Elementary: 3–5 | Grades 3–5

1. Read the friendship clues

Name: _____ Date: _____

A new student, Casey, wants to join a group project. The group says every role is already taken.

What do you know? What should you ask instead of assuming?

Suggest a useful role or a change that lets Casey contribute.

Write a welcoming invitation that gives Casey a choice.

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2. Help without making it worse

Name: _____ Date: _____

A classmate makes a mistake during a presentation. Two students keep repeating the mistake to make others laugh.

How might the classmate feel? Explain your reasoning.

Write a safe, helpful response you could use.

When should a trusted adult help? Who could you ask?

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3. Turn a good idea into action

Name: _____ Date: _____

Investigate one way to make a class, club, or playground activity more welcoming.

Name a barrier and one practical change.

Plan who can help and when you will try the change.

Afterward: What evidence shows whether the change helped?

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Adult & educator notes

Name: _____ Date: _____

Time: 15–20 minutes per worksheet. Supplies: Pencil; optional partner or small group.

Learning goal: Use evidence, consider others’ perspectives, and plan inclusive actions.

Read the fictional scenario aloud if useful. Students can write, draw, speak, point, or dictate. Allow students to pass or discuss a different fictional situation.

Page 1: Known facts are that Casey wants to join and the roles are assigned. Ask what Casey wants to contribute. Page 2: A safe response could be "Let's give them time to finish." Seek adult support for repeated targeting. Page 3: Favor a specific action and observations of participation, without naming or rating peers.

Use hypothetical situations and do not require public disclosure of bullying experiences. If a student reports harm, follow your school or organization's reporting and safeguarding process.

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