

Grades 3-5 / 20 minutes / TEACHER PLAN

A classroom where people can ask for help

Students distinguish helpful peer support from handling a concern alone.

Before class

Helpful choices bingo and leader prompts; pencils.

Preview the lesson and adapt it to approved school guidance. Use fictional examples; students may pass. Do not collect private student or medical information.

0-3 min / Introduce

Say: "Being helpful does not mean fixing every problem yourself. Sometimes the helpful choice is asking an adult." Keep examples fictional.

3-10 min / Play bingo

Use the downloaded bingo board and adult prompts. Read one prompt at a time. Ask students to explain a helpful choice before marking a square. No prize or speed requirement.

10-16 min / Discuss

Read the three scenarios below. Pairs choose a response and explain why. Invite two different ways to say the same helpful message.

16-20 min / Reflect

Ask: "What makes it easier to ask for help in our classroom?" Agree one classroom habit that fits school guidance. Students can answer privately or pass.

Access & participation

Read aloud, provide processing time and accept spoken, written, drawn or pointing responses. Follow individual accommodations. No public speaking or personal disclosure is required.

Grades 3-5 / STUDENT ACTIVITY

A classroom where people can ask for help

Think it through. Choose a helpful next step.

These examples are imaginary. Write, draw or discuss your response. You do not need to share a personal experience. For younger learners: an adult reads the prompts.

01 / An imaginary classmate is repeatedly left out and looks upset.

What could this person do next?

02 / Someone says, "You must keep this secret even if a person could be unsafe."

What could this person do next?

03 / Your friend wants you to solve a problem you do not understand.

What could this person do next?

One thing to take with you

Write or say one helpful sentence: "I can listen, and we can ask..." Use a role such as teacher, not private contact information.

Grades 3-5 / TEACHER ANSWER GUIDE

Talk about the why.

01 / Discussion point

Include them in an appropriate activity and tell a trusted adult about the concern. Avoid naming actual students in discussion.

02 / Discussion point

Explain that concerns about safety should be shared with a trusted adult. Do not promise secrecy about harm.

03 / Discussion point

Listen kindly, say you are unsure and ask an appropriate adult for support. Do not investigate it together.

Optional family message

Today we talked about kindness and asking for help. Ask your child what a helpful classmate might say in an imaginary situation. No personal story or written response is required.

Reference / scope

Original classroom discussion; use your school's approved guidance.

Discussion and learning only. This is not emergency response training or a substitute for qualified school guidance.