

# Student Activities: Everyone Belongs

Flexible activities for elementary-age students, approximately ages 5–12

**These activities teach empathy, respectful curiosity, and safe help-seeking. Educators should adapt language and activities to students' developmental needs and never ask a child to disclose a personal condition.**

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## Activity 1: The Belonging Map

Draw a circle in the center of a page and write “Our classroom.” Around it, add words or pictures that help people feel they belong: listening, kindness, friendship, fairness, including others, and asking before sharing personal information.

Reflect: What is one action you can take this week to help someone feel welcome?

## Activity 2: Choose a kind response

Read each situation and choose a safe, respectful response.

A. Someone asks why a classmate's skin has lighter patches.

- Laugh or make a guess.
- Say, “People's skin can look different. Let's be respectful.”
- Keep asking after the classmate says they do not want to talk.

B. You hear a mean comment about someone's appearance.

- Join in so you fit in.
- If safe, say, “That's not okay,” and tell a trusted adult.
- Share the comment online.

C. A classmate does not want to answer a personal question.

- Respect their choice and change the subject.
- Demand an explanation.
- Ask other students to find out.

## Activity 3: My trusted-adult plan

Write or draw two adults you could ask for help at school and one adult you could ask for help outside school.

At school: \_\_\_\_\_

At school: \_\_\_\_\_

Outside school: \_\_\_\_\_

## Activity 4: Words that build belonging

Complete the sentences:

I help others feel included when \_\_\_\_\_.

If I see bullying, I can \_\_\_\_\_.

One thing I wish people knew about kindness is \_\_\_\_\_.

## Optional small-group discussion

- What is the difference between a respectful question and a hurtful comment?
- Why should a person get to decide what they share about themselves?

- What can a bystander do if speaking up feels unsafe?
- How can a class repair harm and prevent it from happening again?

### **Educator note**

Do not use these activities to single out a student with vitiligo or another visible difference. Avoid skin-color comparisons, simulations that imitate a condition, or activities that ask students to disclose personal experiences. Use the discussion to establish expectations for the whole classroom.

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