

# BELONGING PROTOTYPE

Title: SSA

Who is leading this? (Call meetings, do the research and collect resources, make sure the plan is implemented)

Scope: Classroom / School (Circle)

Who else do we need ideas or input from?

What research still needs to be done?

- LEARNING (training)
  - being okay w/ being wrong. — better to do it and not get it right than not do it.
  - wanting to be better

Description of Prototype:

- NEEDS TO BE A 'SAFE' / 'BRAVE' SPACE FOR STUDENTS ↖ 1<sup>st</sup> STEP
- The POWER of a SPACE STUDENTS CAN BE CONNECTED TO

\* YOU ARE WHO YOU ARE.

# \* HAVE A PRO.D FOR SOGI

## Next Steps:

- CLASS INTRO/ORIENTATION
  - PRONOUNS (what's the best way for communication)  
(survey or outloud)
- CALL IT OUT
  - Misogyny
  - Homophobia
  - Language that is oppressive and hate-filled
- BUILDING ALLIES
- FLUX-TIME used for learning
- HAVE 'QUEER' CONTENT in your curriculum
  - for students to
  - understand that queerness has always been there
  - trans people have always been here
  - it's not a new thing.
- ELIMINATE 'DEAD NAMING'

Testing - How will we know if it is successful?

# BELONGING PROTOTYPE

**Title:** Mentoring younger students - elementary + Gr. 8's/9's  
(our feeder schools) making them feel connected

**Who is leading this?** (Call meetings, do the research and collect resources, make sure the plan is implemented)

- A committee or group
- Can be initiated by interested teachers as part of their expectations (eg. P.E. / Arts / English (reading))

**Scope:** Classroom / School (Circle)

**Who else do we need ideas or input from?**

**What research still needs to be done?**

- Time! + Planning - Create a committee to increase mentorship in the school / Framework.
- Drumming up enthusiasm.
- Ask students (12's):
  - What has been a really positive experience in your years at the view?
  - How can you foster this with our Gr. 8's or 9's?

Leadership Program Organized  
Plans

**Description of Prototype:** - Create the impact

- Create Connections / Mentorship of seniors to elementary
- Assigned mentorship (Gr. 12's) assigned to a younger student
  - can be informal throughout the year
  - but began formally at the beginning of ~~the~~ year
  - team building games

\* <sup>strong</sup> Student Council  
- get kids passionate about being on council

Get Student Leaders from Gr. 6-12 as part of Student Council

↳ run various spirit events / dramas.

- Structured events are usually more successful - Plan!

Get senior students excited about helping + organizing events + others

Can introduce senior P.E. of a reading / arts <sup>students</sup> to elementary feeder schools (games / skills)

→ Peer Tutors to other students in our school + our feeder schools.  
↳ Use them outside of regular classroom / they can be asked to help in supportive roles elsewhere

**Next Steps:**

**Testing – How will we know if it is successful?**

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**Who else do we need ideas or input from?**

**What research still needs to be done?**

**Description of Prototype:**

- What do the boys see as being a 'good' student/citizen?
- Do they see school as important?
- CRITICAL THINKING VS EMOTIONAL REACTIONS → BUILDING SKILLS
- What are the role models that they connect with and why?
- What is the drive to hold others back
- What men are held up as models of masculinity?
- Discuss that traits are positive and negative based on degrees

- 2ND SEMESTER FLEX START -

Questions

- Who teaches you how to act in the school? What do they teach you to do?
- What struggles have I had? How can I work on ~~improving~~ <sup>to improve</sup> them? Why do I want to improve them?

**Next Steps:**

- GETTING B.C. started
- AFFIRM THE RESPECT OF EYE CONTACT/HANDSHAKES
  - BUILDING CONNECTION ; TRUST FOR GOOD DISCUSSIONS BEFORE GUEST SPEAKERS
  - DISCUSS FROM BROAD TO NARROW QUESTIONS  
↳ + HOW CAN THE SCHOOL BUILD CONNECTION FOR BOYS

**Testing – How will we know if it is successful?**

# BELONGING PROTOTYPE

**Title:** FOSTERING COMMITMENT IN EXTRA-CURRICULUM ACTIVITIES  
(ONCE THEY JOIN A CLUB/TEAM)

**Who is leading this?** (Call meetings, do the research and collect resources, make sure the plan is implemented)

GROUP EFFORT - KAL, RACHEL, VAN, SOOMIN, AMY, DARLENE, DAVID.

**Scope:** Classroom / School (Circle)

**Who else do we need ideas or input from?**

- All teachers and teachers sponsoring clubs
- Students in the clubs

**What research still needs to be done?**

- Survey on what kind of activities they want to involve themselves in
- Attendance (tracking students attendance who said they would commit)
- Students say they are too busy - need to know exact reasons why they are busy and can't commit anymore.
- Incentives to keep students commitment? Or teach students volunteering your time does not mean you get awarded all the time - self gratification. by putting time into their community
- Why boys seem to be less committed
- What clubs you want to see at Delview

**Description of Prototype:**

~~Teaching~~

Teaching students time management, pride in work they do rather than awards, supporting one another instead of taking them down.

Teach students how to become leaders

Bigger problems in school - lack of resiliency, accountability and "saving" kids all the time and putting it back on teachers.

### Next Steps:

Survey during flex time at the beginning of the year. for all students:

- ① What do you think the top 3 clubs are and why?
- ② What types of clubs ~~do you want to see~~ do you want to participate in?
- ③ What clubs would you ~~participate in~~ lead?
- ④ What type of activities would you participate in?
- ⑤ What do you do outside of school?

Create a survey again once students sign up for clubs.

### Testing – How will we know if it is successful?

When students participating in extra-curricular activities stay in it the entire year and put effort towards running activities.

More leadership roles will be taken up by students.



# BELONGING PROTOTYPE

**Title:** LUNCH BUDDIES

**Who is leading this?** (Call meetings, do the research and collect resources, make sure the plan is implemented)

No leader → just need teachers to sign up.

**Scope:** Classroom / School (Circle)

**Who else do we need ideas or input from?**

Staff

**What research still needs to be done?**

What rooms are available?

What staff wants to take turns supervising?

What days of the week will we open up?

What structure (if any) will be there?

→ Standards of keeping rooms tidy, expectations  
↳ games, activities?

**Description of Prototype:**

Ex:  
Monday: Room 122 → create sign up sheet

Open door for students can come @ lunch

! Have students go around and invite others to join

**Next Steps:**

**Testing – How will we know if it is successful?**

# BELONGING PROTOTYPE

**Title:** Mini Connections

**Who is leading this?** (Call meetings, do the research and collect resources, make sure the plan is implemented)

Jon, Tam, Lucy, Ryan G, Karen, Christine

**Scope:** Classroom / School (Circle)

**Who else do we need ideas or input from?**

- online strategies
- other staff - strategies
- students - what helped make the connection
- other schools

**What research still needs to be done?**

- Collect strategies
- be mindful of different styles and needs of teachers
- look for research already done ~~that~~ of what works and what to avoid
- consider data
  - attendance
  - lates
  - specific students
  - research attendance overall
- office staff/custodial
  - ↳ how do they build connections

**Description of Prototype:**

↳ some attend one class & skip others

- Need some common strategies
  - standing in the hallway
  - hallway/door check-ins
- Connections
  - Beginning of the Semester
  - Start of the Class
  - Creating spontaneous connection opportunities
    - hallway check-in
    - lunch time
    - fire drills
    - after school
    - Flex
  - During class check-ins
  - End of class check-ins/end of week
- perspective: ADST/Time Arts
  - ↳ shorter amount of time

### Next Steps:

- Collect strategies (macro + micro)
- Classroom observation
  - small groups (pro-D funds)
- come up w/ problem areas (specific)
  - what do people need help with? } start w/ this
- other staff = how do they build connections?

### Testing - How will we know if it is successful?

- specific students } anecdotal
- noticing changes } anecdotal
- ask students
- student survey improvement on connections
- project on how many students connect w/ adults

# BELONGING PROTOTYPE

Title: Raider Card

Who is leading this? (Call meetings, do the research and collect resources, make sure the plan is implemented)

Turpin? Counselling Team? Admin?

Scope: Classroom / School (Circle)

Who else do we need ideas or input from?

Counsellors, Admin

What research still needs to be done?

- What does an Ideal Delview Student look like?
- What do we as staff want to celebrate?
- How can we get staff on the same page?
- How can we make achieving a Raider Card more appealing to students?

Description of Prototype:

**Next Steps:**

Raise Care

Topic: Consulting firm & Admin?



Consulting, Admin

How can we help financing a raise and more financing to students?  
How can we get staff on the same page?  
What do we as staff want to celebrate?  
What does an ideal Division Student look like?

**Testing - How will we know if it is successful?**