

My Belonging Shield

Name / chosen name: _____

Open-ended activity

There is no single correct response. Look for a completed drawing, practical welcoming idea, clear explanation or respectful participation appropriate to the learner's age.

Facilitate

Draw four parts of an optional personal or fictional belonging shield.

Read prompts aloud when helpful. Offer pointing, drawing, a partner scribe, larger printing or a quiet version. Encourage choice and respect a pass.

Sample idea

"We can offer a turn, explain the activity with pictures and ask what would help." Adapt this example to the particular task rather than requiring the words.

Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Everyone Is Unique

Name / chosen name: _____

Alex: drawing shared with Riley; reading shared with Jules.

Sam: football shared with Taylor; music shared with Casey.

Jules: reading shared with Alex; science shared with Taylor.

Riley: gardening shared with Casey; drawing shared with Alex.

Casey: music shared with Sam; gardening shared with Riley.

Taylor: science shared with Jules; football shared with Sam.

Accept either shared interest. Do not infer any background from the artwork.

Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Find Something We Share

Name / chosen name: _____

Many answers are possible. Fictional profile examples: drawing — Alex or Riley; football — Sam or Taylor; reading — Alex or Jules; gardening — Riley or Casey; music — Sam or Casey; science — Jules or Taylor.

Other interests can use invented profiles or willing partners. Nobody has to share personal information.

Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Friendship Bingo

Name / chosen name: _____

Open-ended activity

There is no single correct response. Look for a completed drawing, practical welcoming idea, clear explanation or respectful participation appropriate to the learner's age.

Facilitate

Play with twelve different interest bingo cards and optional conversation prompts.

Read prompts aloud when helpful. Offer pointing, drawing, a partner scribe, larger printing or a quiet version. Encourage choice and respect a pass.

Sample idea

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What Does Belonging Feel Like?

Name / chosen name: _____

Open-ended activity

There is no single correct response. Look for a completed drawing, practical welcoming idea, clear explanation or respectful participation appropriate to the learner's age.

Facilitate

Choose feeling words and draw a moment of belonging.

Read prompts aloud when helpful. Offer pointing, drawing, a partner scribe, larger printing or a quiet version. Encourage choice and respect a pass.

Sample idea

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How Can We Help Everyone Belong?

Name / chosen name: _____

Sample responses

1. Offer an invitation and accept their choice.
2. Explain with a short demonstration and pictures; check what would help.
3. Make room, explain how to join, or plan the next round together.
4. Stop the laughing, use respectful words and get educator support if needed.

Accept different practical ideas that preserve choice, dignity and participation.

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Kind Words and Unkind Words

Name / chosen name: _____

Kind / welcoming

Would you like to join us?

We can show you how.

Your lunch looks interesting.

You can sit with us.

Let's take turns.

Unkind / excluding

You can't play with us.

That's weird.

You don't belong here.

We only play with our friends.

Sample rewrite: "Would you like to join the next round? We can explain the rules." Tone and context matter; "interesting" can become unkind when used sarcastically.

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Welcome a New Student

Name / chosen name: _____

Open-ended activity

There is no single correct response. Look for a completed drawing, practical welcoming idea, clear explanation or respectful participation appropriate to the learner's age.

Facilitate

Make an original welcome card for a fictional new student.

Read prompts aloud when helpful. Offer pointing, drawing, a partner scribe, larger printing or a quiet version. Encourage choice and respect a pass.

Sample idea

"We can offer a turn, explain the activity with pictures and ask what would help." Adapt this example to the particular task rather than requiring the words.

Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Invent a Game Everyone Can Play

Name / chosen name: _____

Open-ended activity

There is no single correct response. Look for a completed drawing, practical welcoming idea, clear explanation or respectful participation appropriate to the learner's age.

Facilitate

Design and test an accessible game with clear, fair rules.

Read prompts aloud when helpful. Offer pointing, drawing, a partner scribe, larger printing or a quiet version. Encourage choice and respect a pass.

Sample idea

"We can offer a turn, explain the activity with pictures and ask what would help." Adapt this example to the particular task rather than requiring the words.

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Harmony Week Memory Cards

Name / chosen name: _____

Twenty-four cards make twelve identical pairs. Match the pictures; the friendly labels describe the illustrated idea. Shuffle with the pictures facing down for memory play.

For an easier version, keep all cards face up. For low-motor participation, an educator moves cards when the child points.

Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Same, Different, Both

Name / chosen name: _____

Alex only: gardening.

Both: drawing and reading.

Sam only: football.

They could read or draw together, or choose to try a different interest. Interests do not determine whether someone belongs.

Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Harmony Paper Chain

Name / chosen name: _____

Open-ended activity

There is no single correct response. Look for a completed drawing, practical welcoming idea, clear explanation or respectful participation appropriate to the learner's age.

Facilitate

Write welcoming actions on four paper chain strips.

Read prompts aloud when helpful. Offer pointing, drawing, a partner scribe, larger printing or a quiet version. Encourage choice and respect a pass.

Sample idea

"We can offer a turn, explain the activity with pictures and ask what would help." Adapt this example to the particular task rather than requiring the words.

Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Friendship Flower

Name / chosen name: _____

Open-ended activity

There is no single correct response. Look for a completed drawing, practical welcoming idea, clear explanation or respectful participation appropriate to the learner's age.

Facilitate

Make a six-petal flower showing ways to include others.

Read prompts aloud when helpful. Offer pointing, drawing, a partner scribe, larger printing or a quiet version. Encourage choice and respect a pass.

Sample idea

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Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Our Group Belongs Poster

Name / chosen name: _____

Open-ended activity

There is no single correct response. Look for a completed drawing, practical welcoming idea, clear explanation or respectful participation appropriate to the learner's age.

Facilitate

Contribute an optional symbol or word to a shared group poster.

Read prompts aloud when helpful. Offer pointing, drawing, a partner scribe, larger printing or a quiet version. Encourage choice and respect a pass.

Sample idea

"We can offer a turn, explain the activity with pictures and ask what would help." Adapt this example to the particular task rather than requiring the words.

Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Belonging Wall

Name / chosen name: _____

Open-ended activity

There is no single correct response. Look for a completed drawing, practical welcoming idea, clear explanation or respectful participation appropriate to the learner's age.

Facilitate

Build a wall of welcoming actions with printable bricks.

Read prompts aloud when helpful. Offer pointing, drawing, a partner scribe, larger printing or a quiet version. Encourage choice and respect a pass.

Sample idea

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Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Compliment Cards

Name / chosen name: _____

Open-ended activity

There is no single correct response. Look for a completed drawing, practical welcoming idea, clear explanation or respectful participation appropriate to the learner's age.

Facilitate

Give specific, kind feedback using six sentence cards.

Read prompts aloud when helpful. Offer pointing, drawing, a partner scribe, larger printing or a quiet version. Encourage choice and respect a pass.

Sample idea

"We can offer a turn, explain the activity with pictures and ask what would help." Adapt this example to the particular task rather than requiring the words.

Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Community Circle Questions

Name / chosen name: _____

Open-ended activity

There is no single correct response. Look for a completed drawing, practical welcoming idea, clear explanation or respectful participation appropriate to the learner's age.

Facilitate

Use forty optional discussion questions across two age levels.

Read prompts aloud when helpful. Offer pointing, drawing, a partner scribe, larger printing or a quiet version. Encourage choice and respect a pass.

Sample idea

"We can offer a turn, explain the activity with pictures and ask what would help." Adapt this example to the particular task rather than requiring the words.

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Friendship Matching

Name / chosen name: _____

Twelve cards make six identical pairs. Match the pictures; the friendly labels describe the illustrated idea. Shuffle with the pictures facing down for memory play.

For an easier version, keep all cards face up. For low-motor participation, an educator moves cards when the child points.

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Different Faces, Same Feelings

Name / chosen name: _____

Intended expression examples: 1 happy; 2 sad; 3 worried; 4 calm; 5 excited; 6 surprised.

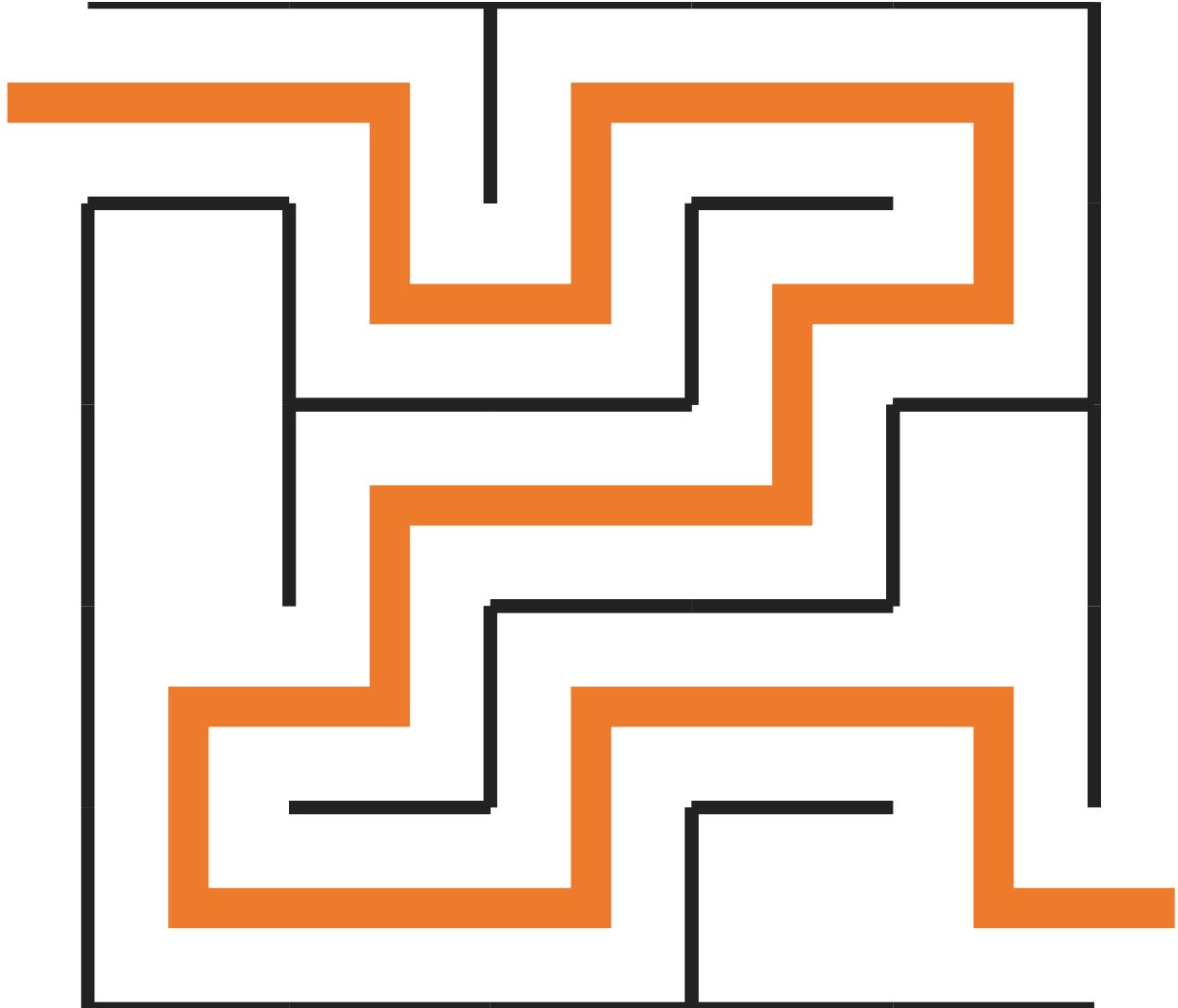
These are drawing conventions, not reliable diagnoses of someone's feelings. Accept plausible alternatives. Encourage "I wonder..." and asking respectfully how someone feels. Appearance does not determine identity or emotion.

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Early Years Friendship Maze

Name / chosen name: _____

The marked path reaches the open right exit. All adjacent steps cross an open wall.



What Makes a Community Inclusive?

Name / chosen name: _____

- 1 Quiet space and picture signs can remove barriers.
- 2 Offer a clear demonstration and ways to ask questions.
- 3 Provide an accessible way to take part; ask what is needed.
- 4 Meaningful choice helps inclusion.
- 5 Offer an alternative; no one has to taste food.
- 6 Use clear larger print, pictures and other formats.

Accept practical, respectful alternatives. Ask participants what support works.

Participation and personal sharing are optional. Learners may invent answers, point, draw, use a scribe or pass. Never infer a person's background from appearance. No food tasting or photographs are required.

Inclusion Problem Solver

Name / chosen name: _____

Possible responses: 1 short picture steps and a demonstration; 2 seated or different movement options; 3 ask respectfully, accept a pass or use a reliable source; 4 offer choices without insisting; 5 offer a quiet space or a different activity.

Children can request educator support. They do not have to explain private information to receive an accessible option.

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