

DUH BRUH

SCHOOL COUNSELOR SEL TOOLKIT

Companion Worksheets for Duh Bruh 1: Three is NOT a Crowd

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Flexible for Grades K–5 | Individual & Small Group Counseling

WHAT'S INSIDE

S.O.A.R. Problem-Solving Worksheet

Feelings Thermometer & Check-In

Empathy Map

Friendship & Inclusion Scenarios

Conflict Resolution Roadmap

Counselor Session Companion (tracking page)

For counselor use — free to print and reproduce for classroom and counseling sessions.

S.O.A.R. PROBLEM-SOLVING WORKSHEET

Use this worksheet one-on-one or in small groups to help a student work through a real friendship or social problem, just like Paisley does in the book.

Name: _____ Date: _____

S	SITUATION	<i>What happened? Tell the story.</i>
O	OWNERSHIP	<i>What part of this problem is mine? What could I have done differently?</i>
A	ACTION	<i>What can I do now to make things better?</i>
R	RESULT	<i>What do I hope happens after I take this action?</i>

FEELINGS THERMOMETER & CHECK-IN

Just like Paisley notices her big feelings at night, this thermometer helps students name how big their feeling is right now and choose a response.

5	OVERWHELMED	<i>I feel like I might explode or cry. My body feels out of control.</i>
4	VERY UPSET	<i>I'm really upset, jealous, or angry. It's hard to think clearly.</i>
3	UNCOMFORTABLE	<i>I notice a strong feeling, like jealousy or worry, but I can still talk about it.</i>
2	A LITTLE OFF	<i>Something feels not-quite-right, but it's manageable.</i>
1	CALM	<i>I feel okay, relaxed, and in control.</i>

Today's Check-In

Name: _____ Date: _____

Circle the number that matches how you feel right now: 1 2 3 4 5

What's making me feel this way?

One thing that could help me feel calmer (like a breathing trick from the book):

EMPATHY MAP

Use this map to help a student step into another person's shoes, just like the book encourages with Pat, Poppy, and Paisley.

Whose perspective am I thinking about? _____

What do they SEE?	What do they HEAR?
What do they THINK & FEEL?	What do they SAY & DO?

Connect It Back

Now that I thought about their perspective, one thing I understand better is:

FRIENDSHIP & INCLUSION SCENARIOS

Read each scenario aloud or have the student read it. Discuss the questions together, or have the student write/draw their answers.

Scenario 1: The New Kid

A new student joins your class. Your best friend wants to invite the new student to play, but you feel worried that you'll get less time with your best friend.

- **How do you think the new student feels on their first day?**
- **What is one small way you could welcome them without losing time with your best friend?**

Scenario 2: Talking Behind Someone's Back

You hear a classmate saying unkind things about someone who isn't there to defend themselves.

- **What could you say or do in that moment?**
- **How might the person being talked about feel if they found out?**

Scenario 3: Two Friends, One Invitation

You can only invite one more friend to your table at lunch, but two people want to sit with you.

- **What makes this decision hard?**
- **Is there a way everyone could feel included, even if not everyone sits at the same table?**

My Inclusion Pledge

"I promise to remember that three (or more!) is not a crowd. I will look for ways to include others, even when it feels easier not to."

Signed: _____ Date: _____

CONFLICT RESOLUTION ROADMAP

A 5-step guide for walking a student through resolving a conflict with a friend or classmate, inspired by how Paisley, Poppy, and Pat work things out.

1	STOP & BREATHE	<i>Take a breath (try Balloon Breathing or Star Breathing from the book) before saying or doing anything.</i>
2	NAME THE FEELING	<i>What am I feeling right now? Jealous? Left out? Embarrassed?</i>
3	SEE THEIR SIDE	<i>What might the other person be feeling or thinking?</i>
4	BRAINSTORM FIXES	<i>What are 2–3 ways this could be solved? No idea is a bad idea yet.</i>
5	PICK ONE & TRY	<i>Choose the best idea and try it. What will I say or do?</i>

Self-Reflection Wrap-Up

After trying my idea, here's what happened:

Next time, I would:

COUNSELOR SESSION COMPANION

For counselor use only — track goals, observations, and next steps across sessions.

Student Name: _____ Grade: _____ Date: _____

Session Goals (check all that apply)

- ☐ Identify and name emotions
- ☐ Practice a calming/breathing strategy
- ☐ Build empathy and perspective-taking
- ☐ Apply the S.O.A.R. framework to a real situation
- ☐ Strengthen peer relationship / inclusion skills
- ☐ Other (specify below)

Observation Notes

Next Steps / Follow-Up

Counselor Signature: _____ Date: _____

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