My Belonging Shield

Name / chosen name: _____

WHAT MAKES ME, ME?

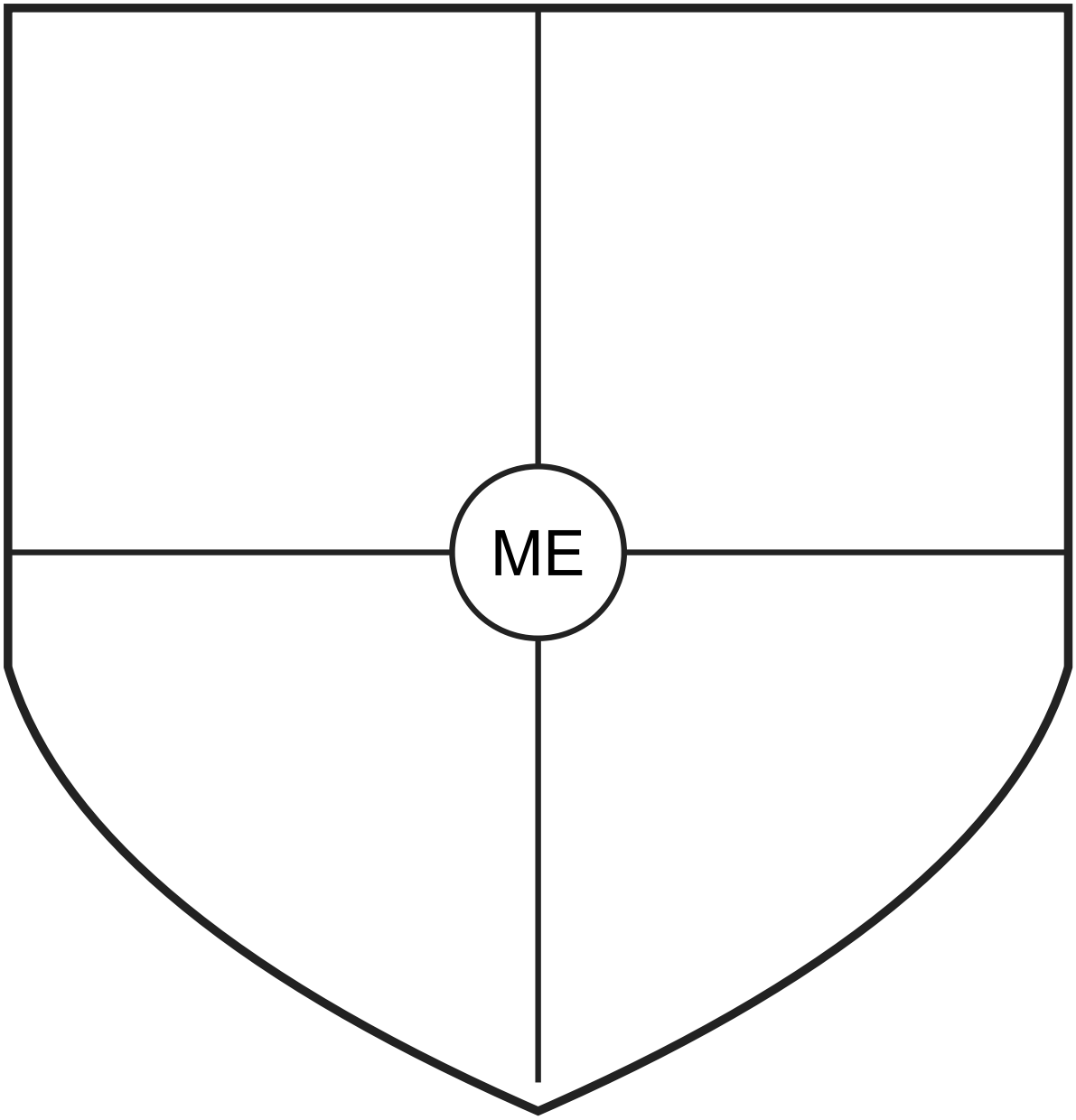
Draw an idea in each shield section. You may invent a character instead.

1. Something I enjoy

2. Someone important to me

3. A place I feel I belong

4. Something I am proud of



Sharing your shield is optional.

Everyone Is Unique

Name / chosen name: _____

These six children are fictional. Read their interests. Find an interest that each child shares with someone else.

Alex

I enjoy drawing and reading.

Shared with: _____

Sam

I enjoy football and music.

Shared with: _____

Jules

I enjoy reading and science.

Shared with: _____

Riley

I enjoy gardening and drawing.

Shared with: _____

Casey

I enjoy music and gardening.

Shared with: _____

Taylor

I enjoy science and football.

Shared with: _____

Everyone Is Unique

Name / chosen name: _____

Different interests, equal belonging

Something these children share

Something that differs

A question you could ask

An optional interest of yours or a character

A picture does not tell us a person’s cultural background. Interests can change.

Find Something We Share

Name / chosen name: _____

Find someone who enjoys each activity. Ask, point or use the fictional profiles in Everyone Is Unique. Use chosen names or initials. Anyone may pass.

I enjoy…	Someone who shares this interest
drawing	
football	
reading	
gardening	
music	
science	
puzzles	
building	

Something we could do together

What Does Belonging Feel Like?

Name / chosen name: _____

Belonging can feel different for different people. Circle three words you would choose for a fictional welcoming moment.

safe	**welcome**
included	**accepted**
listened to	**respected**
comfortable	**valued**

Draw a moment of belonging

Explain your drawing, or choose to keep it private.

How Can We Help Everyone Belong?

Name / chosen name: _____

Choose or draw one respectful response for each fictional situation.

1. A new child is sitting alone and looking towards a game.

_____

_____

2. A child wants to play but does not understand the rules.

_____

_____

3. Two children ask to join a game that has already started.

_____

_____

4. Someone laughs at a lunch they have not seen before.

_____

_____

Invite without insisting. Explain rules kindly. Ask what would help. Everyone can decline an invitation.

Kind Words and Unkind Words

Name / chosen name: _____

Cut the nine cards on page 2. Sort them below. Some words can depend on tone and context; explain your thinking.

KIND / WELCOMING	UNKIND / EXCLUDING

Rewrite an unhelpful sentence

_____

_____

_____

Kind Words and Unkind Words

Name / chosen name: _____

Cut and sort. We discuss fictional words without directing them at another child.

“Would you like to join us?”	**“We can show you how.”**	**“Your lunch looks interesting.”**
“You can sit with us.”	**“Let’s take turns.”**	**“You can’t play with us.”**
“That’s weird.”	**“You don’t belong here.”**	**“We only play with our friends.”**

“Interesting” is welcoming when curious and respectful; using it sarcastically may hurt.

Welcome a New Student

Name / chosen name: _____

Make a welcome card for a fictional new student. Keep details optional.

WELCOME! YOU CAN JOIN US.

Favourite group activities

Something useful to know

You can ask me about…

A picture of something we could do

Hello Around the World

Name / chosen name: _____

Match each language to its daytime greeting. Each page is a separate four-item set.

1. English	**A.** Guten Tag
2. French	**B.** Hello
3. German	**C.** Buongiorno
4. Italian	**D.** Bonjour

Languages have several greetings. Some examples here mean “good morning” or “good day”, rather than a word-for-word “hello”.

Create an imaginary message

Reference: European Commission, *Europe — Organising together*. A language can be used in many places.

Hello Around the World

Name / chosen name: _____

Match each language to its daytime greeting. Each page is a separate four-item set.

1. Spanish	**A.** God morgon
2. Dutch	**B.** Buenos días
3. Swedish	**C.** Hyvää huomenta
4. Finnish	**D.** Goedemorgen

Languages have several greetings. Some examples here mean “good morning” or “good day”, rather than a word-for-word “hello”.

Create an imaginary message

Reference: European Commission, *Europe — Organising together*. A language can be used in many places.

Thank You Around the World

Name / chosen name: _____

Match each language to its thank-you phrase. Each page is a separate four-item set.

1. English	**A.** Danke
2. French	**B.** Thank you
3. German	**C.** Grazie
4. Italian	**D.** Merci

These are example phrases. Usage can vary by context and place; no country or person is assigned a language.

Create an imaginary message

Reference: European Commission, *Europe — Organising together*. A language can be used in many places.

Thank You Around the World

Name / chosen name: _____

Match each language to its thank-you phrase. Each page is a separate four-item set.

1. Spanish	**A.** Tack
2. Dutch	**B.** Gracias
3. Swedish	**C.** Kiitos
4. Finnish	**D.** Bedankt

These are example phrases. Usage can vary by context and place; no country or person is assigned a language.

Create an imaginary message

Reference: European Commission, *Europe — Organising together*. A language can be used in many places.

Languages Around Us

Name / chosen name: _____

Find languages in everyday sources. Use a book, sign, song, packaging or a supervised screen. Do not record private information.

Source	Word / drawing noticed	How I checked the language
Book		
Sign		
Packaging		
Music / TV		
School / community		

You may research a fictional setting instead of your own community.

Foods Around the World Matching

Name / chosen name: _____

Match the nine pictures to this name bank. Write a name below each picture.

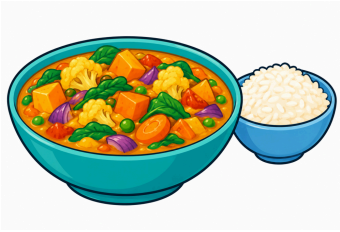
Dumplings · Tacos · Sushi · Pasta · Curry · Falafel · Phở · Pavlova · Flatbread

1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____

9. _____

Foods Around the World Matching

Name / chosen name: _____

Challenge: write each food name beside its description. Use the names on page 1.

A. Bread made in a flattened shape; many places have versions.
Name: _____

B. A broad name for many seasoned dishes, often with a sauce.
Name: _____

C. A Vietnamese noodle soup, with many variations.
Name: _____

D. Folded tortillas with a filling.
Name: _____

E. A meringue dessert often topped with fruit.
Name: _____

F. Dough shaped into strands or other shapes, then cooked.
Name: _____

G. These pictured dumplings are dough parcels with a filling.
Name: _____

H. Fried balls or patties made from chickpeas or fava beans.
Name: _____

I. A food made with seasoned rice; some versions use seaweed.
Name: _____

Foods travel and change. A dish does not belong exclusively to one place, and people choose different foods.

My Favourite Food

Name / chosen name: _____

Draw a favourite food, a food you would like to learn about, or an imaginary food. Sharing personal details is optional.

1. What would you call this food?

2. Why did you choose it?

3. When might someone enjoy it?

Recipe Interview

Name / chosen name: _____

Use a published recipe, interview a willing adult, or role-play. Never require family information. Record where information came from.

1. Recipe name

2. Who makes it, or source of the recipe

3. When someone might make it

4. Ingredients

5. Why someone might choose it

6. Where it was learned or found

Compare Two Games

Name / chosen name: _____

Choose any two games from the game cards or supervised play. Compare the activity, rather than making assumptions about people.

Compare	Game 1: _____	Game 2: _____
Players		
Equipment		
Goal		
Movements		
Ways to adapt		

1. One similarity

2. One difference

3. Which would you like to try, and why?

Invent a Game Everyone Can Play

Name / chosen name: _____

Invent a game that people can join in different ways. Ask players what works for them, then test your ideas.

1. Game name and goal

2. Equipment and clear rules

3. How someone can join while seated

4. How instructions could use words and pictures

5. How players can join later or choose a quiet role

Invent a Game Everyone Can Play

Name / chosen name: _____

Draw and test your game

1. Something that worked

2. Something we would change

3. How we checked everyone had a choice

Instrument Matching

Name / chosen name: _____

Match each numbered instrument picture with a name from this separate four-item bank.

Tabla · Guitar · Ukulele · Djembe

1. Name:

_____

2. Name:

_____

3. Name:

_____

4. Name:

_____

Instrument Matching

Name / chosen name: _____

Challenge: match the same four instruments to descriptions. Use the instrument reference cards to check.

A. A pair of drums associated with North Indian music. Strike the heads with fingers and hands.

_____

B. Associated with Spain and played in many places. Pluck or strum strings.

_____

C. Associated with Hawai‘i, with Portuguese instrument connections. Pluck or strum four strings.

_____

D. A goblet-shaped drum associated with West Africa. Strike the head with hands.

_____

A sound I would like to hear

Instrument Matching

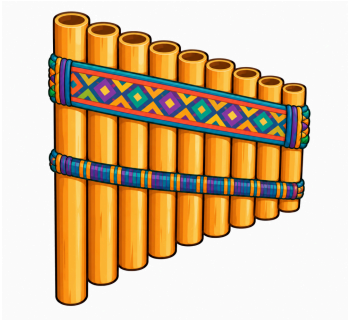
Name / chosen name: _____

Match each numbered instrument picture with a name from this separate four-item bank.

Oud · Erhu · Taiko · Panpipes

1. Name:

_____



2. Name:

_____

3. Name:

_____

4. Name:

_____

Instrument Matching

Name / chosen name: _____

Challenge: match the same four instruments to descriptions. Use the instrument reference cards to check.

A. A short-necked lute played across the Middle East and beyond. Pluck strings with a pick.

_____

B. A two-string bowed instrument associated with China. Move a bow across strings.

_____

C. Japanese drums of varied sizes; this picture shows one type. Strike with wooden beaters.

_____

D. Sets of pipes occur in many places, including the Andes. Blow across open tubes.

_____

A sound I would like to hear

HARMONY WEEK · YEARS 3–4

Our World Map

Name / chosen name: _____

Choose places to learn about. Mark a place you would like to visit or have read about. Travel and family information are optional.

Key: ○ want to learn about · △ read about · □ visited (optional)

1. A place I chose

2. What I would like to learn

3. My book or supervised source

Generalised Natural Earth coastlines. No political borders are shown; tiny islands may be omitted.

Around the World Scavenger Hunt

Name / chosen name: _____

Use books or supervised sources. Find examples without treating one example as a whole culture.

Find an example of…	Name / drawing	Source
A language		
A food		
An animal		
A building		
An instrument		
A game		
A celebration		

Ask a librarian or educator for help checking sources.

Australia Is Home to Many Stories

Name / chosen name: _____

Australia is home to people with many backgrounds and experiences, including Aboriginal and Torres Strait Islander peoples. Add optional interests or invented community stories.

Something someone enjoys

_____

A place to learn about

_____

A word or story

_____

A welcoming action

_____

Generalised mainland and Tasmania coastlines; small islands omitted.

HARMONY WEEK · YEARS 3–4

Harmony Week Word Search

Name / chosen name: _____

Find twelve words across, down, diagonally or backwards. Circle each word.

O	H	X	X	Y	C	T	S	X	C	G	V	S	F	T	Z
Y	A	Q	S	I	I	O	D	C	Q	F	W	P	C	M	E
W	R	R	S	K	N	L	M	O	U	T	N	N	L	V	M
F	M	T	Q	H	C	V	R	M	R	L	Q	Y	V	N	O
M	O	V	Y	G	L	G	T	E	U	G	T	C	K	S	C
T	N	X	J	Z	U	X	H	C	G	N	V	U	G	V	L
P	Y	S	O	R	D	T	U	H	E	D	I	B	R	I	E
D	I	O	H	Z	E	P	H	I	H	P	E	T	S	E	W
P	A	C	K	G	Q	U	V	H	P	L	S	T	Y	N	F
P	F	Z	O	I	D	N	I	I	O	D	E	E	U	U	U
U	R	T	B	E	N	V	Y	N	N	N	B	S	R	I	H
N	I	H	R	P	R	D	G	S	W	R	T	A	B	S	X
D	E	L	W	P	B	A	N	B	W	D	D	J	C	M	J
F	N	D	K	M	E	F	H	E	L	J	Q	E	O	P	L
Z	D	O	B	T	G	X	M	S	S	U	R	U	S	I	S
G	K	N	M	C	U	V	A	E	S	S	I	F	C	V	H

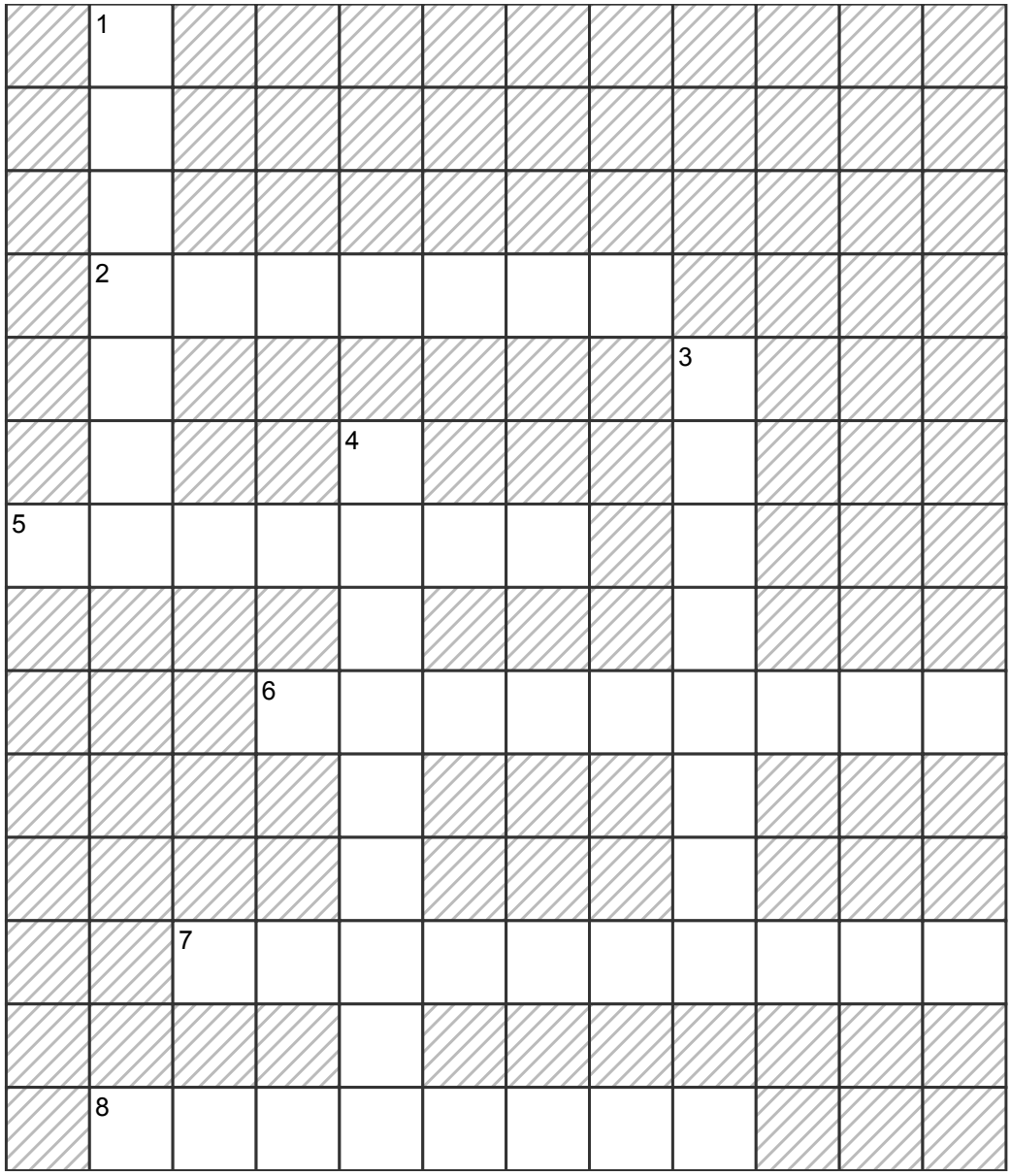
BELONG
FRIEND
COMMUNITY
INCLUDE
RESPECT
KINDNESS
CULTURE
SHARE
WELCOME
TOGETHER
LISTEN
HARMONY

Choose a word and explain it: _____

Harmony Week Crossword

Name / chosen name: _____

Solve the connected grid using the clues on page 2. Hatched squares are blocked. Use the word bank, or cover it for a challenge.



BELONGING · RESPECT · COMMUNITY · LANGUAGE · CULTURE · FRIENDSHIP · WELCOME · KINDNESS

Harmony Week Crossword

Name / chosen name: _____

Write one answer per clue. Every word connects to another word.

Across

2. Shared and changing ways of life, stories and ideas. (7)

5. Treating people and their choices with care. (7)

6. People connected by a place or shared activity. (9)

7. A caring connection between friends. (10)

8. A way people communicate using words or signs. (8)

Down

1. A greeting or action that helps someone join. (7)

3. An action that shows care for someone. (8)

4. Feeling accepted and included. (9)

Connect two ideas

Use two crossword words in a sentence.

Harmony Acrostic Poem

Name / chosen name: _____

Write a positive word or sentence for each letter. Think about belonging, listening and respectful actions.

H _____

_____

A _____

_____

R _____

_____

M _____

_____

O _____

_____

N _____

_____

Y _____

_____

Finish the Sentence

Name / chosen name: _____

Finish each sentence. You may use an imaginary character. Share only what you choose.

1. I feel welcome when…

2. I can help others belong by…

3. I can learn about other people by…

4. A good friend can…

5. I can show respect by…

6. Something I would like to learn about the world is…

Harmony Story Starter

Name / chosen name: _____

Story starter: A new student arrives with a small box. Inside is an object that matters to them. Someone asks, “Would you like to tell us about it, or join our game first?”

Invent the people, object and setting. No real personal story is needed.

My fictional object

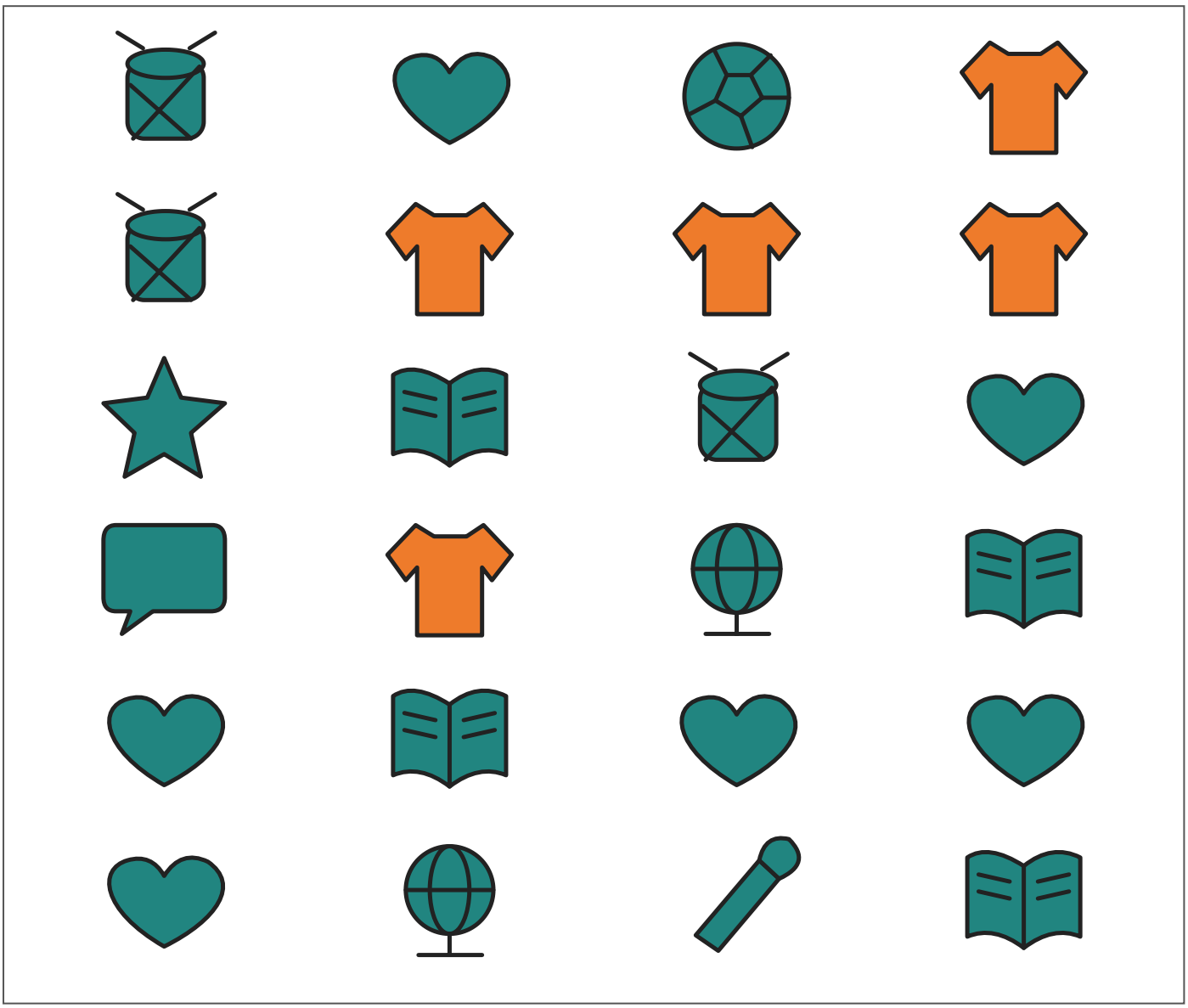
A welcoming choice

Continue the story

Harmony Week I Spy

Name / chosen name: _____

Count only the objects inside the activity grid. Each drum counts as one instrument. Orange shirts use O and stripes in the black-and-white version.



Hearts: _____

Books: _____

Instruments: _____

Globes: _____

Orange shirts: _____

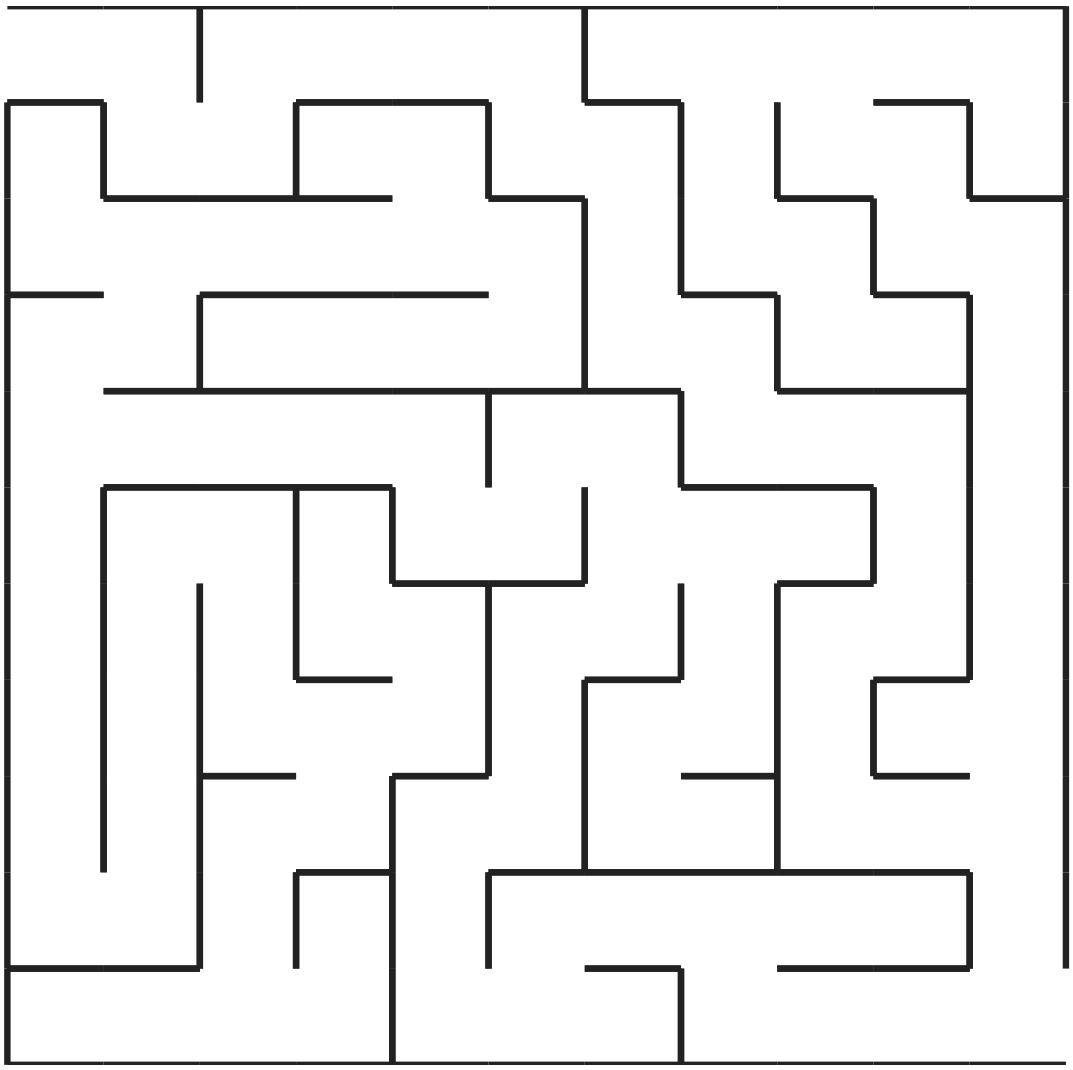
HARMONY WEEK · FOUNDATION–YEAR 6

Harmony Week Maze

Name / chosen name: _____

Start at NEW FRIEND on the left. Find the open path to WELCOME at the bottom right.

→ **NEW FRIEND**



WELCOME →

Invite · listen · share · help

Choose one action for welcoming someone.

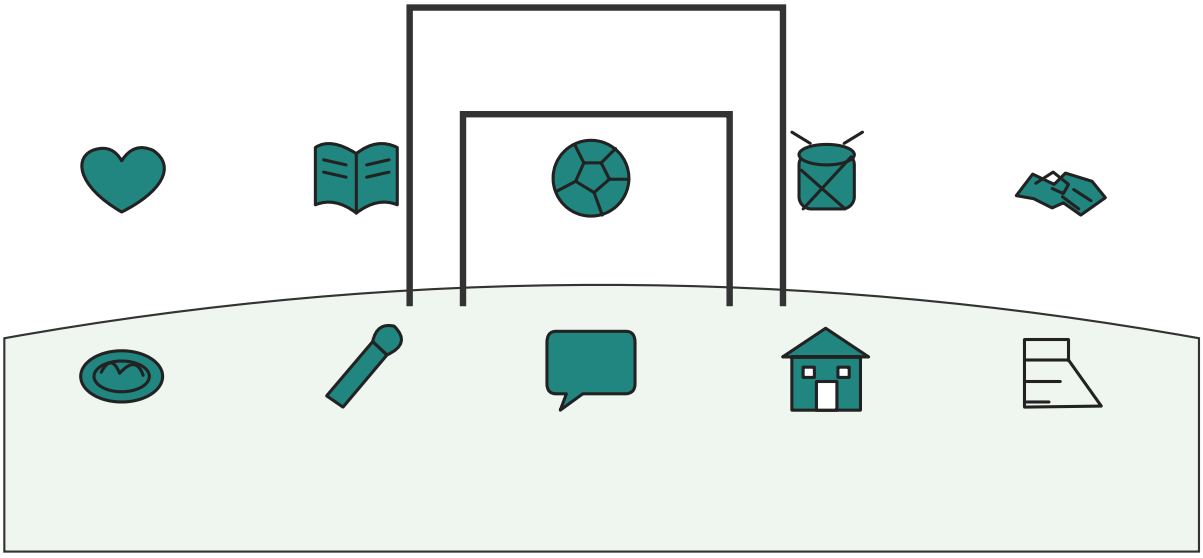
HARMONY WEEK · YEARS 3–4

Harmony Week Spot the Difference

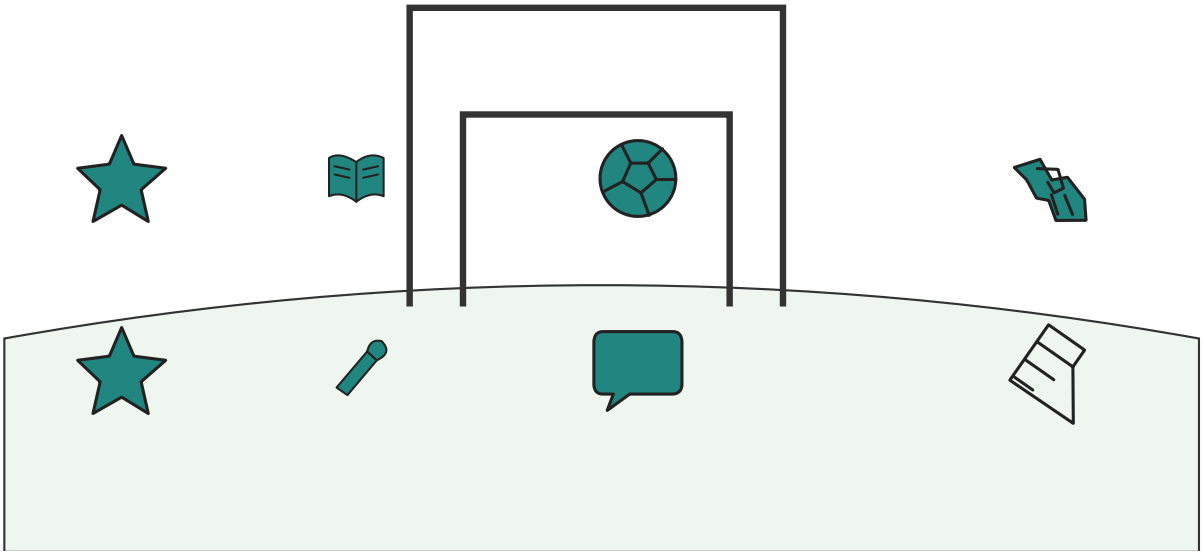
Name / chosen name: _____

Find ten differences in ordinary objects between scenes A and B. Changes involve shape, size, place, rotation or removal; colour is not the only clue.

A



B



Circle differences. They are not differences in people's backgrounds.

What Is Discrimination?

Name / chosen name: _____

Discrimination can mean treating someone unfairly because of a personal characteristic, such as their race or disability. These are introductory fictional examples, not legal decisions.

1. A group refuses to include a child because of their background.

Fair / unfair? Explain.

_____

_____

2. An educator gives picture instructions to a child who needs them.

Fair / unfair? Explain.

_____

_____

3. A game excludes wheelchair users even though a simple change would let them join.

Fair / unfair? Explain.

_____

_____

4. Children choose different books because they have different interests.

Fair / unfair? Explain.

_____

_____

Different support can help people participate fairly. Adults are responsible for addressing harmful treatment.

Speak Up Safely

Name / chosen name: _____

Fictional situation: someone mocks a child's accent. The child looks uncomfortable. Nobody has to confront someone to prove they care.

1. How could you check what support the child wants?

2. What could you say if it feels safe?

3. Which trusted adult could help in this fictional setting?

4. What could you do if speaking directly feels unsafe?

Move to a safer space, offer company and tell a trusted adult. Do not repeat the mocking or demand a personal explanation.

Stereotype or Fact?

Name / chosen name: _____

These places and people are fictional. A stereotype is a sweeping assumption about a group. A checked fact here is supported by the stated information.

1. “Everyone in Rivergum likes spicy food.” Only one person was asked.
Stereotype / checked fact?

_____

2. The library record says the fictional club meets on Tuesdays.
Stereotype / checked fact?

_____

3. “All people from Coastvale are quiet.” There is no evidence.
Stereotype / checked fact?

_____

4. The fictional survey recorded that 6 of 10 members chose football.
Stereotype / checked fact?

_____

5. “Nobody in Hillside enjoys music.” One child said they did not.
Stereotype / checked fact?

_____

6. The map key shows two libraries in the imaginary town.
Stereotype / checked fact?

_____

One person cannot speak for a whole place or culture. Check a claim and allow people to describe themselves.

Same, Different, Both

Name / chosen name: _____

Fictional Alex enjoys drawing, reading and gardening. Fictional Sam enjoys football, reading and drawing. Use their stated interests.

Alex only	Both	Sam only

Something they could do together

Different interests do not change whether someone belongs.

World Flag Matching

Name / chosen name: _____

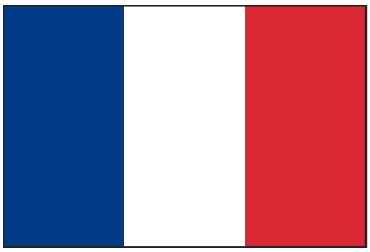
Write a country name for each numbered flag. Use the separate name cards. Flags represent states; they do not describe everyone who lives there.

1.

_____

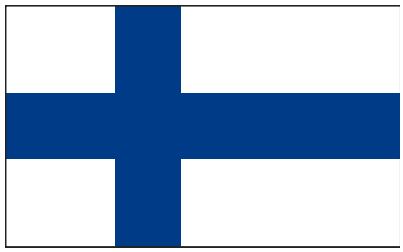
2.

_____



3.

_____



4.

_____

5.

_____

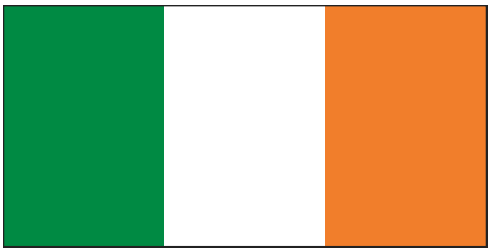
6.

_____

World Flag Matching

Name / chosen name: _____

Write a country name for each numbered flag. Use the separate name cards. Flags represent states; they do not describe everyone who lives there.



7.

_____

8.

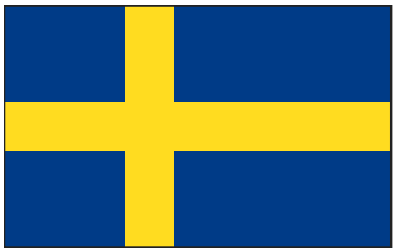
_____

9.

_____

10.

_____



11.

_____

12.

_____

World Flag Matching

Name / chosen name: _____

Cut and match these twelve country names to the numbered flag cards. In black and white, printed colour names provide equivalent information.

Romania	**Luxembourg**	**Netherlands**
Belgium	**Italy**	**Austria**
Ireland	**France**	**Poland**
Sweden	**Germany**	**Finland**

Flags are built from checked vector geometry. Nordic cross flags use the specified cross positions. These are national flag examples, not identity labels.

Design a Friendship Flag

Name / chosen name: _____

Invent a friendship flag. Choose three colours, two original symbols and one motto. Explain the choices without assigning them to a nationality.

1. My three colours or labelled patterns

2. My two symbols and their meanings

3. My motto

4. How the flag welcomes people

What Makes a Community Inclusive?

Name / chosen name: _____

Discuss these fictional situations. Inclusion means making meaningful choices and removing barriers; it is not a child's job to fix discrimination alone.

1. A library offers a quiet area and picture signs.

Barrier / helpful action / improvement:

_____

_____

2. A club refuses to explain its game rules to newcomers.

Barrier / helpful action / improvement:

_____

_____

3. A stage has stairs but no accessible way to take part.

Barrier / helpful action / improvement:

_____

_____

Ask what support is wanted, offer options, and seek an educator's help when needed.

What Makes a Community Inclusive?

Name / chosen name: _____

Discuss these fictional situations. Inclusion means making meaningful choices and removing barriers; it is not a child's job to fix discrimination alone.

4. A group asks what activities people want to try.

Barrier / helpful action / improvement:

_____

_____

5. An event requires everyone to taste the same food.

Barrier / helpful action / improvement:

_____

_____

6. A notice gives only small, difficult text.

Barrier / helpful action / improvement:

_____

_____

Ask what support is wanted, offer options, and seek an educator's help when needed.

Inclusion Problem Solver

Name / chosen name: _____

Discuss these fictional situations. Inclusion means making meaningful choices and removing barriers; it is not a child's job to fix discrimination alone.

1. A child wants to join but cannot follow long spoken instructions.

Barrier / helpful action / improvement:

_____

_____

2. A game requires every player to run quickly.

Barrier / helpful action / improvement:

_____

_____

3. Someone is curious about an unfamiliar custom.

Barrier / helpful action / improvement:

_____

_____

Ask what support is wanted, offer options, and seek an educator's help when needed.

Inclusion Problem Solver

Name / chosen name: _____

Discuss these fictional situations. Inclusion means making meaningful choices and removing barriers; it is not a child's job to fix discrimination alone.

4. A new student has not chosen an activity.

Barrier / helpful action / improvement:

_____

_____

5. A noisy activity is uncomfortable for a participant.

Barrier / helpful action / improvement:

_____

_____

Ask what support is wanted, offer options, and seek an educator's help when needed.

Culture Is More Than Food and Flags

Name / chosen name: _____

Culture includes shared and changing ideas, ways of life and experiences. People belong to different groups and make individual choices. No person represents a whole culture.

CULTURE

Language

_____

Stories

_____

Traditions

_____

Beliefs

_____

Music

_____

Art

_____

Celebrations

_____

Values

_____

Food

_____

Everyday habits

_____

Connect two parts of the map

_____

_____

Use researched or invented examples; private information is optional.

Assumptions and Respectful Questions

Name / chosen name: _____

All groups and places here are imaginary. Rewrite each assumption as a respectful question that a person may choose not to answer.

1. “Everyone in Baytown eats the same dinner.”

2. “All members of the Star Club enjoy dancing.”

3. “Nobody from Hillvale plays football.”

4. “Every person in Greenbridge speaks one language.”

5. “All families in Northpond celebrate the same way.”

6. “Everyone from Brookside believes the same things.”

Try “What would you like to tell me about…?” or research a source instead of asking a person. Accept “I’d rather not share”.