Community

SESSION	SLIDES	WORKBOOK
45–55 min	14	Pages 30–33

A note to facilitators

We want to make these sessions as simple as possible for you, but this is your time with your students. You know them best. Use this guide as a starting point, not a script. If a conversation takes an unexpected direction, that is okay. Follow the questions and interests that matter to your group. These sessions work best when students own the time.

At a glance

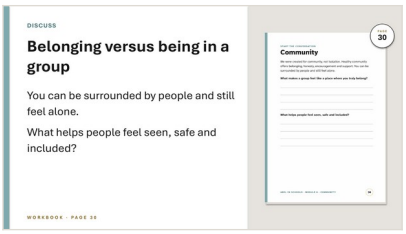
Central message	We were created for community, not isolation. Healthy community offers belonging, honesty, encouragement and support. We can choose to move towards safe people and help others feel included.
Suggested time	45–55 minutes.
Have ready	14-slide Community deck, masking tape or a floor line, pens and workbooks (pages 30–33).
Optional	Abel Resource Hub introduction and stories.

Before you begin

Cross the Line must be voluntary. Never require disclosure of loneliness, distress or family circumstances. Students may stay in place, observe or opt out without explanation. Use light prompts first, avoid identifying who crossed and follow school safeguarding processes if a student needs support.

Slide by slide





START THE CONVERSATION · SLIDES 1–2 + DISCUSS · SLIDE 3 · 5 MIN

WORKBOOK · PAGE 30

Start the conversation

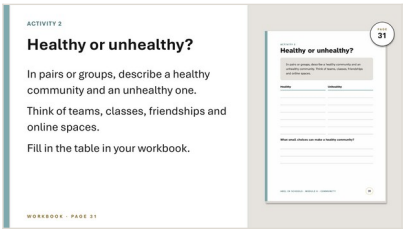
Introduce community as more than being part of a group. Ask: What makes you feel you belong? What is the difference between being surrounded by people and feeling connected? Play Noddy's topic introduction from the Resource Hub if available.

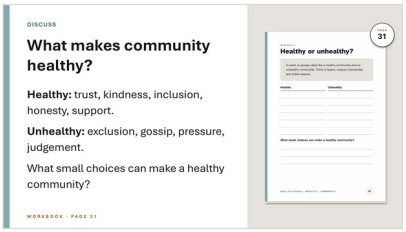


ACTIVITY 1 · SLIDES 4–5 · 10–12 MIN

Cross the Line

Place a line of masking tape on the floor. Explain that students may cross silently when a statement applies to them, or choose not to participate. Begin with light statements, then use carefully chosen prompts about belonging. Do not ask students to explain their response. Debrief with: What did you notice about how much we have in common?



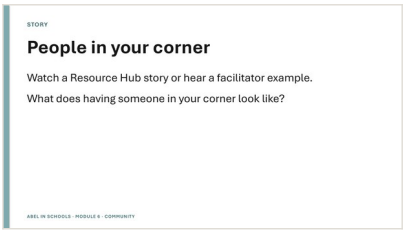


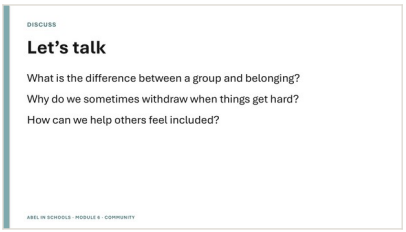
ACTIVITY 2 · SLIDE 6 + DISCUSS · SLIDE 7 · 10 MIN

WORKBOOK · PAGE 31

Healthy or unhealthy?

In pairs or small groups, list qualities of healthy and unhealthy communities. Think about friendships, teams, classes and online groups. Discuss how small actions create safety, trust, exclusion or pressure. Students use the comparison table on workbook page 31.

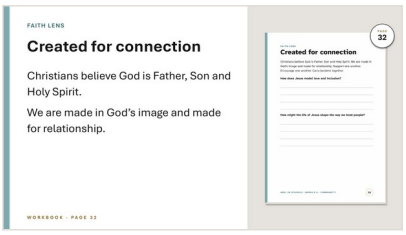




STORY · SLIDE 8 + DISCUSS · SLIDE 9 · 6–8 MIN

People in your corner

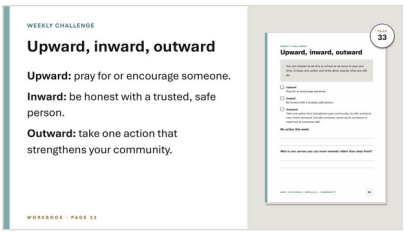
Use a Resource Hub story or a suitable facilitator example. Ask what it means to have someone in your corner, why we sometimes withdraw when life is difficult and how we can help someone feel included. Sharing personal stories is always optional.



FAITH LENS · SLIDES 10–11 · 8 MIN · WORKBOOK · PAGE 32

Created for connection

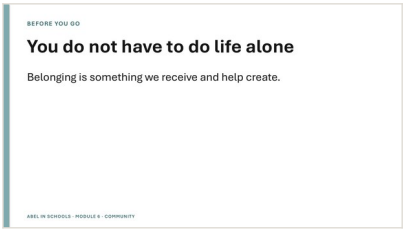
Introduce the Christian belief that God is Father, Son and Holy Spirit, and that humans are made in God's image. Explore the idea that we are made for relationship. Discuss supporting one another, carrying burdens and choosing safe community. Ask: How might the life of Jesus shape the way we treat people?



WEEKLY CHALLENGE · SLIDES 12–13 · 6 MIN · WORKBOOK · PAGE 33

Upward, inward, outward

Invite students to choose one action: Upward (faith): pray for or encourage someone; Inward (personal growth): speak honestly with a trusted safe person; Outward (community impact): include, thank, encourage or stand up for someone. Students write one specific action on workbook page 33.



BEFORE YOU GO · SLIDE 14 · 3 MIN

Close and weekly challenge

Ask: What is one small action you can take this week to strengthen your community? Who is one person you can move towards rather than away from? Close with the idea that belonging is something we both receive and help create.

Optional Cross the Line prompts

Light: Pineapple belongs on pizza. I have laughed at a joke I did not understand. I have felt nervous joining a new group. Reflective (only if appropriate): I have felt left out of a group. I find it easier to text how I feel than say it aloud. I know an adult I can talk to when I need help. Do not ask students to disclose or justify answers.

Additional questions (choose what suits your students)

What makes a group feel safe? How do small acts of inclusion change a class? Why can we withdraw when we need support? What does healthy community look like online? How can we be a safe person for someone else?

What success looks like

Students can distinguish belonging from simply being in a group, name qualities of healthy community, identify a trusted support person or route to support and choose one practical act of inclusion. Look for thoughtful reflection, not personal disclosure or a particular statement of faith.