

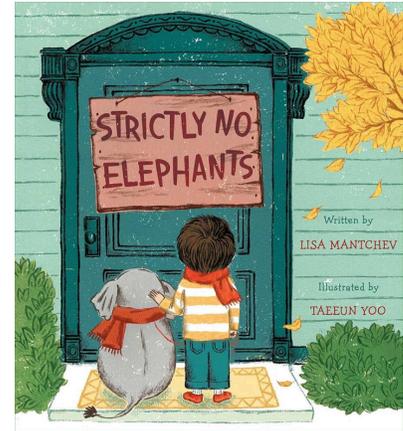


Strictly No Elephants

by Lisa Mantchev

When a boy and his tiny elephant are excluded from the Pet Club because his pet is “different,” they start their own club where everyone is welcome no matter what kind of pet (or friend) they have.

This story celebrates empathy, bravery, and inclusion, reminding us that true friends make space for everyone.



Discussion Questions

- The boy wasn't allowed to join the Pet Club because his pet was different. How do you think that made him feel?
 - Follow-up Prompt: What could the Pet Club have done instead to make him feel welcome?
 - Leadership Connection: Leaders show empathy by noticing when someone feels left out and finding ways to include them.
- The boy and his friend decided to make a new club where everyone could belong. Was that a brave thing to do? Why or why not?
 - Follow-up Prompt: What's something brave you can do to make others feel included?
 - Leadership Connection: Leaders show bravery when they stand up for what's right, even when it's hard.
- At the end of the story, everyone is welcome in the new club. What does it mean to make “room” for everyone?
 - Follow-up Prompt: What are some ways our class can show that everyone belongs?
 - Leadership Connection: Leaders build inclusive communities by making sure every person feels seen, valued, and accepted.



Classroom Activities

“Welcome Wheel” Circle Time

- Sit students in a circle and place a large paper wheel (divide like a pizza) in the center with slices labeled things like: “My favorite game,” “A way I can help someone feel included,” “A friend I invite to play,” and so on. (see printable version below)
- Students spin a clothespin or arrow and respond to the slice it lands on.
- Allow flexibility if a student wants to answer a different category

“All-Play Minute” Movement Breaks

- Across the day (morning, after lunch, etc.), incorporate short 1-2 minute inclusive movement sessions: e.g., everyone does one exercise (jumping jacks, arm raises) but with a twist: when the teacher says “pause!” students pair up with someone they don’t usually work with and give each other a high-five or a compliment.
- After the break, ask: “How did it feel when someone new high-fived you?” or “What’s one kind thing you said or heard?”

Whole School Engagement Project

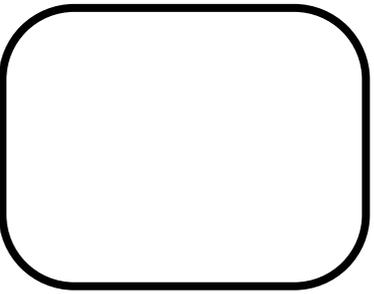
“Inclusion Passport: Every Class Visits Every Class”

- Print a simple “passport” card for each student with space for stamps or stickers (one per class/grade).
- Over a designated week (or month), each class visits another grade’s classroom (for a 10-minute friendly activity). For example: a K class visits 1st grade to play a short game or read a page of the book; then 1st visits 2nd; 2nd visits K, etc.
- At each visit, students meet someone new, exchange a “hello” and maybe a quick drawing of their favorite thing, then get a stamp in their passport.
- Hang a large school-wide display titled “Our Passport to Belonging” with cut-outs of each class’s visits (photos or drawings)



My Passport

Traveling around the school!



Name _____

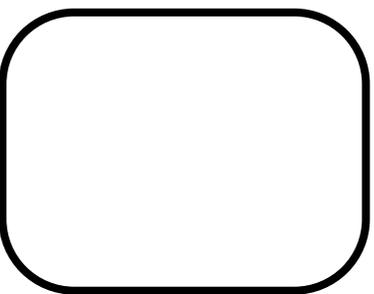
Grade _____

Classes I've visited:



My Passport

Traveling around the school!



Name _____

Grade _____

Classes I've visited:

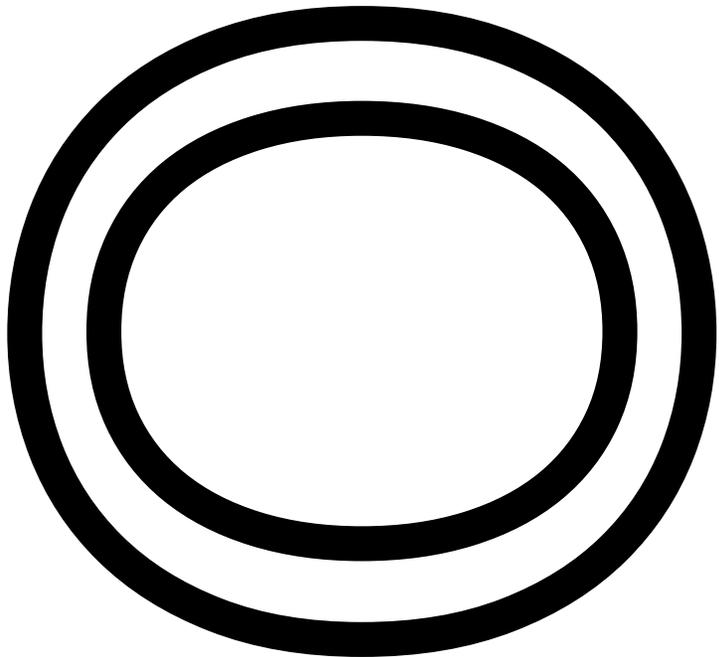
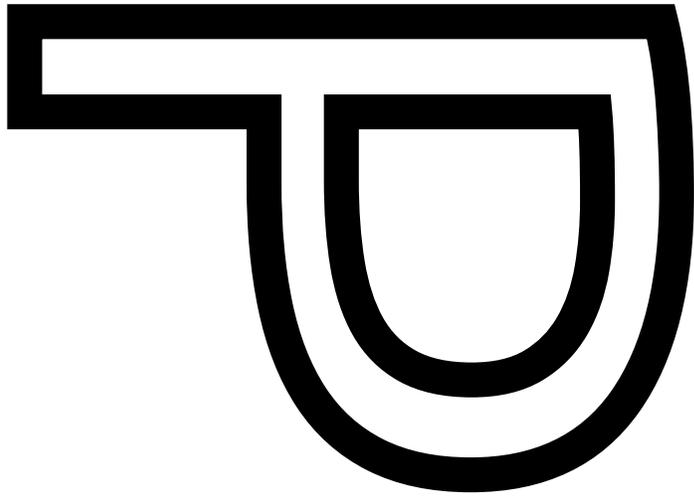
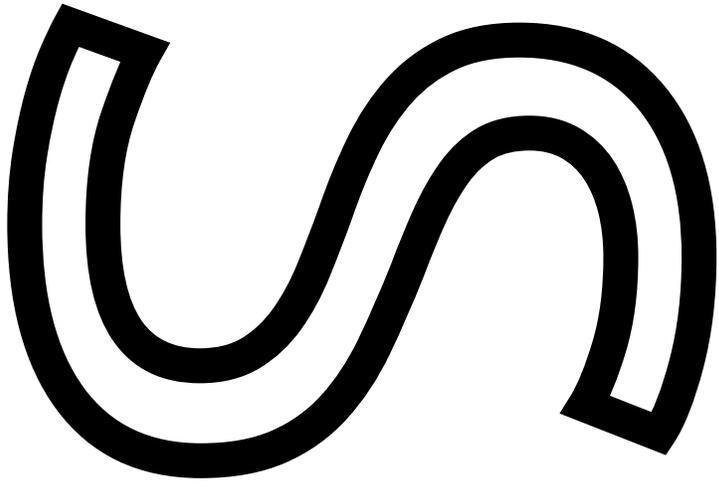


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