

The Power of Belonging

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Published by *K20 Center*

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Time Frame 60

Essential Question(s)

How can schools create and support clubs to engage students and enhance college and career readiness skills?

Summary

This professional development session is designed to help educators explore the role of student clubs in fostering college and career readiness. During the session, participants will explore the benefits of club participation, engage in reflective discussion about research on clubs, and collaborate to create strategies to increase student participation and support for clubs. This session will help educators gain a deeper understanding of how clubs contribute to a positive school culture and create an action plan to enhance extracurricular engagement in their own school communities.

Learning Goals

- Research the benefits of student participation in school clubs.
- Explore how clubs contribute to student growth and school culture.
- Collaborate with colleagues to identify opportunities and strategies for expanding club access and engagement.

Standards

InTASC Model Core Teaching Standards (K-12th)

1e: The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
1j: The teacher takes responsibility for promoting learners' growth and development.
2n: The teacher makes learners feel valued and helps them learn to value each other.
3i: The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
10p: The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Attachments

- Club Articles—The Power of Belonging.docx
- Club Articles—The Power of Belonging.pdf
- Instructional Strategy Note Sheet—The Power of Belonging.docx
- Instructional Strategy Note Sheet—The Power of Belonging.pdf
- Presentation Slides—The Power of Belonging.pptx
- T-Chart—The Power of Belonging.docx
- T-Chart—The Power of Belonging.pdf

Materials

- Presentation Slides (attached)
- Instructional Strategy Note Sheet handout (attached; one per participant)
- T-Chart handout (attached; print two-sided; one per participant)
- Club Articles handouts (attached; print one-sided; one set of handouts per seven participants)
- Beach ball (one per six participants)
- Chart paper (11 sheets)
- Writing utensils

Preparation

Number seven sheets of chart paper 1–7. You should have one sheet of chart paper for each of the seven **Club Articles**.

Label the remaining four sheets of chart paper with the words “Promotion,” “Celebration,” “Support,” and “Barriers.”

Print enough copies of the Club Articles so that every participant receives one article. There are seven articles in the document. Print approximately one set of articles, single-sided, for every seven participants so that the articles are evenly distributed among attendees.

10 minutes

Engage

Facilitator's Note: Participant Grouping

The first activity of this session involves participants working in groups of six. Consider seating participants in groups of six to begin the session.

Begin by giving each participant one copy of the attached **Instructional Strategy Note Sheet** handout and a writing utensil. Encourage participants to use this note sheet to take notes on the strategies and resources referred to throughout this session.

Use the attached **Presentation Slides** to facilitate this professional development session. Display **slide 2** and briefly introduce yourself and the session to participants.

Go to **slide 3** and introduce the Beach Ball Talk and Toss instructional strategy. Give each group of participants a beach ball. Have participants toss the ball back and forth to each other. When a participant catches the ball, have them identify the color their right thumb lands on. Have them then respond to the question on the slide that corresponds to the color. Once they have responded, have them toss the ball to someone else in the group, who will repeat the process. Allow enough time for all questions on the slide to be discussed.

Engage participants in a whole group discussion. Invite groups to share out some points from their Beach Ball Talk and Toss. Discuss key takeaways from the activity and any interesting insights.

Use **slides 4–5** to introduce the session's essential question and learning objectives. Encourage participants to consider the question and objectives during the course of the session.

10 minutes

Explore

Display **slide 6** and introduce the Stand Up, Sit Down instructional strategy. Pass out one copy of the **T-Chart** handout to each participant. Have participants complete the T-Chart by recording the benefits of club participation in the left side of the chart and the college and career-readiness skills that can be learned in clubs in the right side of the chart. Begin the three-minute timer on the slide and allow them time to work.

Have all participants stand. Invite each participant to share a single item from their list. If a participant has the same item shared on their own list, they should cross it off. Once a participant has shared every item from their list or marked off every item on their list, have them sit down. As individuals share out, record their items on chart paper or on a whiteboard.

20 minutes

Explain

Display **slide 7**. Give each participant one page of the attached numbered **Club Articles**. Ensure that each participant at a table receives a different article summary.

Introduce participants to the Jigsaw instructional strategy. Have participants read their assigned articles and identify the main ideas and key takeaways of each.

Have participants then join a group with others who read the article of the same number. Have each group move to their designated chart paper marked with their article number.

Show **slide 8** and introduce participants to the modified version of the Color, Symbol, Image instructional strategy. Explain that each group should select a color that represents their article and design a unique image that reflects the core idea or theme of the article. Have each group also create a short summary of 1–2 sentences that captures the main idea of the article.

Once all groups have completed their posters, have each group select a spokesperson. Invite that spokesperson to share out their color, summary, and image, and explain how each element connects to the article.

15 minutes

Extend

Optional Technology Integration

Instead of numbering off participants, consider using the SORT (System for Organizing Randomized Teams) tech tool to create four groups. Use the "Custom Options" dropdown menu to give each group one of the following names: Promotion, Celebration, Support, and Barriers. Then select the "SORT" button. Have participants scan the QR code or use the link provided to determine their groups.

Display **slide 9** and organize participants into four groups: Promotion, Celebration, Support, and Barriers. Have each group find the chart paper labeled with their group name. Give each group a marker of a different color so that each group's writing will be easily identifiable at the end of the activity.

Go to **slide 10** and introduce participants to the Gallery Walk instructional strategy. Have participants visit each group's poster and write a response to the question on the slide that corresponds to the poster's title. Remind groups to take their markers with them as they rotate to different posters.

Allow three minutes for the first rotation, two minutes for the second rotation, one minute for the third rotation, and one minute for the fourth rotation. Allow one minute for the final rotation, as groups return to their original posters and record any lingering ideas on the posters.

Facilitator's Note: Timers

Consider using the K20 Center's Online Timer to set a time limit for each rotation during the activity.

Show **slide 11** and have groups review what others have added to their posters. Have them circle one idea from their posters that they would like to share. Allow time for different groups to share out their chosen ideas.

5 minutes

Evaluate

Have participants return to their original seats and transition to **slide 12**. Introduce the Aha! Huh? Uh uh. instructional strategy. Have participants respond to the following questions on the back of their Instructional Strategy Note Sheet handouts:

- Aha! What is something you can implement or do immediately to support clubs at your school?
- Huh? What is something you would like to do with the right support, but still have questions or concerns about?
- Uh uh. What is something that would be difficult to change or implement in your school?

Allow participants about three minutes to complete their responses. Invite volunteers to share their reflections with the whole group.

Transition to **slide 13**. Review the various instructional strategies participants have used throughout the session. Draw their attention to the front of their Instructional Strategy Note Sheet handouts. Invite them to complete their handouts with information about how each strategy was used throughout the session and ideas for how they could use the strategies in their classrooms. Invite volunteers to share out different ideas.

Research Rationale

Club participation can lead to higher grades, regardless of the focus of the club, or extra-curricular or co-curricular activity (Durlak et al., 2010; Fredricks & Eccles, 2006; Kronholz, 2012). Club participation also enables students to acquire and practice skills beyond a purely academic focus. Participation in these activities also affords participants the opportunities to develop skills such as self-regulation, collaboration, problem-solving, and critical thinking (Allen et al., 2019). Supportive relationships between teachers and students can be instrumental in developing a student's sense of belonging (Pendergast et al., 2018; Wallace et al., 2012). These support systems enable high-need, high-opportunity youth to establish social capital through emotional support, connection to valuable information resources, and mentorship in a club context (Solberg et al., 2021). School clubs can enable participants to build the critical social skills and "21st-century skills" that better position them for success in college and the workforce (Allen et al., 2019; Durlak et al., 2010; Hurd & Deutsch, 2017).

Resources

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- K20 Center. (2021, September 21). *K20 Center 3 minute timer* [Video]. YouTube. https://www.youtube.com/watch?v=iISP02KPau0
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