

What Is Discrimination?

Name / chosen name: _____

1. Unfair exclusion based on background.
2. Fair support: different instructions can remove barriers.
3. Unfair exclusion; offer a practical access change.
4. Fair individual choice.

These classroom examples introduce concepts, not legal determinations. Accept explanations that identify dignity, choice and access. Educators address discrimination; children need not confront it alone.

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.

Speak Up Safely

Name / chosen name: _____

Sample support: “Would you like me to sit with you?” If safe, “That comment is hurtful. Please stop.” An alternative is to move away together and tell a trusted adult.

Accept an indirect response that keeps the learner safe. Never score a child down for declining to confront someone. Adults carry the responsibility for stopping harmful behaviour.

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.

Stereotype or Fact?

Name / chosen name: _____

1 Stereotype · 2 Checked fact · 3 Stereotype · 4 Checked fact · 5 Stereotype · 6 Checked fact.

The stated records are fictional evidence for these tasks only. The survey describes ten participants; it cannot support a claim about a whole culture.

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.

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.

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.

Culture Is More Than Food and Flags

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 concept map showing culture beyond food and flags.

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.

Assumptions and Respectful Questions

Name / chosen name: _____

Possible questions: 1 “What foods would you like to tell me about?” 2 “What activities do club members choose?” 3 “Which games would you like to play?” 4 “Where could I find reliable information about languages in Greenbridge?” 5 “Would you like to share a celebration, or pass?” 6 “What could I read to learn about different ideas in Brookside?”

Prefer a source or optional question to an assumption. A person need not answer or speak for a group.

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.