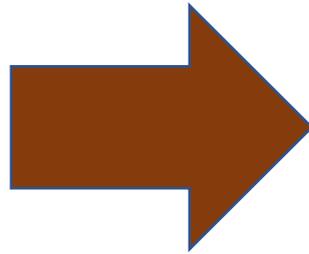


Belonging

Is a basic human need which is associated with many positive life outcomes.

Belonging



Greater well-being

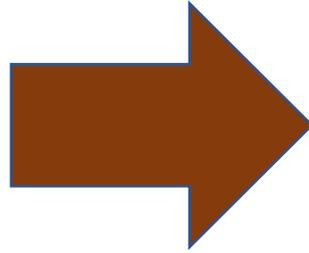
Stress management

Happiness

Greater Health

Lower Mortality Rate

Feeling one
does not
Belong



Emotional distress

Health risks

Increased risk behaviors

Depression

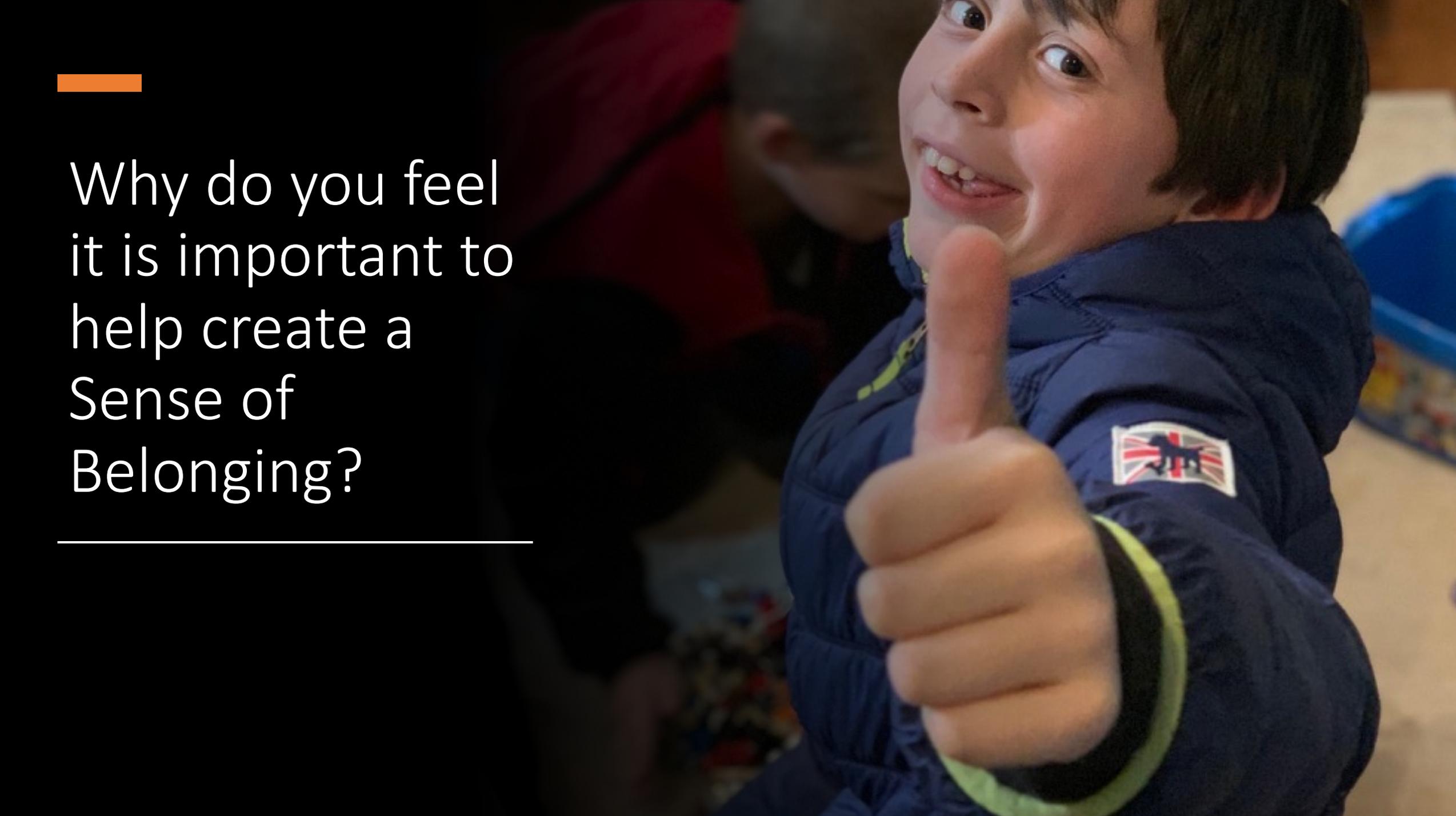
What does it mean when we say Belonging?

When one feels **Respected** and **Valued** in a given context.

Creating a Sense
of Belonging for
Children.



- When **children** feel a **sense of belonging** and **sense of pride** in their families, their peers, and their communities, they can be emotionally strong, self-assured, and able to deal with challenges and difficulties.

A young boy with dark hair, wearing a blue quilted jacket with a Union Jack patch on the sleeve, is giving a thumbs up gesture. He has a happy, smiling expression and is looking slightly upwards and to the right. The background is blurred, showing other people in a room.

Why do you feel
it is important to
help create a
Sense of
Belonging?

Sample Learning Opportunities

The adult supports children to **think about themselves**, who they are and their strengths, interests and abilities:

- explores with children what makes them special, for example their own characteristics and what makes them different from their siblings and peers
- discusses children's individual strengths and interests, for example sport, animals, cars, dancing, singing, playing an instrument, computers, literacy, numeracy
- acknowledges and, if appropriate, celebrates events such as birthdays, Chinese New Year, Christmas or Diwali, Ramadan, and Rosh Hashanah
- uses drawings and early writings to help children create books, for example about their favourite sports team or their holidays (with the adult acting as a scribe for younger children)



The adult creates multiple opportunities for young children to **talk, listen and be heard** whenever possible **with peers, with adults, or in small groups**:

- sits with children, encouraging them to chat, to share experiences, and to listen to others
- encourages discussions about children's work and play, for example what they are doing now and what they have seen and done
- records sequences of events in personal or family histories, for example looking at their own baby and toddler photos, talking about toys their grandparents played with, clothes their parents wore, and music their parents listened to

The adult adapts routines to cater for individual needs, interests, preferences, and capabilities:

- enables children to be involved in or to choose alternative activities
- respects children's preferences, for example supports their preference to play alone, with a sibling or peer, or in a group
- sets tasks for varying abilities so that everyone has a chance to be successful
- encourages

The adult develops young children's awareness of the **community** in which they live:

- helps children become aware of and be active in their setting (their micro-community)
- helps ensure children know the name of the setting and that they recognise some of the other adults and children involved
- includes the children in making decisions and in participating in community activities
- visits places in the community and facilitates visits from, and interactions with members of the community
- uses ICT equipment, such as scanners, digital cameras, interactive white boards, or slide shows to collect and display information about their community
- helps children to develop a sense of place and a responsibility to care for that place



References

- *Aistear: the Early Childhood Curriculum Framework* Identity and Belonging
- MindsetKIT; What is belonging? Belonging for Educators