you can sit with me

FREE TEACHER

Program Kit

Kindergarten – Year 12

Your guide to bringing inclusion to life

Everything you need to understand the program, get started and build a culture of kindness, friendship, inclusion and belonging in your school.



ONBOARDING • IMPLEMENTATION • RESOURCES

K–12

Teacher Kit Contents

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01 Onboarding Guide

Step-by-step onboarding guide for schools

Welcome to the You Can Sit With Me community! Together, we can make every child feel welcome, included and valued. 💛

1 Step 1: Start the Conversation

Speak with your school principal about bringing YCSWM to your school. Share the vision of kindness and inclusion for all students.

2 Step 2: Bring Staff on Board

Hold a short 15-minute staff meeting to introduce the program and explain how it works. Create a shared understanding and enthusiasm among your team.

3 Step 3: Order Wristbands

Visit www.youcansitwithme.org and order your YCSWM wristbands – a bright symbol of inclusion and empathy.

4 Step 4: Host a Whole-School Assembly

Use the Assembly Pack provided to introduce YCSWM to your school community. Celebrate the message that everyone belongs.

5 Step 5: Inform your Parent Community

Share the YCSWM parent information template to keep families informed and involved. When parents understand the message, kindness grows beyond the classroom.

6 Step 6: Choose your Ambassadors

Years K–6: select 8 ambassadors per class. High school: select 8 ambassadors per 30 students.

7 Step 7: Empower your Ambassadors

Meet with your ambassadors to talk about their special role. Use the YCSWM information template to guide your conversation.

8 Step 8: Watch Kindness Bloom!

Enjoy seeing your school become more inclusive and caring. Rotate ambassadors each term and take part in termly activities (available on the website and via email). By the end of the year, every child will have the chance to be an ambassador, spreading kindness and changing behaviours school-wide.

02 Onboarding Essentials at a Glance

The program on one page



Program Purpose	Reduce isolation and bullying through visible inclusion signals.
Target Participants	Student ambassadors (5–10% of student body).
Implementation Timeline	12-week structured rollout.
Ambassadors per class	K–6: 8 per class · High school: 8 per 30 students
Rotation	New ambassadors each term – every child gets a turn by year end
Symbol	The yellow You Can Sit With Me wristband
Where to order	www.youcansitwithme.org/shop

“The ultimate measure of success is not how many students wear a yellow wristband, but how many students experience the feeling that they belong.”



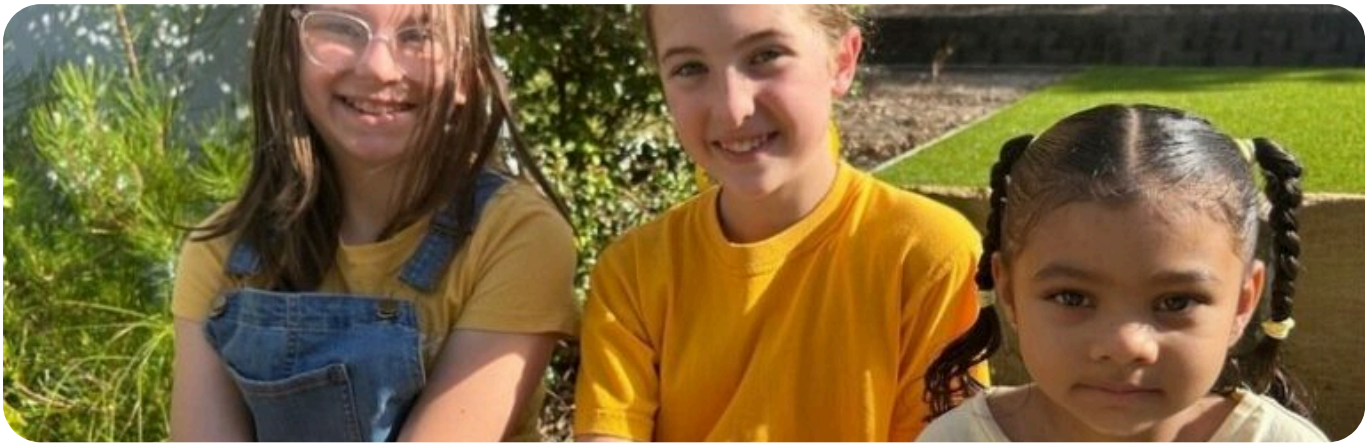
03 12 Week Implementation Guide

A structured rollout, week by week

Week	Phase	Key tasks	Milestone	Responsible
1	Setup	• Complete program agreement • Schedule staff training session • Order wristbands and materials	Partnership established	School Admin
2	Preparation	• Conduct staff orientation • Identify potential student ambassadors • Prepare launch materials	Staff trained and ready	Program Coordinator
3	Ambassador Selection	• Interview/select student ambassadors • Conduct ambassador training session • Create program awareness materials	Ambassadors selected	School Staff
4	Program Launch	• School-wide assembly/announcement • Distribute wristbands to ambassadors • Display program posters	Program officially launched	All
5–6	Initial Implementation	• Ambassadors begin wearing wristbands • Monitor initial interactions • Address early questions/concerns	Active program running	Student Ambassadors
7	First Check-in	• Conduct ambassador feedback session • Gather staff observations • Make initial adjustments	Program momentum building	Program Coordinator
8–10	Full Implementation	• Continue daily operations • Track success indicators • Share positive stories	Mid-point assessment	All
11	Evaluation	• Conduct student surveys • Gather comprehensive feedback • Assess program impact	Impact measured	School Staff
12	Planning Ahead	• Review program effectiveness • Plan for next term/year • Recognise ambassador contributions	Future planning complete	School Admin

04 Program

Whole School Program · Teacher Implementation Guide · K–12



1. Program Overview

The You Can Sit With Me Program is a whole-school initiative designed to promote kindness, inclusion, empathy and positive relationships among school students from Kindergarten to Year 12.

The program encourages students to recognise when someone may be feeling lonely, excluded or unsure of where they belong, and to take positive action by offering friendship, companionship and support.

At the centre of the program is a simple but powerful message:

You Can Sit With Me

The yellow You Can Sit With Me wristband acts as a visible symbol of a student's willingness to make others feel welcome and included. It communicates that there is someone available to sit with, talk to or spend time with during recess and lunch.

The program is not simply about providing a place to sit. It is about developing a school culture where every student

feels valued, accepted, respected and connected.

Through the program, students are encouraged to become active contributors to a safe, supportive and inclusive school community.

2. Program Purpose

The purpose of the You Can Sit With Me program is to:

- Reduce feelings of loneliness, isolation and social exclusion.
- Encourage students to demonstrate kindness, compassion and empathy.
- Promote positive friendships and respectful relationships.
- Help students recognise and respond appropriately when someone is alone.

- Develop leadership and peer-support opportunities.
- Encourage students to include others regardless of age, race, religion, gender, culture, ability or background.
- Strengthen students' sense of belonging and connection to their school.
- Build a positive school environment where inclusion is everyone's responsibility.
- The program aims to empower students to understand that small acts of kindness can make a significant difference to another person's day.

3. Program Objectives

By participating in the You Can Sit With Me program, students will be encouraged to:

- Recognise situations where another student may be experiencing loneliness or exclusion.
- Demonstrate empathy by considering how others may be feeling.
- Initiate positive interactions with students outside their usual friendship groups.
- Invite others to participate in games, activities and social experiences.
- Develop confidence in approaching and supporting others.
- Demonstrate respect for individual differences.
- Understand the importance of making others feel welcome and included.
- Develop personal responsibility for contributing to a positive school culture.
- Teachers will support students to understand that inclusion is not limited to wearing a wristband. It is an everyday behaviour and a shared responsibility.

4. The You Can Sit With Me Wristband

The yellow You Can Sit With Me wristband is the identifying symbol of the program.

Students wearing a wristband are communicating that they are willing to welcome another student into their social space during the agreed period.

The wristband represents a commitment to kindness, inclusion and positive social behaviour.

Recommended Distribution

To maintain the meaning and value of the wristband, it is recommended that not every student wears one.

A suggested approach for Kindergarten to Year 12 is:

- Allocate approximately eight wristbands to each class.
- Distribute wristbands at the beginning of each term, so that by the end of the year all students have had the opportunity to be aYou Can Sit With Me ambassador.
- Allow students to wear their wristbands on the days they feel comfortable and able to participate.
- Rotate opportunities each so different students can experience the responsibility.
- Ensure wristband participation is voluntary and never used as a reward for popularity or social status.

Teachers may select students who demonstrate kindness, compassion, leadership and a willingness to help others, fill out a You Can Sit With Me expression of interest form (located in the teacher kit) or ask students to write to the teacher saying why they want to be a You Can Sit With Me ambassador.

Suitable students to start the program may include:

- Student leaders and school captains.
- Class captains and vice captains.
- Peer-support leaders.
- Students who consistently demonstrate inclusive behaviours.
- Students who show empathy and consideration towards others.
- Students who would benefit from developing confidence, positive relationships and social responsibility.

The program should provide opportunities for a diverse range of students to participate. Each term encourage other students to join the program.

Wristbands should not be viewed as a popularity award or an indication that some students are more important or inclusive than others.

5. Student Wristband Commitment

Before receiving a wristband, students must understand that wearing it represents a commitment to making others feel welcome and fill out the student agreement. (Found at the end of the program)

Teachers should explain that the wristband is more than an accessory. It is a promise to make a genuine effort to include others.

The Three Commitment Questions

Students should be encouraged to reflect on the following questions before accepting a wristband:

- 1. Am I having a good day, and do I feel able to support someone else today?
- Students need to recognise their own emotions and understand that they cannot always be available to support others.
- 2. Am I willing to welcome anyone, regardless of their age, race, religion, gender, culture or disability?
- Students must understand that inclusion means welcoming everyone without discrimination or judgement.
- 3. Am I available during recess and lunch to spend time with someone who may need a friend?
- Students should consider their own activities, commitments and availability before accepting the responsibility.

Wristband Expectations

Students wearing a You Can Sit With Me wristband are expected to:

- Make a genuine effort to welcome students who approach them.
- Be friendly, approachable and respectful.
- Offer a place to sit or invite someone to join an activity.
- Listen and communicate kindly.
- Avoid making assumptions about another student's circumstances.
- Include others without judgement.
- Seek assistance from a teacher if they are unsure how to support someone.
- Treat the wristband as a commitment throughout the agreed school day.

Students should not feel pressured to wear a wristband when they are having a difficult day or are unable to participate.

If a student becomes overwhelmed or needs assistance, they should be encouraged to speak with a teacher.

6. How Students Should Respond

Teachers should explicitly teach students what to do when someone approaches them.

A student wearing a wristband should be encouraged to:

- Acknowledge the student with a smile or friendly greeting.
- Ask whether they would like to sit with them or join their activity.
- Make space and help the student feel comfortable.
- Introduce them to other students where appropriate.
- Encourage participation in a game or conversation.
- Continue to treat the student with kindness and respect.

Suggested language students can use includes:

- "Of course, you can sit with me."
- "Would you like to play with us?"
- "Come and join our game."
- "Would you like to sit here?"
- "Let's find something we can do together."

Teachers should explain that inclusion involves genuine interaction. Simply allowing someone to sit nearby without acknowledging or engaging with them may not make that student feel included.

7. Role And Responsibilities Of Teachers

Teachers play a critical role in the successful implementation of the program.

They are responsible for modelling inclusive behaviour, identifying opportunities for positive social interaction and supporting students to understand their responsibilities.

Teacher responsibilities include:

Before the Program

Attend the staff information session.

Understand the purpose and values of the initiative.

Introduce the program to students in an age-appropriate way.

Explain the meaning of the yellow wristband.

Establish classroom expectations.

Identify suitable students for participation.

Ensure students understand the wristband commitment.

Reinforce that all students deserve kindness and inclusion, whether they wear a wristband or not.

During the Program

Monitor student participation and engagement.

Encourage the students to run the program.

Observe interactions during recess and lunch where appropriate.

Provide guidance when students experience social difficulties.

Recognise and reinforce positive behaviours.

Address exclusion, unkindness or misuse of the wristband.

Ensure students do not feel pressured to participate.

Provide opportunities for different students to become ambassadors.

At the end of the term

Reflect on student participation and experiences.

Identify successes and areas for improvement.

Discuss any challenges with the wellbeing team.

Gather student feedback.

Provide recommendations for future implementation.

Provide certificates to the ambassadors in a YouCan Sit With Me kindness assembly.

Teachers should remember that the program complements, rather than replaces, existing student wellbeing, supervision, anti-bullying and child-safety procedures.

8. Whole-school Implementation Plan

For the program to be effective, it should be introduced and supported as a whole-school initiative.

Stage 1: Staff Information and Preparation

Prior to launching the program, the school should conduct a staff information session.

The session should cover:

- The purpose and values of You Can Sit With Me.
- The importance of creating an inclusive school environment.
- The meaning and responsibility associated with the wristband.
- Student selection and distribution procedures.
- Teacher and wellbeing team responsibilities.
- Strategies for supporting students who experience loneliness or exclusion.
- Monitoring and evaluation procedures.
- All staff should understand that the program is intended to create meaningful and lasting changes in school culture.

Stage 2: Establish a You Can Sit With Me Committee

The school should consider establishing a small committee to coordinate the program.

Suggested members include:

- Principal or assistant principal.
- Wellbeing coordinator.
- Classroom teacher representatives.
- Student leadership representative.
- School counsellor or relevant support staff, where appropriate.
- The committee will oversee planning, communication, implementation and evaluation.

Stage 3: Develop a School Implementation Plan

Each school should develop an implementation plan that reflects its size, student population, playground structure and existing wellbeing initiatives.

The plan should identify:

- Program launch date.
- Participating year levels.
- Wristband allocation.
- Staff responsibilities.
- Student selection procedures.
- Communication strategies.
- Playground support arrangements.
- Evaluation and review dates.
- The program may be introduced at the beginning of each school term or alongside relevant events such as Harmony Week orYou Can Sit With Me.

Stage 4: Educate and Inform Students

Teachers should introduce the program through classroom discussions, age-appropriate presentations and practical examples.

Students should understand:

- Why the program exists.
- What the wristband represents.
- How to approach someone who is alone.
- How to respond when someone asks to join them.
- Why inclusion is important.
- How to seek help when a situation becomes difficult.
- Teachers should reinforce that every student has a role in creating an inclusive school.

Stage 5: Launch the Program

The Principal or school leadership team should formally introduce the initiative at a whole-school assembly.

The launch should explain the program's purpose and highlight the importance of kindness, friendship and belonging.

Suggested launch activities include:

- A presentation explaining the yellow wristband.

- A short video or visual presentation we can supply this on request.
- Student leadership involvement.
- Distribution of classroom wristbands.
- A school-wide commitment to kindness and inclusion.
- Display of You Can Sit With Me posters.

Stage 6: Ongoing Implementation

Following the launch, teachers should continue reinforcing the program through classroom discussions, positive acknowledgement and regular reminders.

The program should become part of everyday school culture.

Each term rotate the wristbands

9. Classroom Teaching And Learning

The program provides opportunities for teachers to incorporate social and emotional learning into everyday classroom practice.

Suggested activities include:

Kindness Discussions

Discuss what kindness looks like and how small actions can improve another person's day.

Understanding Loneliness

Explore how someone might feel when they have nobody to sit with or play with.

Developing Empathy

Encourage students to consider how they would feel if they were new to a school or excluded from a group.

Role-Playing Scenarios

Practise welcoming someone into a game, inviting someone to sit together and responding positively to a student seeking friendship.

Inclusive Language

Teach students to use respectful and welcoming language.

Reflection Activities

Ask students to reflect on how their actions contribute to making their classroom and playground welcoming places.

These activities should be adapted to suit the developmental needs of each year level.

10. Age-appropriate Implementation: Kindergarten To Year 12

The program should be adapted to suit students' social, emotional and developmental needs.

Kindergarten – Year 2

> **Focus: Kindness, friendship and belonging**

Younger students should be introduced to the program through simple explanations, stories, pictures and practical activities.

Learning outcomes:

- Understand what it means to be kind.
- Recognise when someone is alone.
- Learn how to invite another student into the game or conversation.
- Practise sharing and taking turns.
- Understand that everyone deserves a friend.
- Identify a trusted teacher when they need help.
- Teachers should provide additional guidance and supervision to ensure younger students understand how to participate.

Years 3–4

> **Focus: Empathy, respect and inclusion**

Students should begin developing a deeper understanding of social relationships and the impact of their behaviour on others.

Learning outcomes:

- Recognise feelings of loneliness and exclusion.
- Demonstrate empathy towards others.
- Develop confidence in approaching different students.
- Practise inclusive playground behaviours.
- Understand the importance of respectful communication.
- Recognise that everyone has a responsibility to include others.

Years 5–6

> **Focus: Leadership, responsibility, respect and positive influence**

Older students should be encouraged to model inclusive behaviour and support younger students through positive leadership.

Learning outcomes:

- Demonstrate leadership through kindness and inclusion.
- Recognise and respond appropriately to social exclusion.
- Support younger students in understanding the program.
- Promote respectful relationships.
- Encourage participation across different friendship groups.
- Understand the importance of using their influence positively.

- Older students should understand that leadership is demonstrated through actions, not status or popularity.

Years 7–10

> **Focus: Belonging, peer relationships and positive influence**

Students develop a stronger understanding of social inclusion, empathy and the impact their actions have on others. They learn to recognise exclusion within friendship groups, navigate peer relationships respectfully and take positive action to help others feel welcome, valued and connected.

Learning Outcomes

Students will be able to:

- Recognise social exclusion, isolation and barriers to belonging.
- Demonstrate empathy and respect in their interactions with peers.
- Identify practical ways to include others in conversations, group activities and social settings.
- Develop confidence in approaching and supporting students who may feel left out.
- Recognise the influence of peer pressure and make respectful, inclusive choices.
- Understand that small, everyday acts of kindness can strengthen relationships and create a more inclusive school culture.
- Identify when to seek support from a trusted adult if a student needs additional help.

Years 11–12

> **Focus: Leadership, mentorship and a culture of belonging**

Students strengthen their capacity to lead through kindness, empathy and everyday actions. They learn to model inclusive behaviour, support younger students and contribute to a school culture where everyone feels respected, welcomed and valued. Leadership is understood not as a title or position, but as the responsibility to make a positive difference in the lives of others.

Learning Outcomes

Students will be able to:

- Demonstrate leadership through consistent acts of kindness, inclusion and respect.
- Act as positive role models for younger students and their peers.
- Recognise and respond appropriately when students experience exclusion or isolation.
- Use effective communication and active listening to help others feel heard and supported.
- Encourage inclusive behaviours within friendship groups and the wider school community.
- Identify appropriate ways to support peers while recognising when a trusted adult or wellbeing staff member is needed.
- Contribute to student-led initiatives that promote connection, wellbeing and belonging.
- Reflect on their responsibility in creating a school culture where every student feels they belong.

11. Playground Support And Supervision

The playground is an important setting for the program because it is often where students experience social challenges.

Teachers and playground supervisors should be familiar with the program and understand how to support its implementation.

Staff should:

- Encourage students to approach designated wristband ambassadors.
- Observe whether students are engaging positively.
- Support students who appear isolated or distressed.
- Reinforce inclusive playground behaviours.
- Intervene when exclusion, bullying or unkind behaviour occurs.
- Provide appropriate support when a student needs adult assistance.
- The You Can Sit With Me program must not place responsibility for resolving bullying, managing distress or supporting complex social situations solely on children.
- These situations must be referred to appropriate school staff and managed through existing school policies and procedures.
- The wristband is a symbol of welcome, not a substitute for adult supervision or pastoral care.

12. Communicating With Parents And The School Community

Successful implementation requires the support and understanding of the wider school community.

Parents and carers should be informed about the program before or during its introduction.

Recommended communication strategies include:

- A letter or email from the Principal.
- Information in the school newsletter.
- Information shared through the school's communication platform.
- Assembly presentations.
- Classroom discussions.
- Posters displayed throughout the school.
- Information provided during parent information sessions.
- Communication should explain the purpose of the program, the meaning of the wristband and how families can reinforce kindness and inclusion at home.

Suggested Parent Message

The You Can Sit With Me program is an initiative designed to encourage kindness, friendship and inclusion within our school community.

Students will have the opportunity to wear a yellow You Can Sit With Me wristband throughout the year, demonstrating their willingness to welcome other students who may be looking for someone to sit with or play with during recess and lunch.

The program encourages students to look beyond their usual friendship groups and understand the importance of making everyone feel welcome.

We encourage families to support the program by discussing kindness, empathy and inclusion at home and reinforcing the message that every student deserves to feel that they belong.

Together, we can create a school environment where every student feels seen, valued and included.

13. Monitoring And Evaluation

The school should regularly review the program to ensure it is achieving its intended outcomes.

The You Can Sit With Me committee, in consultation with teachers and wellbeing staff, should monitor:

- Student participation.
- Wristband distribution and rotation.
- Student understanding of the program.
- Positive playground interactions.
- Student feedback and experiences.
- Teacher observations.
- Opportunities for improvement.
- The overall impact on school inclusion and belonging.

Suggested Evaluation Methods

Short student reflection activities.

Teacher feedback.

Student leadership discussions.

Wellbeing team observations.

Anonymous student surveys, where appropriate.

Parent and carer feedback.

The school should review the program at the end of each term or semester.

Evaluation should focus on whether students feel more connected, supported and included, rather than simply measuring the number of wristbands distributed.

14. Curriculum Alignment

The You Can Sit With Me Whole School Program supports learning across the Australian Curriculum, particularly Health and Physical Education and the General Capabilities.

The program provides practical opportunities for students to develop:

Health and Physical Education

ACPPS018 – Strategies to promote inclusion, safety and fairness in groups.

ACPPS019 – Respectful relationships and social interaction.

ACPPS020 – Strategies for respectful and inclusive participation.

ACPPS033 – Understanding health messages and their influence on behaviour.

ACPPS034 – Developing and maintaining respectful relationships.

ACPPS037 – Exploring how respect, empathy and inclusion contribute to wellbeing.

ACPPS038 – Community initiatives that promote health and wellbeing.

General Capabilities

Personal and Social Capability: Self-awareness, emotional understanding, empathy, relationship skills and responsible decision-making.

Ethical Understanding: Recognising fairness, respect, responsibility and the impact of personal actions.

Intercultural Understanding: Respecting differences and valuing diversity.

Civics and Citizenship: Understanding individual responsibility and contributing positively to the school community.

Teachers should check the applicable curriculum version, year-level descriptors and achievement standards when incorporating these outcomes into formal planning.

Important Program Guidelines

To protect the integrity and purpose of You Can Sit With Me, the following principles should be maintained:

- Wristbands should not be distributed to every student simply for participation.
- Wearing a wristband should represent a genuine commitment to inclusion.
- Students should never be pressured or forced to wear a wristband.
- Students must understand that the commitment applies for the agreed period.
- Wristbands should not be used as a popularity award or fundraising item.
- Participation should be inclusive and provide opportunities for different students.
- Students should not be expected to manage bullying, serious distress or complex social situations independently.
- Teachers must continue to provide appropriate supervision and support.
- Students without wristbands must be encouraged to demonstrate kindness and inclusion.
- The program must remain focused on genuine connection, friendship and belonging.
- Wristbands should be ordered through the official You Can Sit With Me website:

www.youcansitwithme.org/shop

Wristbands are not intended for fundraising. Other merchandise, including water bottles, pencils and bag tags, may be available for fundraising purposes.

Expected Program Outcomes

Through consistent implementation, the program aims to contribute to:

- A stronger sense of belonging across the school.
- Increased awareness of loneliness and social exclusion.

- More positive interactions between students.
- Improved understanding of empathy and kindness.
- Greater confidence in initiating friendships.
- Stronger peer relationships.
- Increased student leadership and social responsibility.
- A school culture where inclusion is actively encouraged and modelled.
- The ultimate measure of success is not how many students wear a yellow wristband, but how many students experience the feeling that they belong.

Final Message To Teachers

The You Can Sit With Me program is built on one simple belief: no child should feel that they have nowhere to go or nobody to sit with.

As educators, we have an important opportunity to teach students that kindness is an action, inclusion is a choice and everyone has the ability to make a difference.

A simple invitation to sit together can create a friendship, restore confidence, change someone's day and, in some circumstances, change a student’s experience of school life.

The yellow wristband is a reminder of this commitment, but the message extends far beyond the wristband itself.

We encourage all teachers to actively model, teach and reinforce the values of kindness, empathy, respect and inclusion every day.

Together, we can create school communities where every student feels welcome, accepted and valued.

05 Ambassador Expression of Interest

Student application form

Kindergarten – Year 2

Name _____ Class _____

Ask a grown-up to read the questions with you. You can write, draw or tell your teacher your answers.

There are no right or wrong answers – we want to hear your ideas

1 **Why would you like to be a You Can Sit With Me Ambassador?**

_____

_____

2 **Imagine you see someone sitting by themselves at lunchtime. What could you do?**

_____

_____

3 **What does being kind and friendly mean to you?**

_____

_____

4 **What is something you are good at that could help you be a good ambassador?**

_____

_____

5 **Draw a picture of what including someone might look like.**

Student signature _____ **Date** _____

My promise:

- ♡ Be kind and friendly
- ♡ Include others
- ♡ Listen to others
- ♡ Ask a grown-up for help when I need it

05 Ambassador Expression of Interest

Student application form

Years 3 – 6

Name _____ Class _____

Thank you for your interest in becoming a You Can Sit With Me Ambassador! Ambassadors wear the yellow wristband to show others they are welcome to sit, play or talk with them.

There are no right or wrong answers – we want to hear your ideas

1 **Why would you like to become a You Can Sit With Me Ambassador?**

_____

_____

2 **You notice a student sitting alone at lunchtime. They look like they would like to join a group, but they don't know how. What could you do?**

_____

_____

3 **Write a little bit about yourself. What is one thing you could bring to the role of ambassador?**

_____

_____

4 **Imagine a student tells you about a problem that is making them feel sad or worried. What would you do?**

_____

_____

5 **How could you help make your school a place where everyone feels they belong?**

_____

_____

Student signature _____ **Date** _____

My promise:

- Be kind and friendly
- Include others
- Listen to others
- Tell a teacher when someone needs help

05 Ambassador Expression of Interest

Student application form

Years 7 – 12

Name _____ Class _____

Ambassadors are visible, approachable leaders who help every student feel welcome – at lunch, in class and online. Answer honestly and in your own words.

There are no right or wrong answers – we want to hear your ideas

1 **Why would you like to become a You Can Sit With Me Ambassador?**

2 **You notice a student who often sits alone at lunch, or who seems left out of group chats and weekend plans. What could you do to help them feel included?**

3 **Tell us a bit about yourself. What skills, experiences or qualities would you bring to the role of ambassador?**

4 **A student tells you they are being excluded or bullied, in person or online. How would you respond, and when would you involve a trusted adult?**

5 **What is one idea you have to help make your school a place where everyone feels they belong?**

Student signature _____ **Date** _____

My commitment:

- Lead by example
- Include others – in person and online
- Listen with respect
- Involve a trusted adult when it matters

06 Student Ambassador Agreement K–12

My promise to make everyone feel welcome

Congratulations on being invited to be a You Can Sit With Me Ambassador!

By wearing the yellow You Can Sit With Me wristband, you are showing others that you are willing to help make our school a kinder, friendlier and more welcoming place.

Your wristband is special because it represents a promise to include others and help them feel that they belong.

My Five Ambassador Promises

1. I Will Be Kind

I will use kind words, a friendly smile and welcoming actions.

2. I Will Include Others

I will try to make everyone feel welcome, no matter their age, race, religion, gender, culture or ability.

3. I Will Make Room For Others

If someone wants to sit with me or join my game, I will do my best to welcome them.

4. I Will Show Respect

I will listen to others, be friendly and treat everyone fairly.

5. I Will Ask For Help When I Need It

If I am unsure what to do or someone needs more help than I can give, I will speak to a teacher.

Before I Wear My Wristband

I will ask myself:

- Am I having a good day?
- Do I feel ready to help someone feel welcome?
- Am I happy to include someone who may be different from me?
- Do I have time during recess or lunch to welcome someone?
- Am I ready to make this commitment?

- I understand that it is okay to say no if I am not feeling ready.

What I Can Do As An Ambassador

I can:

- Invite someone to sit with me.
- Ask someone if they would like to play.
- Make room for another person.
- Introduce someone to my friends.
- Help someone feel comfortable.
- Be a friendly face in the playground.
- Show kindness even when I am not wearing my wristband.

Important Things To Remember

I do not have to solve everyone's problems.

I can always ask a teacher for help.

I should never make someone feel bad for approaching me.

I should never promise to keep unsafe secrets.

I should not use my wristband to decide who is allowed to join my group.

I understand that everyone deserves to feel included, whether they wear a wristband or not.

My Ambassador Promise

I understand that wearing the You Can Sit With Me wristband is a commitment.

I promise to do my best to show kindness, include others and help make my school a place where everyone feels welcome.

I understand that being an ambassador is about what I do, not just what I wear.

My name _____

My class/year level _____

My teacher _____

My signature _____

Date _____

My Teacher's Acknowledgement

I have discussed the You Can Sit With Me program and its expectations with this student.

I will provide guidance and support to help them participate positively and confidently.

Teacher signature _____

Date _____

My Message To Remember

You never know how much a simple act of kindness can mean to someone.

A smile, an invitation to play or a simple:

- "You Can Sit With Me "could make someone's whole day.
- Thank you for being part of making our school a kinder place.

07 Teacher Checklist

School teacher implementation checklist

Purpose: To provide teachers and school staff with a clear, practical guide to implementing and maintaining the You Can Sit With Me program.

Section 1: Before Launching The Program

School Preparation

- [ ] Principal and school leadership have approved the implementation of the program.
- [ ] A You Can Sit With Me coordinator or wellbeing representative has been appointed.
- [ ] A school implementation committee has been established, where appropriate.
- [ ] Staff have received information about the purpose and expectations of the program.
- [ ] Teachers understand the responsibilities associated with student wristband participation.
- [ ] The school has determined how many wristbands are required.
- [ ] Wristbands have been ordered through the official website.
- [ ] A launch date has been selected.
- [ ] The program has been incorporated into the school's wellbeing planning.

Staff Preparation

- [ ] All teaching staff have been introduced to the program.
- [ ] Playground supervisors understand the purpose of the wristband.
- [ ] Staff understand that the wristband does not replace adult supervision.
- [ ] Staff understand how to respond when students report exclusion or bullying.
- [ ] Staff have access to the program guidelines and supporting resources.

Section 2: Introducing The Program To Students

Classroom Introduction

- [ ] Explain the purpose of You Can Sit With Me.
- [ ] Discuss kindness, empathy, friendship and inclusion.
- [ ] Explain what loneliness and social exclusion can look like.
- [ ] Discuss how students can help someone who is alone.
- [ ] Explain the meaning of the yellow wristband.
- [ ] Reinforce that inclusion is everyone's responsibility.
- [ ] Explain that students do not need to wear a wristband to be kind or inclusive.
- [ ] Discuss the importance of respecting differences.
- [ ] Provide examples of welcoming language and inclusive behaviour.

Student Understanding

Before receiving a wristband, students should demonstrate an understanding that:

- [ ] Wearing the wristband represents a genuine commitment.
- [ ] They must be willing to welcome other students.
- [ ] They should make a genuine effort to include others.
- [ ] They must treat everyone with respect.
- [ ] They can seek help from a teacher if they are unsure what to do.
- [ ] They can choose not to participate when they are not feeling able to make the commitment.

Section 3: Selecting And Distributing Wristbands

Recommended Distribution Process

- [ ] Approximately five wristbands have been allocated to each class.
- [ ] Students have been considered based on kindness, compassion and positive social behaviour.
- [ ] Leadership students and peer-support representatives have been considered.
- [ ] Opportunities are available for different students to participate throughout the year.
- [ ] Students understand that wristbands are not popularity awards.
- [ ] Students understand that participation is voluntary.
- [ ] A weekly distribution and rotation process has been established.

Weekly Commitment

At the beginning of each week:

- [ ] Students are reminded of the wristband commitment.
- [ ] Students are given the opportunity to accept or decline participation.
- [ ] Students understand the agreed wearing period.
- [ ] Students are reminded to seek teacher assistance when needed.

Section 4: During Program Implementation

Teacher Responsibilities

- [ ] Reinforce the program's message regularly.
- [ ] Model kindness and inclusive behaviour.
- [ ] Encourage students to interact beyond their usual friendship groups.
- [ ] Recognise genuine acts of inclusion.
- [ ] Monitor student participation and experiences.
- [ ] Support students who may be feeling isolated.
- [ ] Address exclusion and unkind behaviour appropriately.
- [ ] Ensure students are not carrying responsibility for managing bullying or serious wellbeing concerns.
- [ ] Encourage all students to contribute to a welcoming environment.

Playground Support

- [ ] Playground supervisors understand the program.
- [ ] Students know where to seek help.
- [ ] Teachers observe interactions where appropriate.
- [ ] Students wearing wristbands are supported in their commitment.
- [ ] Students who need additional support are referred to appropriate staff.

Section 5: Ongoing Classroom Activities

- [ ] Teachers are encouraged to incorporate regular discussions and activities.
- [ ] Kindness and empathy discussions.
- [ ] Friendship and belonging activities.
- [ ] Inclusive playground behaviour scenarios.
- [ ] Role-playing welcoming and inviting others.
- [ ] Respectful communication activities.
- [ ] Student reflection and discussion.
- [ ] Recognition of positive inclusive behaviours.

Section 6: End-of-term Review

- [ ] Student feedback has been collected.
- [ ] Teacher feedback has been collected.
- [ ] Wristband distribution has been reviewed.
- [ ] Student participation has been considered.
- [ ] Positive outcomes have been identified.
- [ ] Challenges have been discussed.
- [ ] Opportunities for improvement have been identified.
- [ ] Recommendations have been provided to the wellbeing coordinator.
- [ ] Plans have been made for the following term.

Teacher Declaration

- [ ] I understand the purpose and expectations of the You Can Sit With Me program.
- [ ] I agree to support its implementation by modelling kindness, encouraging inclusion, promoting respectful relationships and ensuring students receive appropriate guidance and supervision.

Teacher Name _____

Year Level/Class _____

Signature _____

Date _____

Program Reminder

The success of You Can Sit With Me is not measured by the number of wristbands distributed. It is measured by the positive relationships we help create and the number of children who feel welcomed, valued and included.

You Can Sit With Me – Together we can, and we are changing lives.

08 Evaluation Report

Program evaluation · School leadership and wellbeing team

Purpose: To evaluate the implementation, effectiveness and impact of the You Can Sit With Me program within the school community.

This evaluation should be completed at the end of each term or semester by the designated program coordinator, in consultation with teachers, wellbeing staff and student representatives where appropriate.

Section 1: School And Program Details

School Name _____

Program Coordinator _____

Evaluation Period _____

Term _____

Year _____

Participating Year Levels _____

Date of Program Launch _____

Number of Participating Classes _____

Number of Wristbands Allocated _____

Section 2: Program Implementation

Please indicate the extent to which each element of the program has been implemented.

Rating scale:

1 – Not implemented **2 – Partially implemented** **3 – Adequately implemented** **4 – Well implemented**

5 – Fully implemented and embedded in school practice

Implementation Area	1	2	3	4	5
Staff received program information	☐	☐	☐	☐	☐
Students were introduced to the program	☐	☐	☐	☐	☐
Parents and carers were informed	☐	☐	☐	☐	☐
Wristbands were distributed appropriately	☐	☐	☐	☐	☐
Students understood the ambassador commitment	☐	☐	☐	☐	☐
Teachers reinforced inclusion and kindness	☐	☐	☐	☐	☐
Playground supervisors understood the program	☐	☐	☐	☐	☐
Classroom activities supported the program	☐	☐	☐	☐	☐
Student participation was monitored	☐	☐	☐	☐	☐
Program review and feedback occurred	☐	☐	☐	☐	☐

Implementation Comments

What aspects of the program were particularly successful?

Were there any challenges during implementation?

What changes would improve implementation?

Section 3: Student Participation And Engagement

Consider the following questions:

- Were students interested in participating?

- Did students understand the meaning of the wristband?
- Were students demonstrating genuine inclusive behaviours?
- Were opportunities provided to a diverse range of students?
- Did students feel comfortable accepting or declining participation?
- Were students able to identify when they should seek adult support?

Student Participation Rating

1 – Very low | 2 – Low | 3 – Moderate | 4 – High | 5 – Very high

Overall student engagement _____

Teacher Observations

What positive changes in student behaviour have been observed?

_____

_____

_____

Have students demonstrated increased willingness to include others?

_____

_____

_____

Have any challenges or concerns been identified?

_____

_____

_____

Section 4: School Culture And Wellbeing

The following questions are intended to help determine whether the program is contributing to a stronger sense of belonging.

Please rate the observed impact.

1 – No noticeable impact | 2 – Limited impact | 3 – Some positive impact | 4 – Significant positive impact | 5 – Very significant positive impact

K–12 School Wellbeing Indicator	1	2	3	4	5
Students demonstrate greater awareness of loneliness	☐	☐	☐	☐	☐
Students show increased empathy	☐	☐	☐	☐	☐
Students interact more positively	☐	☐	☐	☐	☐
Students demonstrate inclusive playground behaviours	☐	☐	☐	☐	☐
Students are more willing to welcome others	☐	☐	☐	☐	☐
Students demonstrate respect for differences	☐	☐	☐	☐	☐
Students show greater social responsibility	☐	☐	☐	☐	☐
School-wide conversations about inclusion have increased	☐	☐	☐	☐	☐

Overall School Culture Observations

Have you noticed any positive changes in the school environment?

Have students reported feeling more welcomed or included?

Are there any year levels or groups requiring additional support?

Note: Observations and student feedback should be interpreted carefully. The evaluation is not intended to establish that the program alone has caused changes in wellbeing or reduced bullying.

Section 5: Student And Teacher Feedback

Student Feedback

Where appropriate, invite students to respond to the following questions:

- Do you understand what You Can Sit With Me means?
- Have you noticed students making more effort to include others?
- Have you ever invited someone to sit or play with you?
- Do you feel that students at our school are encouraged to be kind and inclusive?
- What could we do to make our school even more welcoming?
- Student feedback and comments:

Teacher Feedback

Has the program been easy to implement?

Have students demonstrated an understanding of the wristband commitment?

Have you observed positive changes in student interactions?

What resources or support would assist you?

What recommendations would you make for next term?

Teacher feedback

Section 6: Challenges And Areas For Improvement

Identify any issues experienced during the evaluation period.

Possible areas to consider:

- Student understanding of the program.
- Wristband distribution and rotation.
- Student confidence and participation.
- Playground supervision.
- Staff understanding and consistency.
- Parent and community awareness.
- Additional support for students experiencing social difficulties.
- Challenges identified:

Recommended solutions

Section 7: Action Plan For Next Term

Action required	Person responsible	Target date	Done
			☐
			☐
			☐
			☐

Suggested actions may include:

- Conduct additional staff training.
- Refresh classroom discussions.
- Introduce additional student activities.
- Improve parent communication.

- Review wristband allocation.
- Provide additional playground support.
- Introduce student leadership involvement.
- Display additional program resources.

Section 8: Overall Program Assessment

Based on the information gathered, select the most appropriate overall assessment.

- [ ] The program is successfully established and should continue.
- [ ] The program is having a positive impact but requires further development.
- [ ] The program requires additional staff support and resources.
- [ ] The program needs significant changes before further implementation.
- [ ] Further evaluation is required.

Overall Summary

Provide a brief summary of the program's implementation and impact during this evaluation period.

Recommendations

What are the three most important priorities for the next evaluation period?

Section 9: Sign-off

Program Coordinator:

Name _____

Signature _____

Date _____

Wellbeing Coordinator:

Name _____

Signature _____

Date _____

Principal or School Leadership Representative:

Name _____

Signature _____

Date _____

Final Program Reflection

The You Can Sit With Me program is about creating meaningful connections and ensuring that every child feels welcome, respected and valued.

Its success cannot be measured by wristband numbers alone. It is reflected in the everyday actions of students who choose kindness, include others and recognise when someone may need a friend.

Through continued commitment, reflection and collaboration, schools can help build a community where inclusion becomes part of everyday life.

You Can Sit With Me – Together we can, and we are changing lives.

you can sit with me

Certificate of Appreciation

This certificate is proudly presented to

_____

for being a **You Can Sit With Me Ambassador** and helping make our school a kinder, friendlier and more welcoming place where everyone belongs.

💛

_____	_____	_____
Teacher	Principal	Date

Together we can, and we are changing lives.

Teacher tip: print this page (on card if you like) to present a certificate to each ambassador.

10 Workbook Instructions

Bringing the lessons into your classroom



The You Can Sit With Me workbooks give students a structured space to explore kindness, empathy and belonging. Each workbook is matched to a year level and can be used across a term alongside the 12-week implementation guide.

How to use the workbooks

- Choose the workbook that matches your year level (K–2, Years 3–6 or High School).
- Lesson 1 is free to download from the website so you can preview the format.
- Run one lesson per week, ideally in the same session (e.g. wellbeing or PDHPE time).
- Begin each lesson with a short class discussion, then let students complete the activity pages.
- Use the reflection questions at the end of each lesson to connect learning to the playground.
- Display finished work to celebrate kindness and keep the message visible.

Teacher tips

- Adapt activities to suit the developmental needs of your students.
- Invite current ambassadors to share their experiences with the class.
- Link lessons to whole-school events such as Harmony Week or You Can Sit With Me Day.

Download the workbooks

Lesson 1 of every workbook is free to download from our website.
Find the full workbooks for K–2, Years 3–6 and High School on the Programs page.
youcansitwithme.org/programs

11 Resources Instructions

Finding and using your YCSWM resources

All You Can Sit With Me resources are available from www.youcansitwithme.org. Create a free member account to access the full library of worksheets, packs and kits.

What you can access

- Assembly Pack – slides and script to launch the program at a whole-school assembly.
- Parent information template – ready-to-send letter or newsletter text.
- Ambassador information template – a guide for your first ambassador meeting.
- Classroom activity sheets and discussion cards for K–12.
- Posters to display around your school.
- Celebration kits for school events across Terms 1–4.

How to get them

- Visit www.youcansitwithme.org and open Free Resources.
- Sign in (or create a free member account) to download worksheets and packs.
- Order wristbands through www.youcansitwithme.org/shop.
- For anything else, email sophie@youcansitwithme.net.au.

You Can Sit With Me – Together we can, and we are changing lives.

www.youcansitwithme.org · sophie@youcansitwithme.net.au

Download free resources and lesson plans

Sign in with a free member account to download worksheets, posters, packs and kits.
youcansitwithme.org/free-resources
youcansitwithme.org/programs

you can sit with me

WITH GRATITUDE

Thank you

for helping every student feel they belong.

Every time a student offers a seat, a smile or a place in the game, your school becomes a little kinder. Thank you for leading the way – for giving your time, your heart and your voice to a culture of inclusion, kindness and belonging.



You Can Sit With Me – Together we can, and we are changing lives.

www.youcansitwithme.org · sophie@youcansitwithme.net.au