

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.

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

"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.

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.

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Hello Around the World

Name / chosen name: _____

Each page is an independent four-item set.

Set 1

1–B · 2–D · 3–A · 4–C

Set 2

1–B · 2–D · 3–A · 4–C

Language	Greeting	Thank you
English	Hello	Thank you
French	Bonjour	Merci
German	Guten Tag	Danke
Italian	Buongiorno	Grazie
Spanish	Buenos días	Gracias
Dutch	Goedemorgen	Bedankt
Swedish	God morgon	Tack
Finnish	Hyvää huomenta	Kiitos

These are example daytime greetings. The European Commission source uses “Good morning” for English; the worksheet uses the general greeting “Hello”. No pronunciation guide is provided.

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.

Thank You Around the World

Name / chosen name: _____

Each page is an independent four-item set.

Set 1

1–B · 2–D · 3–A · 4–C

Set 2

1–B · 2–D · 3–A · 4–C

Language	Greeting	Thank you
English	Hello	Thank you
French	Bonjour	Merci
German	Guten Tag	Danke
Italian	Buongiorno	Grazie
Spanish	Buenos días	Gracias
Dutch	Goedemorgen	Bedankt
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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.

Languages Around Us

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

Notice languages in books, signs and other everyday sources.

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.

Foods Around the World Matching

Name / chosen name: _____

Picture names

1. Dumplings
2. Tacos
3. Sushi
4. Pasta
5. Curry
6. Falafel
7. Phở
8. Pavlova
9. Flatbread

Description letters

- A. Flatbread
- B. Curry
- C. Phở
- D. Tacos
- E. Pavlova
- F. Pasta
- G. Dumplings
- H. Falafel
- I. Sushi

Match names and descriptions, rather than treating countries as exclusive owners of foods.

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.

My Favourite Food

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 a favourite or imaginary food and explain your choice.

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.

Recipe Interview

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

Interview a willing adult, role-play or use a published recipe.

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.

Compare Two Games

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

Compare the equipment, goals and movements of two games.

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.

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.

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.

Instrument Matching

Name / chosen name: _____

Set 1 picture names

1. Guitar
2. Djembe
3. Tabla
4. Ukulele

Set 2 picture names

1. Erhu
2. Panpipes
3. Oud
4. Taiko

Challenge letters

Set 1: A Tabla · B Guitar · C Ukulele · D Djembe

Set 2: A Oud · B Erhu · C Taiko · D Panpipes

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 World Map

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 an accurate coastline map to mark places to learn about.

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.

Around the World Scavenger Hunt

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 books or supervised sources to find seven examples and record sources.

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.

Australia Is Home to Many Stories

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

Add optional interests or imaginary community stories to an Australia outline.

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.

Harmony Week Word Search

Name / chosen name: _____

All occurrences of the twelve words are marked, including any incidental occurrence.



BELONG

RESPECT

WELCOME

FRIEND

KINDNESS

TOGETHER

COMMUNITY

CULTURE

LISTEN

INCLUDE

SHARE

HARMONY

Eight checked, connected answers.

	¹ W									
	E									
	L									
	² C	U	L	T	U	R	E			
	O						³ K			
	M			⁴ B			I			
⁵ R	E	S	P	E	C	T	N			
				L			D			
			⁶ C	O	M	M	U	N	I	T
				N				E		
				G				S		
		⁷ F	R	I	E	N	D	S	H	I
				N						
	⁸ L	A	N	G	U	A	G	E		

Harmony Week Crossword

Name / chosen name: _____

1 Down: WELCOME — A greeting or action that helps someone join.

2 Across: CULTURE — Shared and changing ways of life, stories and ideas.

3 Down: KINDNESS — An action that shows care for someone.

4 Down: BELONGING — Feeling accepted and included.

5 Across: RESPECT — Treating people and their choices with care.

6 Across: COMMUNITY — People connected by a place or shared activity.

7 Across: FRIENDSHIP — A caring connection between friends.

8 Across: LANGUAGE — A way people communicate using words or signs.

Harmony Acrostic Poem

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 a positive HARMONY acrostic in seven generous spaces.

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.

Finish the Sentence

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

Finish six welcoming and respectful sentence starters.

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.

Harmony Story Starter

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 a fictional story about a new student and an important object.

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 I Spy

Name / chosen name: _____

Count only the grid

Hearts: 6

Books: 4

Instruments (drums): 3

Globes: 2

Orange shirts: 5

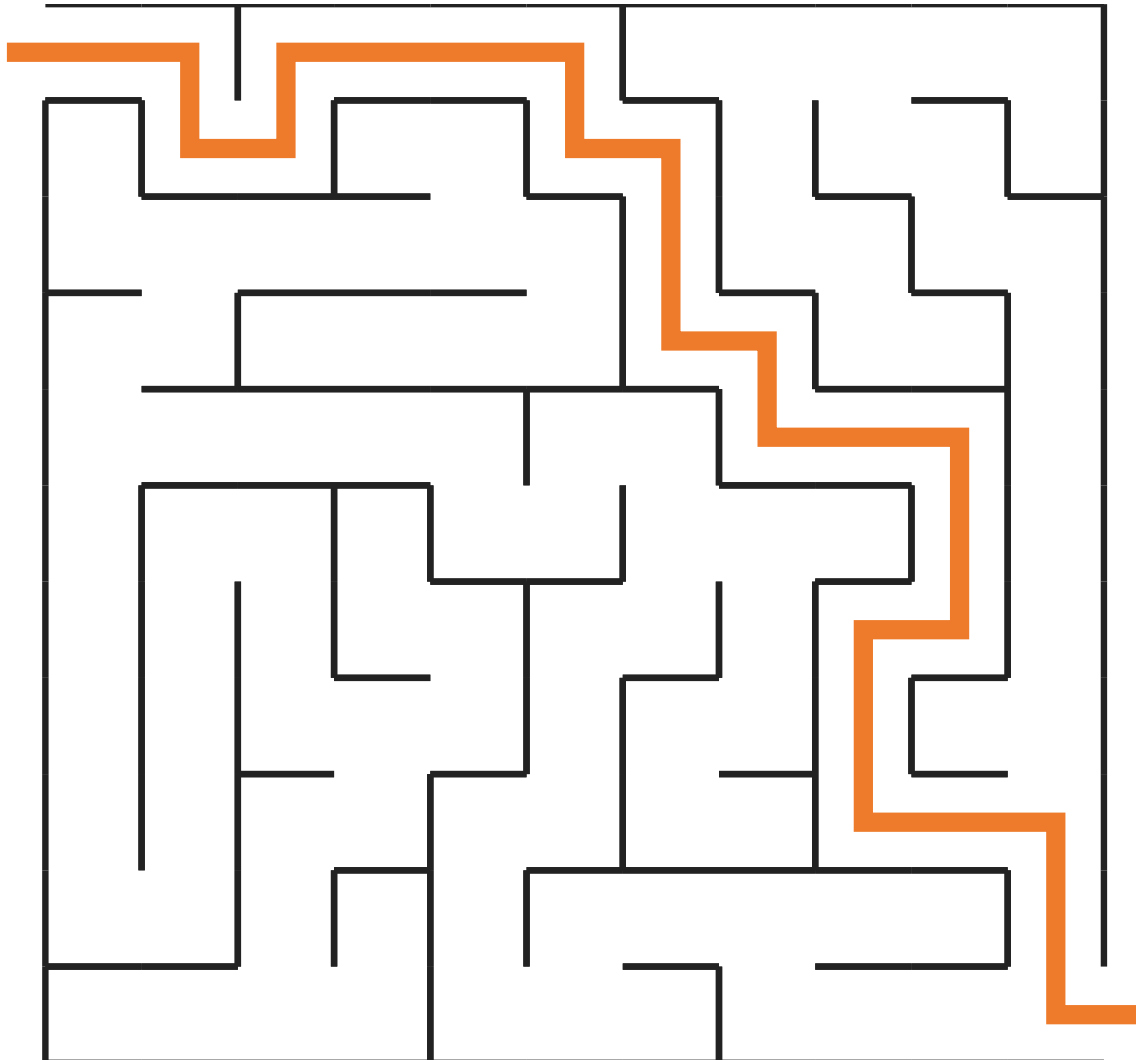
Other objects are distractors. In black and white, shirts use O and stripes. The illustration outside the grid is not counted.

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 Week Maze

Name / chosen name: _____

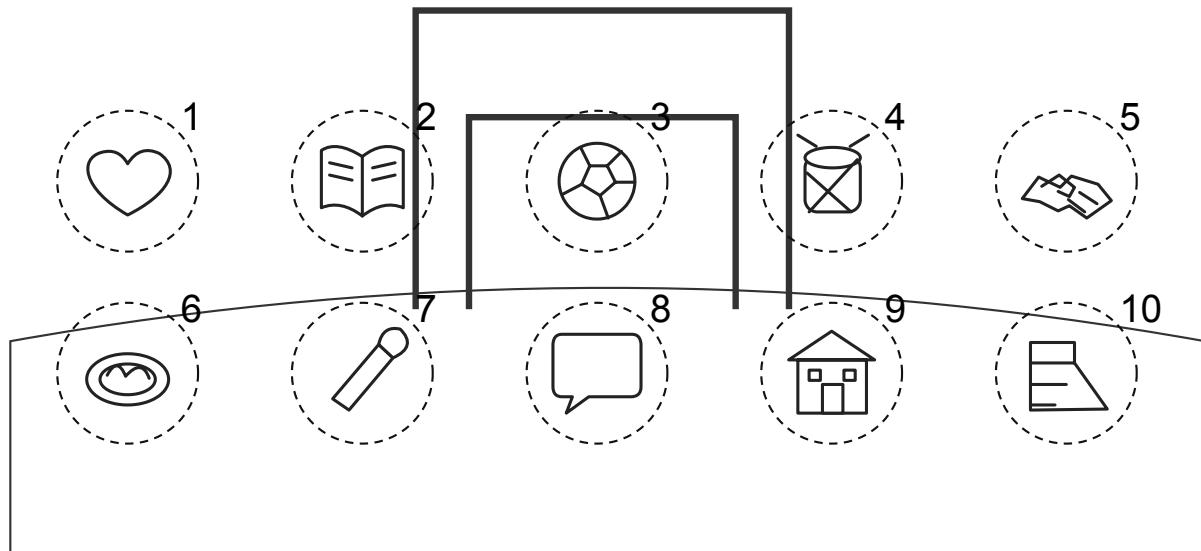
The marked path reaches the open right exit. All adjacent steps cross an open wall.



Harmony Week Spot the Difference

Name / chosen name: _____

Circles identify all ten objects changed in scene B. Compare shapes and positions; none needs colour alone.



1. heart: changed to a star.
2. book: made smaller.
3. ball: moved right.
4. Drum: removed.
5. hands: rotated.
6. meal: changed to a star.
7. paintbrush: made smaller.
8. bubble: moved right.
9. school: removed.
10. playground: rotated.

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.

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.

World Flag Matching

Name / chosen name: _____

Numbered flags

1. **Austria** — red / white / red (top to bottom).
2. **Belgium** — black / yellow / red (left to right).
3. **France** — blue / white / red (left to right).
4. **Finland** — blue cross on white.
5. **Germany** — black / red / gold (top to bottom).
6. **Italy** — green / white / red (left to right).
7. **Ireland** — green / white / orange (left to right).
8. **Netherlands** — red / white / blue (top to bottom).
9. **Poland** — white / red (top to bottom).
10. **Romania** — blue / yellow / red (left to right).
11. **Sweden** — yellow cross on blue.
12. **Luxembourg** — red / white / light blue (top to bottom).

BW sheets print colour names inside flag areas. Country names are matched to flags without assigning either to children.

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.

Design a Friendship Flag

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 a flag using three colours, two symbols and a motto.

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.

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.