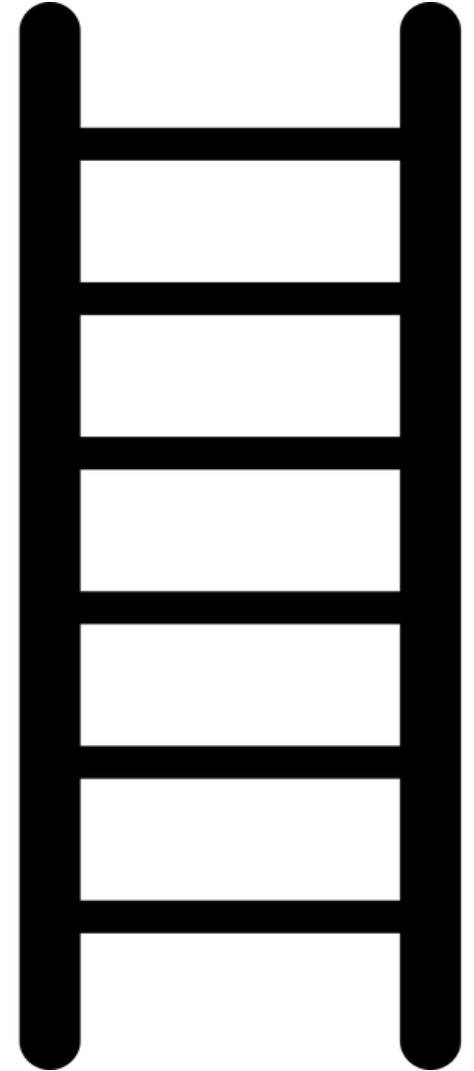


Psychological Safety

Level 3: Innovation

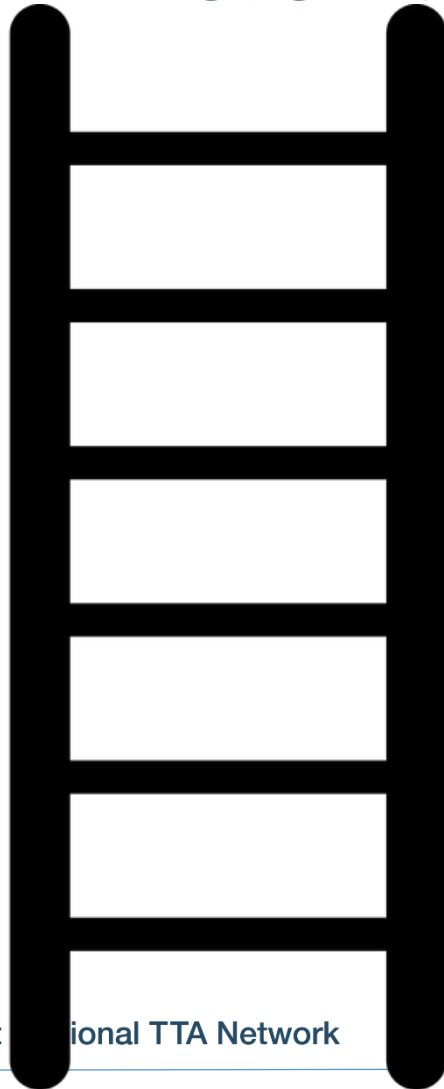
Level 2: Courageous Conversations

Level 1: Welcome



Climbing the Psychological Safety Ladder

Level 1: Welcome



Create time for your educational staff and colleagues to know each other better.

Here are some ideas for **team building**:

- What's your superpower? What's your kryptonite?
- What is your weather like today?
- 36 questions that turn strangers into friends
- T-shirts and Washing instructions

Activity

Psychological Safety: Welcome Activities



Head Start Regional TTA Network



Building Belonging with the 5Rs

Ideas to Help Staff Get to Know Each Other

Our Super squad! What's your superpower? What's your kryptonite?

Community recognizes that it is the sum of multiple skills, perspectives, ideas, and talents. The purpose of this staff meeting exercise is to get to know colleagues better and to discover how team members' strengths and weaknesses complement each other.



Materials needed:

- Blank index cards or blank paper (one per participant)
- Markers (fine point best) in a variety of colors
- Pencils with erasers

Invite each team member to reflect on their superpower (their unique strength) and kryptonite (what drains their energy or makes them powerless). Ask people to choose one superpower and one kryptonite to share.

For fun, provide each person with an index card and have them draw a picture of themselves as a superhero with their superpower on their best day. They can even give themselves a superhero name (e.g., Lilly the Librarian – superpower book reading! Maddie the Movement Maker – superpower IMIL curriculum! Pete the Play Pal – superpower Joining in dramatic play!).

Then on the back, they illustrate and describe their kryptonite, which can be something that makes them feel frustrated or less effective at their work (e.g., change; unwiped tables; glue bottles left open; being interrupted by other adults, etc.)

After the team shares, they can debrief on the commonalities and differences and discuss how they can complement and support each other.

Check in Rounds

Start meetings with time for personal sharing and "check in" rounds. Check ins help us empathize with our team members, understand what's really going on, and avoid judging them. An assigned facilitator invites people to share one at a time and each participant should pay attention without interrupting or reacting to the person who's sharing. This can be as simple as "what is on your heart and mind today?" or "What's got your attention?".

Metaphors work well too, so using the weather chart or the Feeling Creature Tree can be helpful to get people to identify how they are feeling and why.







Think of the last major decision you made that affected your education staff.

- What was it about?
- How did you go about it?
- How did it go?

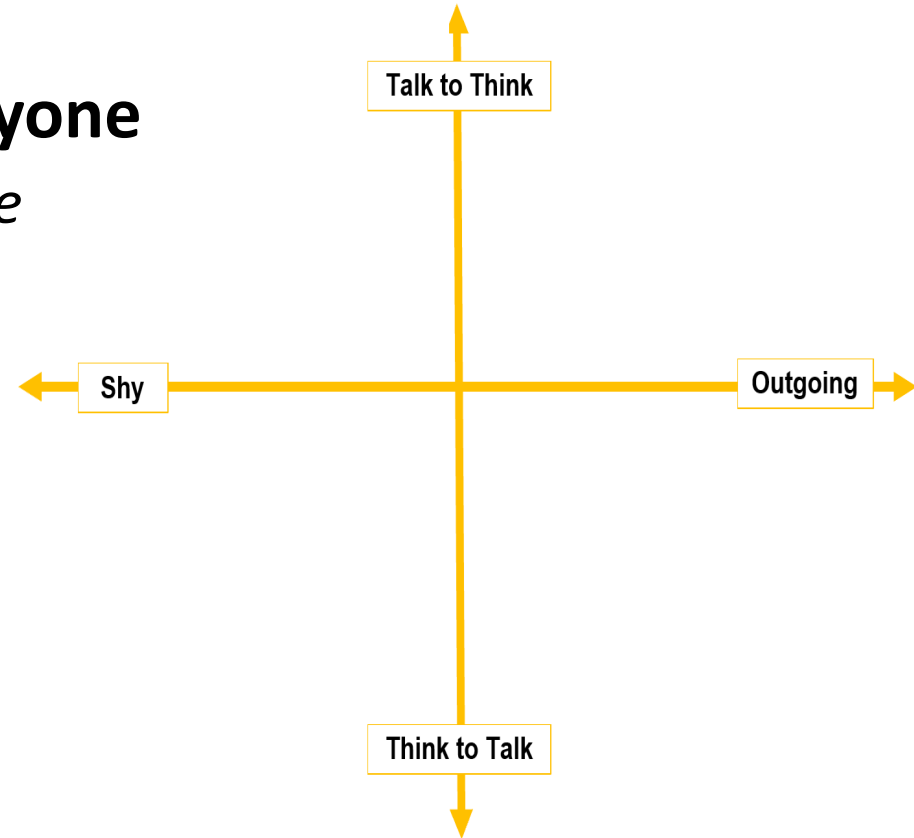


Climbing the Psychological Safety Ladder

Level 2: Courageous Conversations

Design participation to include everyone

Mapping relationship participation style



Activity

Participation Style Mapping

- Individual reflection and mapping
- Large group discussion – What was learned from the activity?
- How can we support full engagement from all members?



Building Belonging with the 5Rs Participation Style Mapping

Goal: Raise awareness of colleague participation styles and generate ideas to improve full group engagement.

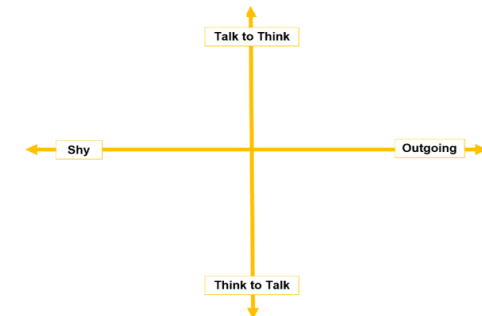
Preparation: Replicate the axis below on a large sheet of paper or dry-erase board

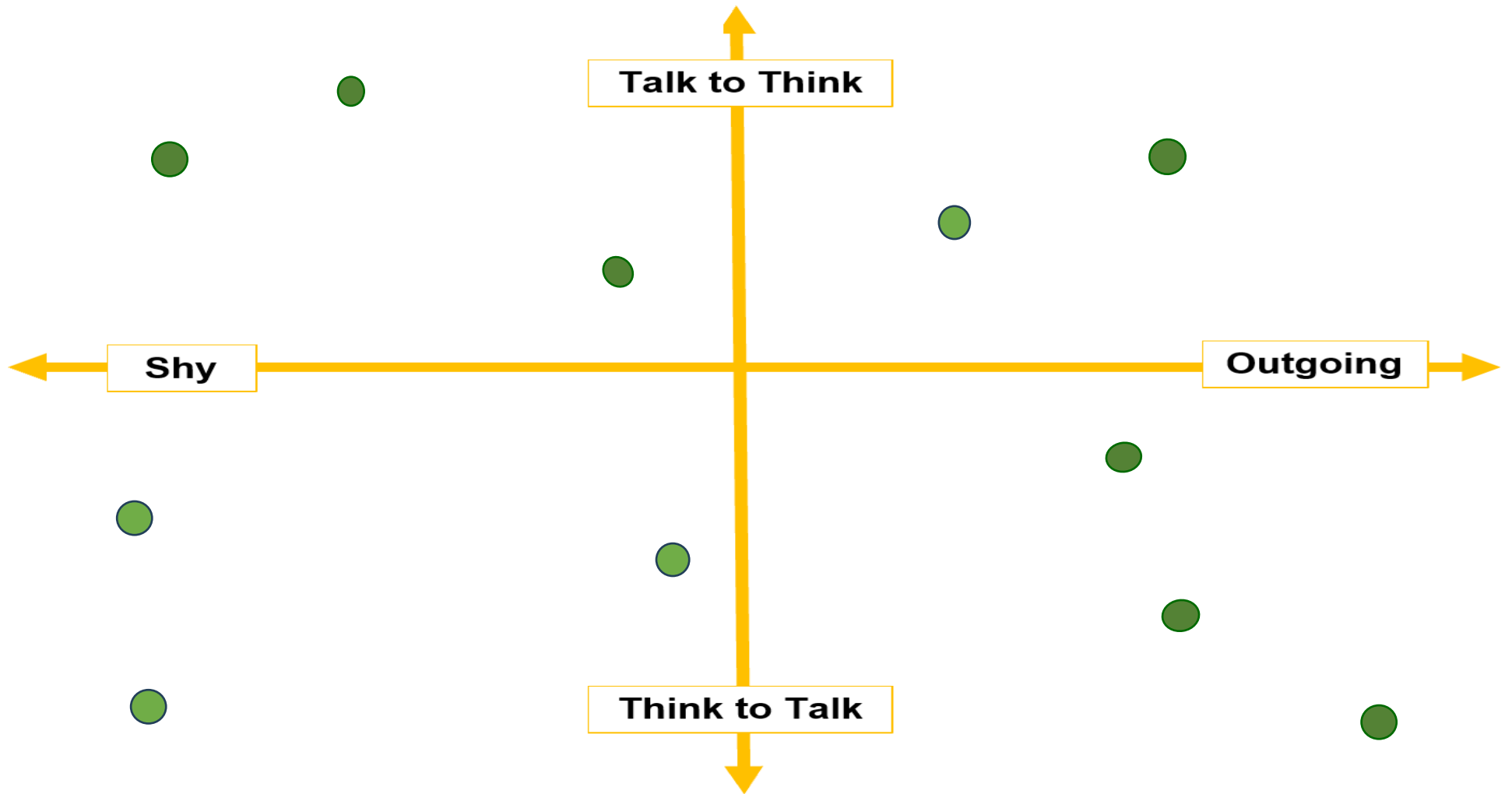
Steps:

1. Invite team members to consider and place a mark/sticker where they would place themselves along each axis.
 - Do they think to talk or talk to think?
 - Do they consider themselves quiet/shy or outspoken?
2. Once everyone maps themselves, provide time to share their participation style with others in a small group.
3. Discuss as a team, the participation style differences and generate ideas for how to adjust behaviors to improve participation.

Notes:

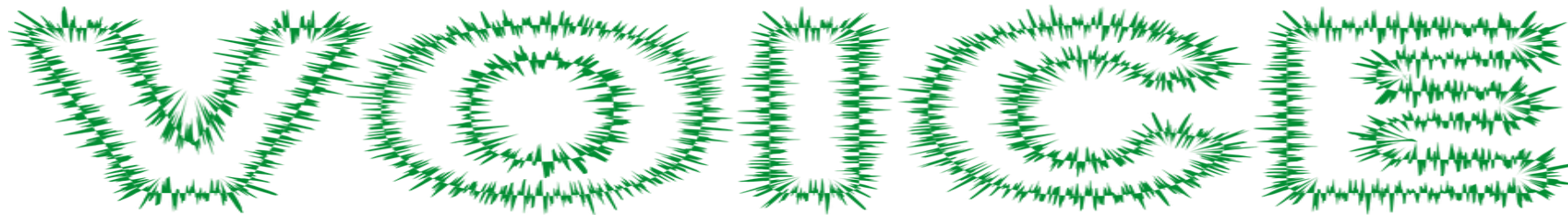
- Small group discussions or padlet work best for shy people, and some may need to have some time to write ideas down first.
- Some may need to learn to speak up and some may need to listen more.





Climbing the Psychological Safety Ladder

Level 2: Courageous Conversations



Nothing about me without me!

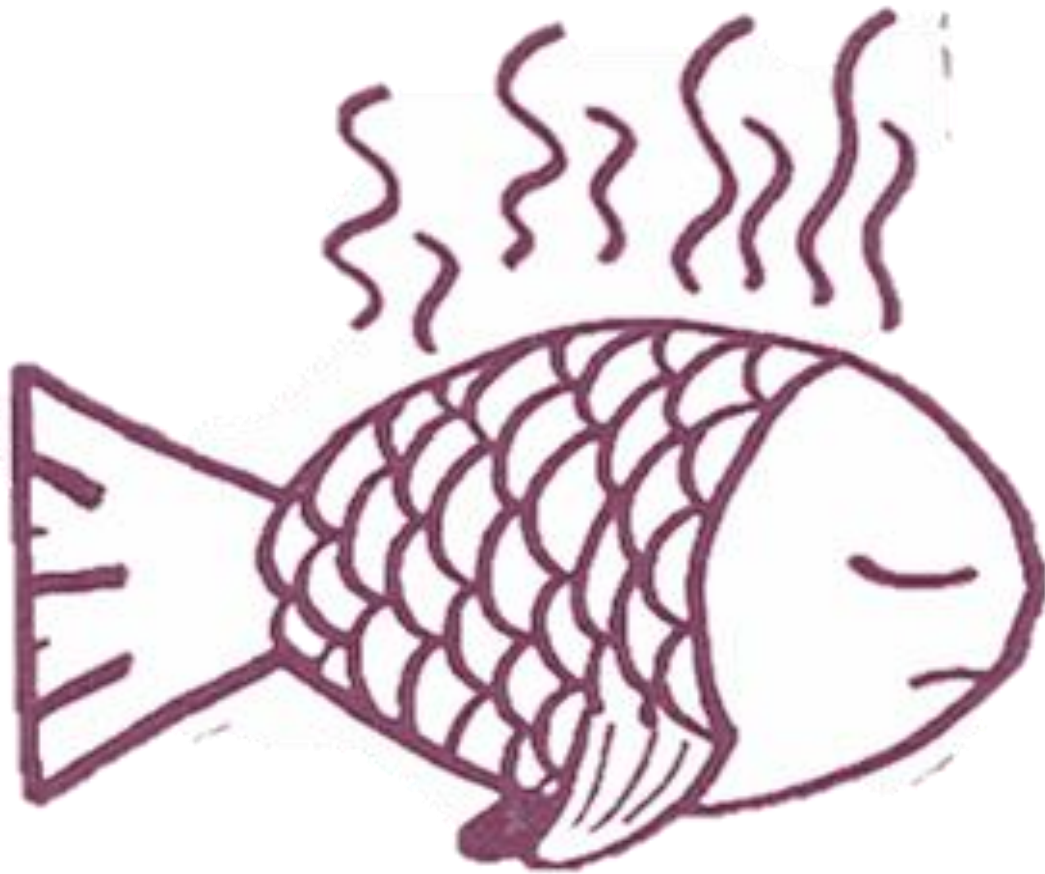
- *Everyone who will be significantly affected by the decision*
- *People with expertise in the topic at hand*



Head Start Regional TTA Network

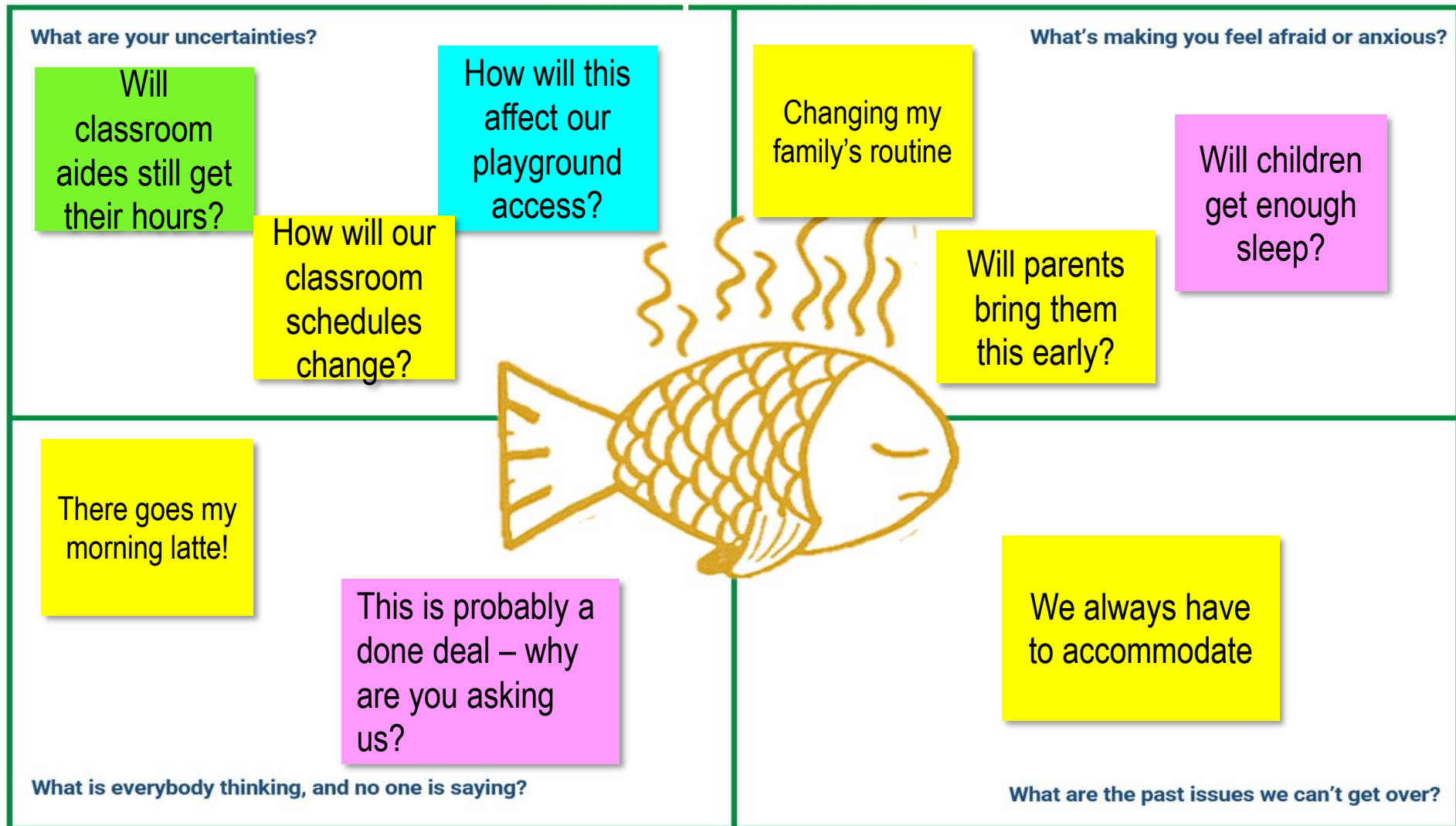
Climbing the Psychological Safety Ladder Ladder

Level 2: Courageous Conversations



Uncover the stinky fish!

Issue: Starting school one hour earlier to facilitate



Activity

Uncover the Stinky Fish!

- Identify an issue for team discussion
- Provide an opportunity for individual reflection on the questions in each quadrant
- Invite team members to post their responses
- Discuss as a group

Building Belonging with the 5Rs | **Uncover the Stinky Fish**

What are your uncertainties?	What's making you feel afraid or anxious?
What is everybody thinking, and no one is saying?	What are the past issues we can't get over?

Source: Remote not Distant, by Gustavo Razzetti

Innovation Approaches

Psychological safety is necessary for staff to bring their greatest ideas, creativity, and learning to the table.

The following approaches can help:

- Bring voices forward through the “voice of the educator” approach
- The “warm seat” + 1-2-3-4-All Method
- Encourage “unreasonable” solutions
- Practice “Compassionate Candor”



Building Belonging with the 5Rs

Establishing Psychological Safety | Innovation Approaches

Psychological safety is necessary for staff to bring their greatest ideas, creativity, and learning to the table. The following approaches can help.



Voice of the Educator

- Build a culture of collective feedback that focuses on the system rather than the individual
- Create a “VOE” committee.

The Voice of Educator committee has representatives from the program’s educational staff meet on a regular basis with the Ed Manager to discuss what issues are coming up for their colleagues. Let these issues spark innovative solutions!



The “Warm Seat” + 1-2-4-All

An educator takes the “warm seat” at the front of the room. They describe:

- a challenge they are having (e.g., “a child who is teasing others”) and,
- the help they would like (e.g., “how can I get them to stop and how do I bring this up with the family?”).

Then have staff use the 1-2-4-All strategy to generate innovative solutions.

- 1 minute to think on their own
- Pair up and share ideas for 2 minutes
- 2 pairs pair up (4) and share and decide which ideas to share with everyone and the educator in the warm seat.



Unreasonable Solutions

- When faced with big problems that require change, engage all educational staff (those affected) to brainstorm solutions. Encourage them to think of the most unreasonable solutions (i.e., “ideas that could get us fired”).
- This liberation can get some great innovative ideas generated that can lead to more helpful and reasonable solutions.



Compassionate candor provides a framework within which staff can take risks and pursue change and opportunity without fear of failure or retribution. This is the ultimate psychological safety – innovation!

Here are some guidelines for practicing compassionate candor:

- Use the S-B-I (Situation-Behavior-Impact) model to guide feedback
- Don’t give the feedback sandwich
- Explain why you’re giving feedback
- Level the playing field
- Ask if they want feedback
- If you see a problem, offer feedback immediately
- Deliver negative feedback in private

Psychological Safety



Head Start Regional TTA Network

Building Belonging...a Beginning

Bridging
Differences

Establishing
Psychological
Safety

Creating
Rituals



Head Start Regional TTA Network

Belonging Rituals

- Increase social cohesion.
- Reinforce positive behaviors and emotions.
- Rituals require repetition to create a real impact.





Key characteristics of a ritual

- Rituals require a prompt
- Rituals have a beginning, middle, and end
- Rituals transform behavior
- Rituals occur with a particular frequency
- Rituals play a symbolic, transformational role



Head Start Regional TTA Network

Belonging Rituals – *Welcoming Someone New*



- Gather the team and officially welcome the new person
- “Survival Kit”
- “*Rookie Cookies*”

Belonging Rituals – *Induction Milestones*

- Conduct a mini-graduation ceremony when the new person finishes orientation, complete with certificate and playing of *Pomp and Circumstance*.
- After 90 days on the team hold a special “induction ceremony” where they are given the team T-shirt, lab coat, hat, lanyard, or other memento to recognize their status as full team member.



Belonging Rituals – *Program Milestones*

Wear vacation –wear the day after the team meets a key deadline (like completing all child assessments), play vacation music to start the day, and ceremonially place a suitcase on the conference room table.



Head Start Regional TTA Network

Belonging Rituals – *Everyday Acts*

- Share “highs” and “lows”
- Pick a question that everyone answers
- End meetings with a ritual phrase
- Have an afternoon “stretch break” at an odd but significant time



ACTIVITY

Design a Team Ritual



Building Belonging with the 5Rs

Design a Team Ritual Canvas

Adapted from the work of Gustavo Razzetti

Tension addressed:				
Description:				
Ritual Signal	Beginning	Middle	End	Emotional Reward
Materials Needed		How often?	Who gets these and when?	Who leads?

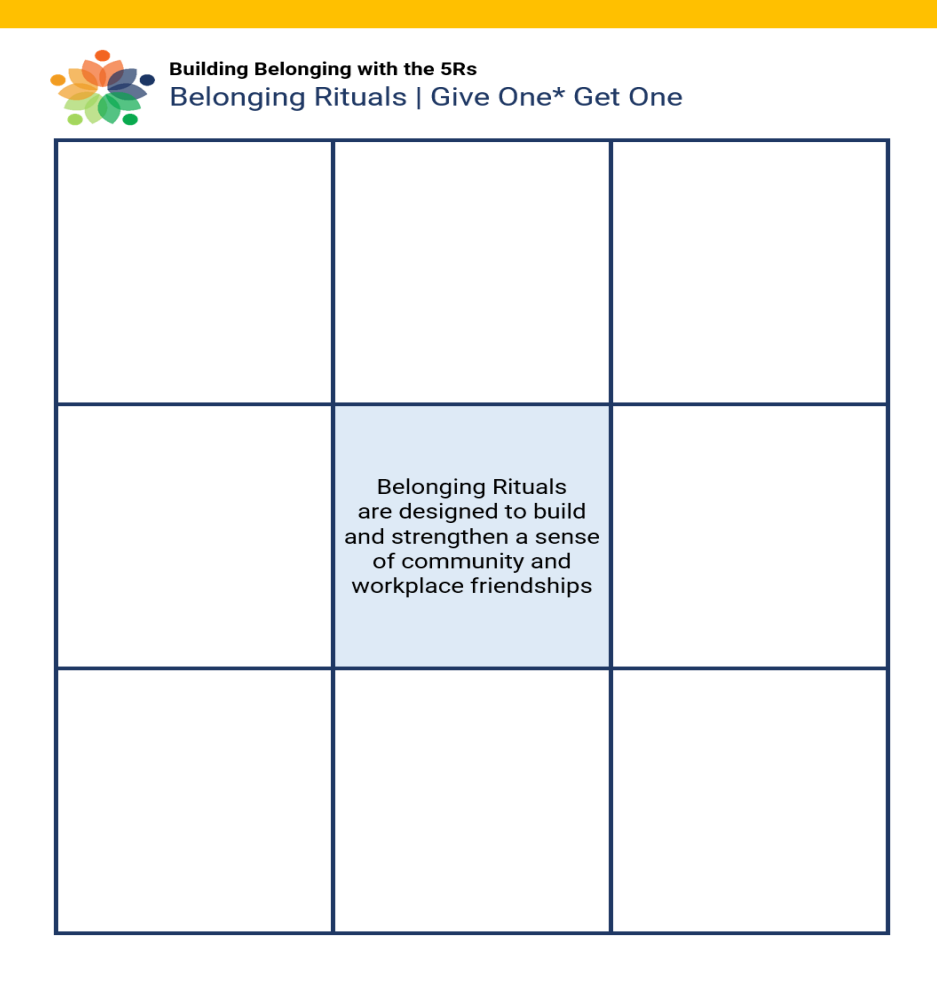


Activity

Give One Get One

Sharing Belonging Rituals

- In the first square, describe a belonging ritual that you do in your program (or have heard about and want to try)
- Then pass the sheet to the person to the right.
- When you receive a handout, add your same idea.
- Continue until all 8 squares are filled.



The handout features a logo at the top left consisting of a stylized flower with multiple colored petals (orange, yellow, green, blue). To the right of the logo, the text reads "Building Belonging with the 5Rs" and "Belonging Rituals | Give One* Get One". Below this header is a 3x3 grid of squares. The center square (row 2, column 2) is shaded light blue and contains the text: "Belonging Rituals are designed to build and strengthen a sense of community and workplace friendships". The other eight squares are empty for user input.



Reflect, Share, Plan

Just Me Time

What stands out to you as possible next steps – for you as a leader of a team?

Me + 1

Find one person to share about your ideas – share as much as you are comfortable

What will you do next week to make your ideas actionable!



Reflect, Share, Plan

Just Me Time

What stands out to you as possible next steps – for you as a leader of a team?

Me + 1

Find one person to share about your ideas – share as much as you are comfortable

What will you do next week to make your ideas actionable!

Final reflections





Head Start Regional TTA Network



Building Belonging with the 5Rs

On Belonging and Not Belonging Worksheet

1. Think of a time when you felt like you belonged

- *What did belonging feel like to you?*

- *How did belonging affect you?*

- *What did others do that made you feel like you belonged?*

2. Now, think about a time you really didn't feel like you belonged

- *What did not belonging feel like to you?*

- *How did not belonging affect you?*

- *What did others do that made you feel like you did NOT belong?*



Building Belonging with the 5Rs | Educator Workplace Community Assessment

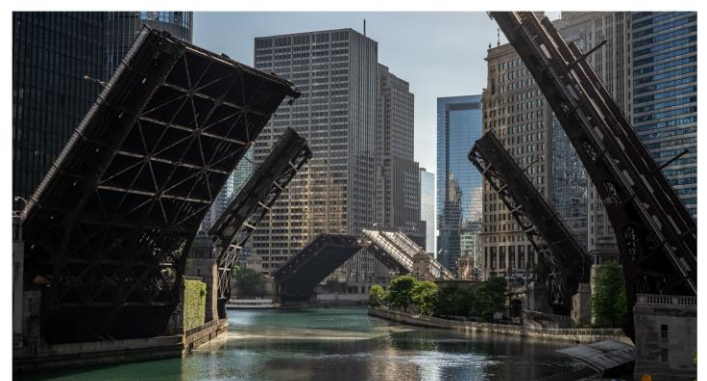
Take a few moments and consider how well these are in place in your program. Use the scale to indicate your level of agreement with each statement. Add examples to describe the reason for the level selected.

Assessment Item	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
1. Educators cooperate with one another Examples:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Educators work together toward common goals Examples:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Educators support each other Examples:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Educators share warm relationships with each other Examples:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Educators consult with each other often Examples:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Building Belonging | **Bridging Differences**

- Spend some time reviewing the bridges below
- Consider how the bridge images may depict experiences in your personal or professional life
- Share what is comfortable to you in groups of 2-3





Building Belonging with the 5Rs

Ideas to Help Staff Get to Know Each Other

Our Super squad! What's your superpower? What's your kryptonite?

Community recognizes that it is the sum of multiple skills, perspectives, ideas, and talents. The purpose of this staff meeting exercise is to get to know colleagues better and to discover how team members' strengths and weaknesses complement each other.



Materials needed:

- Blank index cards or blank paper (one per participant)
- Markers (fine point best) in a variety of colors
- Pencils with erasers

Invite each team member to reflect on their superpower (their unique strength) and kryptonite (what drains their energy or makes them powerless). Ask people to choose one superpower and one kryptonite to share.

For fun, provide each person with an index card and have them draw a picture of themselves as a superhero with their superpower on their best day. They can even give themselves a superhero name (e.g., Lilly the Librarian – superpower book reading! Maddie the Movement Maker – superpower IMIL curriculum! Pete the Play Pal – superpower joining in dramatic play!).

Then on the back, they illustrate and describe their kryptonite, which can be something that makes them feel frustrated or less effective at their work (e.g., change; unwiped tables; glue bottles left open; being interrupted by other adults, etc.)

After the team shares, they can debrief on the commonalities and differences and discuss how they can complement and support each other.

Check in Rounds

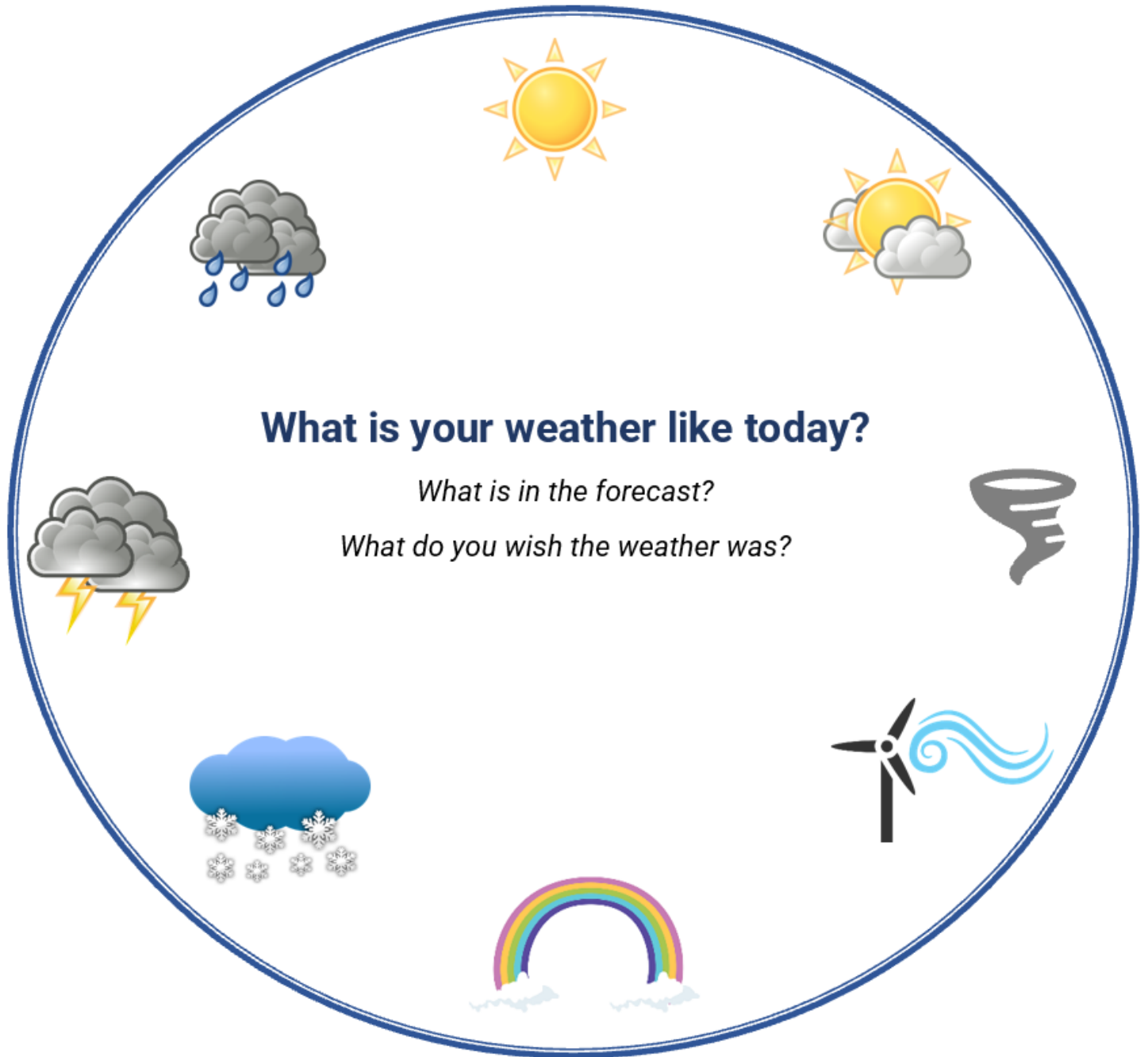
Start meetings with time for personal sharing and “check in” rounds. Check ins help us empathize with our team members, understand what's really going on, and avoid judging them. An assigned facilitator invites people to share one at a time and each participant should pay attention without interrupting or reacting to the person who's sharing. This can be as simple as “What is on your heart and mind today?” or “What's got your attention?”.

Metaphors work well too, so using the weather chart or the Feeling Creature Tree (see Figure 1.) can be helpful to get people to identify how they are feeling and why.



Figure 1. Feeling Creatures Tree

WEATHER CHECK-IN CHART



What is your weather like today?

What is in the forecast?

What do you wish the weather was?

FEELINGS CREATURE TREE: Which creature best represents how you're feeling today? Why?





T-Shirts and Washing Instructions

This community building activity has two parts.

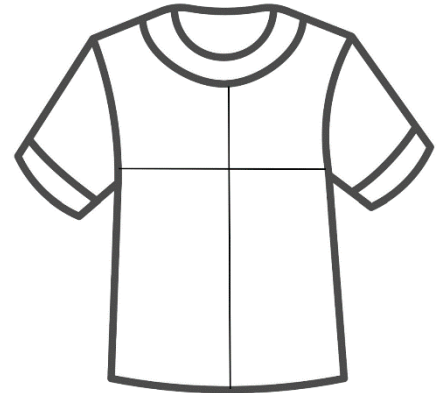
Part one is for everyone to create their t-shirt (using the T-shirt template) with four favorite things: favorite entertainment, favorite leisure activity, favorite food, and favorite people. They can write or draw these in each quadrant of the t-shirt. After they are done making their t-shirts, they can share with each other in small groups. Or they can post them around the walls and do a gallery walk where everyone can see each other's shirts to learn about each other and find commonalities.

Part two is for everyone to turn over their t-shirt and on the back create their "washing instructions". This activity uses laundry labels as a metaphor to help team members describe how they want to be treated. Some people, like clothes, may need to be treated delicately or washed separately. Others may object to having their ideas ironed out or may shrink in hot water. Invite team members to create theirs and have them share with each other in small groups or to the larger group. Some examples of "washing instructions" might include:

- Don't talk to me before I've had my morning coffee.
- Give me feedback often – both positive and critical.
- Don't ask me personal things in front of others.
- Don't just share the what with me, explain the why.
- Give me time to think before answering a question.

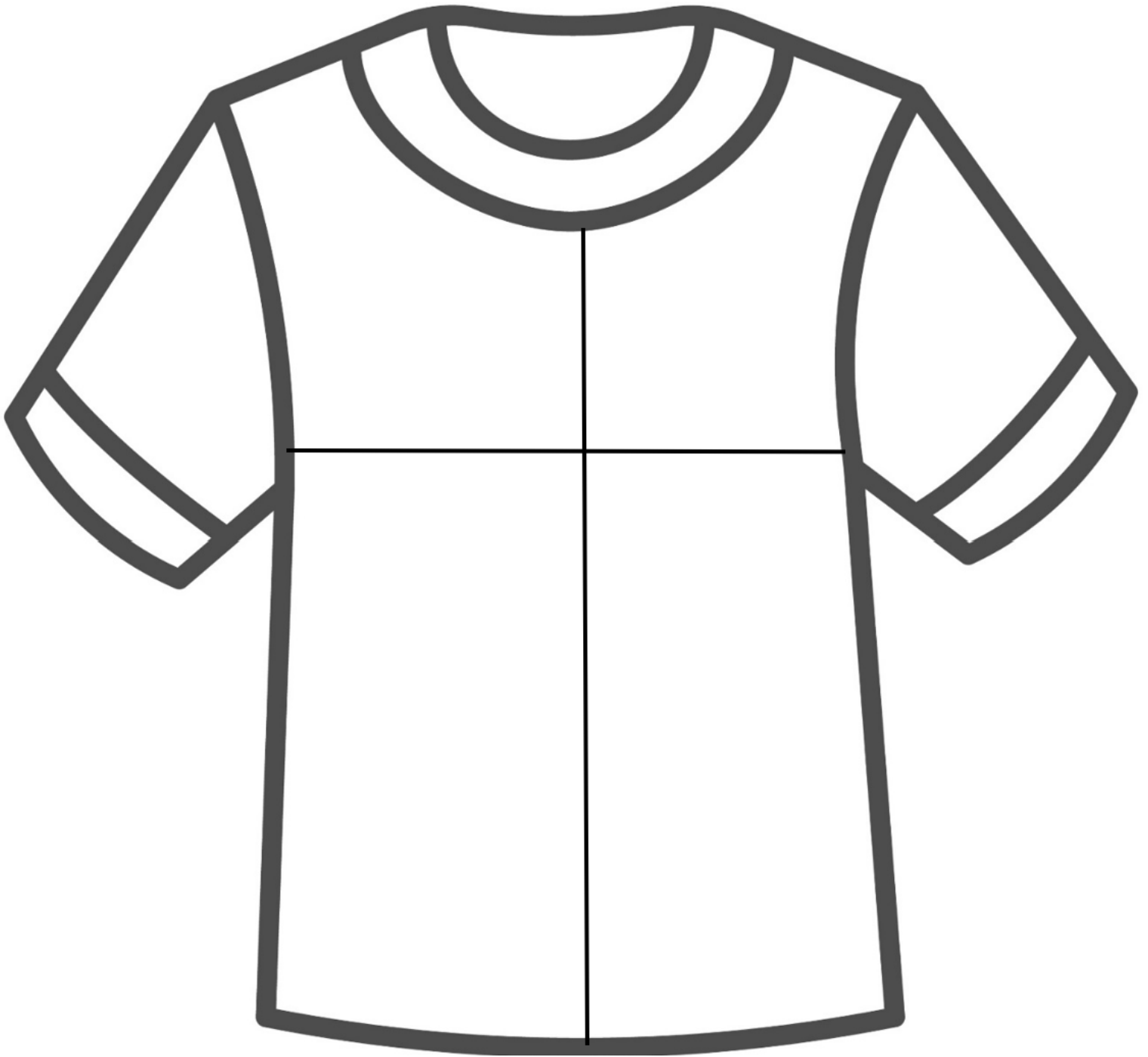
Materials needed:

- "T-shirt" hand out (printed on cardstock or white paper)
- Markers (fine point best) in a variety of colors
- Pencils with erasers



T-Shirt and Washing Instructions

PART 1: Write or draw in each quadrant to share your four favorite things: favorite entertainment, favorite leisure activity, favorite food, and favorite people.



PART 2: On the back of this sheet share your “washing instructions”.



36 Questions That Turn Strangers into Friends

This activity is based on a New York Times article in which Arthur Aron addressed the question of how to create deep empathy quickly. He started testing a series of questions over and over. He brought together pairs of strangers who asked each other a series of increasingly personal questions. After decades of research, he finally landed on a total of 36 questions. Aron's work became famous when a [New York Times article](#) went viral. The "36 questions" empathy exercise is a quick way to get to know everyone, and it's good for accelerating teamwork or launching new teams.

Materials needed: One copy of questions per participant

Time Needed: Varies based on the number of sets/questions used and the size of your group.

How to practice this empathy exercise.

- There are three sets of questions. They become more and more personal. This exercise not only builds teams, but also builds self-awareness by confronting us with things we usually don't ask ourselves.
- Get the team or group together and distribute them in pairs. Share the questionnaire and let each duo answer them on their own.
- Both people must answer the question before moving to the next one. It's convenient to rotate the order in which they answer each question. The one who answered last should be the first to answer the next one.
- If you have time, you can ask each duo to go out for a coffee and spend one hour answering all the questions.
- If your time is limited, choose a smaller set and focus on those. Remember to keep the progression from less to more personal ones. Ideally, select a few from each set.
- Avoid the temptation of turning this into a public exercise. People become more open in front of another person than a large crowd. Intimacy builds empathy.
- All the questions are optional. Ask participants to only share what they feel comfortable sharing.

Here are samples of the questions and you can find the full list on the following page.

1. Given the choice of anyone in the world, whom would you want as a dinner guest?
2. Would you like to be famous? In what way?
3. What would constitute a "perfect" day for you?
4. If a crystal ball could tell you the truth about yourself, your life, the future or anything else, what would you want to know?
5. What is the greatest accomplishment of your life?
6. What do you value most in a friendship?
7. Share with your partner an embarrassing moment in your life.
8. When did you last cry in front of another person? By yourself?

Arthur Aron's 36 empathy questions list

Here's the full list of questions from Arthur Aron's empathy exercise to turn strangers into friends. Print question sheets (one for each person).

SET I

1. Given the choice of anyone in the world, whom would you want as a dinner guest?
2. Would you like to be famous? In what way?
3. Before making a telephone call, do you ever rehearse what you are going to say? Why?
4. What would constitute a "perfect" day for you?
5. When did you last sing to yourself? To someone else?
6. If you were able to live to the age of 90 and retain either the mind or body of a 30-year-old for the last 60 years of your life, which would you want?
7. Do you have a secret hunch about how you will die?
8. Name three things you and your partner appear to have in common.
9. For what in your life do you feel most grateful?
10. If you could change anything about the way you were raised, what would it be?
11. Take four minutes and tell your partner your life story in as much detail as possible.
12. If you could wake up tomorrow having gained any one quality or ability, what would it be?

SET II

13. If a crystal ball could tell you the truth about yourself, your life, the future or anything else, what would you want to know?
14. Is there something that you've dreamed of doing for a long time? Why haven't you done it?
15. What is the greatest accomplishment of your life?
16. What do you value most in a friendship?
17. What is your most treasured memory?
18. What is your most terrible memory?
19. If you knew that in one year you would die suddenly, would you change anything about the way you are now living? Why?
20. What does friendship mean to you?
21. What roles do love, and affection play in your life?
22. Alternate sharing something you consider a positive characteristic of your partner. Share a total of five items.
23. How close and warm is your family? Do you feel your childhood was happier than most other people's?
24. How do you feel about your relationship with your mother?

SET III

25. Make three true "we" statements each. For instance, "We are both in this room feeling ... "
26. Complete this sentence: "I wish I had someone with whom I could share ... "
27. If you were going to become a close friend with your partner, please share what would be important for him or her to know.
28. Tell your partner what you like about them; be very honest this time, saying things that you might not say to someone you've just met.
29. Share with your partner an embarrassing moment in your life.
30. When did you last cry in front of another person? By yourself?
31. Tell your partner something that you like about them already.
32. What, if anything, is too serious to be joked about?
33. If you were to die this evening with no opportunity to communicate with anyone, what would you most regret not having told someone? Why haven't you told them yet?
34. Your home, containing everything you own, catches fire. After saving your loved ones and pets, you have time to safely make a final dash to save any one item. What would it be? Why?
35. Of all the people in your family, whose death would you find most disturbing? Why?
36. Share a personal problem and ask your partner's advice on how he or she might handle it. Also, ask your partner to reflect back to you how you seem to be feeling about the problem you have chosen.



Building Belonging with the 5Rs

Participation Style Mapping

Goal: Raise awareness of colleague participation styles and generate ideas to improve full group engagement.

Preparation: Replicate the axis below on a large sheet of paper or dry-erase board

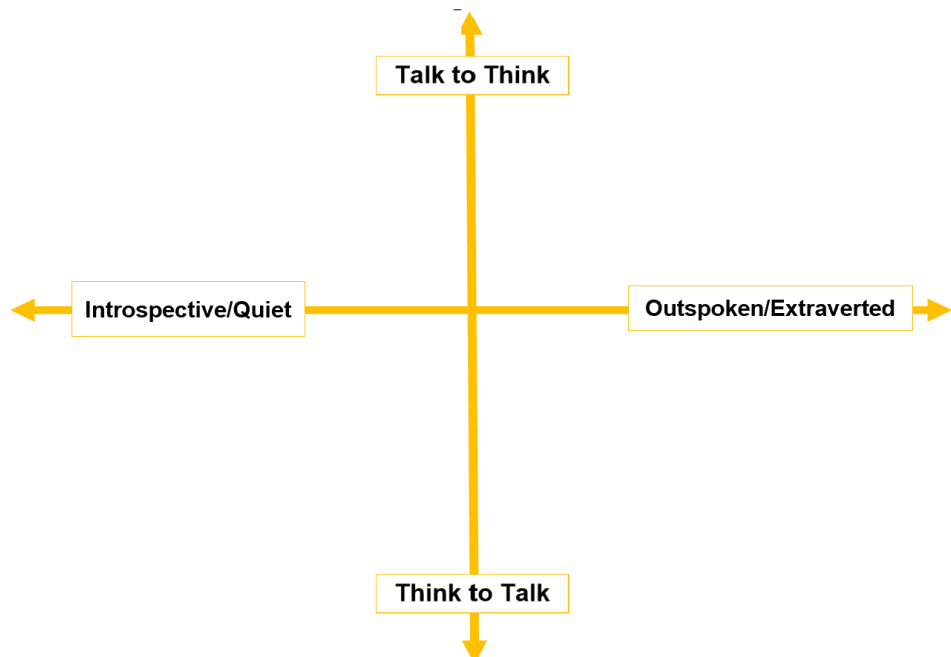
Steps:

1. Invite team members to consider and place a mark/sticker where they would place themselves along each axis.

Do they think to talk or talk to think?
Do they consider themselves quiet/introspective or outspoken/extraverted?
2. Once everyone maps themselves, provide time to share their participation style with others in a small group.
3. Discuss as a team, the participation style differences and generate ideas for how to adjust behaviors to improve participation.

Notes:

- Small group discussions or padlet work best for shy people, and some may need to have some time to write ideas down first.
- Some may need to learn to speak up and some may need to listen more.

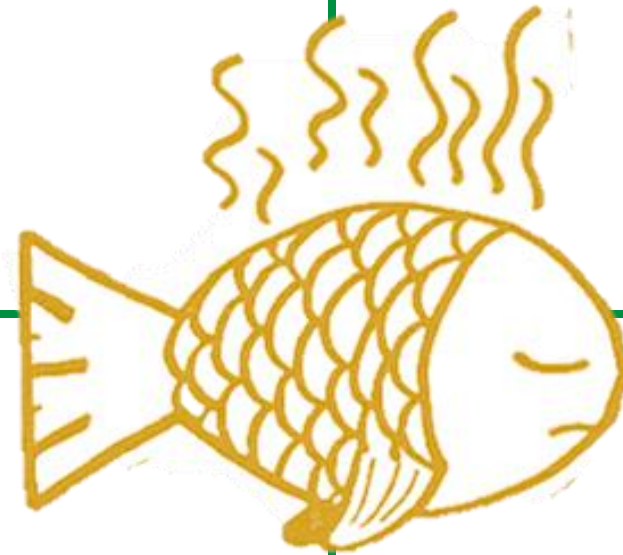




Issue:

What are your uncertainties?

What's making you feel afraid or anxious?



What is everybody thinking, and no one is saying?

What are the past issues we can't get over?



Building Belonging with the 5Rs

Establishing Psychological Safety | Innovation Approaches

Psychological safety is necessary for staff to bring their greatest ideas, creativity, and learning to the table. **The following approaches can help.**



Voice of the Educator (VOE)

- Build a culture of collective feedback that focuses on the system rather than the individual
- Create a “VOE” committee.

The Voice of Educator committee has representatives from the program’s educational staff who meet on a regular basis with the Ed Manager to discuss what issues are coming up for their colleagues. Let these issues spark innovative solutions!



The “Warm Seat” + 1-2-4-All

An educator takes the “warm seat” at the front of the room. They describe:

- a challenge they are having (e.g., “a child who is teasing others”) and,
- the help they would like (e.g., “how can I get them to stop and how do I bring this up with the family?”).

Then have staff use the 1-2-4-All strategy to generate innovative solutions.

- 1 minute to think on their own
- Pair up and share ideas for 2 minutes
- 2 pairs pair up (4) and share and decide which ideas to share with everyone and the educator in the warm seat.



Unreasonable Solutions

- When faced with big problems that require change, engage all educational staff (those affected) to brainstorm solutions. Encourage them to think of the most unreasonable solutions (i.e., “ideas that could get us fired”).
- This liberation can get some great innovative ideas generated that can lead to more helpful and reasonable solutions and perhaps some cathartic venting



Compassionate candor provides a framework within which staff can take risks to pursue change and opportunity without fear of failure or retribution. This is the ultimate psychological safety – innovation!

Here are some guidelines for practicing compassionate candor:

- Use the S-B-I (Situation-Behavior-Impact) model to guide feedback
- Don’t give the feedback sandwich - we tend to remember the beginning and end, so the critical feedback could be missed
- Explain why you’re giving feedback (e.g., “I believe in you...”)
- Level the playing field (e.g., “I’ve learned that great leaders provide candid feedback and I am working on developing that skill.”)
- Ask if they want feedback
- If you see a problem, offer genuine feedback immediately
- Deliver negative feedback in private



Building Belonging with the 5Rs

Design a Team Ritual Canvas

Adapted from the work of Gustavo Razzetti

Goal: Create workplace rituals that create a shared sense of purpose and promote belonging.

Key characteristics of a ritual

- Rituals require a prompt.
- Rituals have a clear flow – a beginning, middle, and end.
- Rituals are repeated - daily, weekly, or whenever prompted by an event

Steps:

1. Identify the problem or tension within the team. Invite the team to brainstorm ideas then vote to find a consensus on a tension of focus.
2. Describe the tension as a challenge.
3. Identify the prompt for the ritual.
4. Plan the flow of the ritual.
5. Identify the emotional reward for the team.
6. As needed, list materials and how they will be acquired

Example

- **Tension:** New staff report feeling overwhelmed and isolated
- **Description:** How can we more meaningfully welcome new members to our team?
- **Prompt:** A new teacher coming to their first staff meeting.
- **Beginning:** The sound creates an alert. Everyone stops visiting and turns their attention
- **Middle:** The Education manager announces the new teacher and says something about them. They are presented with a “team mug”
- **End:** Everyone toasts, celebrates together, and someone takes a picture of the new teacher with the team and the photo is posted to a bulletin board that says, “welcome home”
- **Emotional Reward** Teacher feels welcomed and a sense of community is reinforced.
- **Materials needed:** Team mug purchased by education manager upon hire of a new staff person



Building Belonging with the 5Rs

Design a Team Ritual Canvas

Tension addressed:

Description:

Ritual Signal	Beginning	Middle	End	Emotional Reward
Materials Needed		How often?	Who gets these and when?	Who leads?



Building Belonging with the 5Rs

Belonging Rituals | Give One* Get One

- In the first square, describe a belonging ritual that you do in your program (or have heard about and want to try)
- Then pass the sheet to the person on the right.
- When you receive a handout, add your same idea.
- Continue until all 8 squares are filled.

	Belonging Rituals are designed to build and strengthen a sense of community and workplace friendships	