BLUEY EPISODE GUIDE

Seesaw

DGO #15 · Grade 4 · Age 9+

Episode Name	Seesaw
Season & Episode	Season 2, Episode 21
Age Group	DGO #15 - Grade 4 (Age 9+)
Key Concept	Inclusion isn't charity — it's intelligence. The group that makes space for everyone's strengths is the group that wins

ABOUT THIS EPISODE

Pom Pom is tiny. Too small to make the seesaw work with the bigger kids, too light to hold her end. The game isn't built for her, and she begins to feel it — withdrawing, watching from the outside, convinced that the difference between her and everyone else is a problem with her rather than a problem with the game.

Bandit sees it differently. He doesn't try to accommodate Pom Pom by stretching the rules or pretending she can do what she can't. He changes the game so that what she can do becomes exactly what the game needs. Pom Pom doesn't succeed by becoming bigger. She succeeds by being exactly who she is — because someone was smart enough to ask what she could bring, rather than what she was missing.

WHY IT MATTERS (FOR PARENTS)

Nine-year-olds are acutely aware of who fits in and who doesn't — and they're usually measuring fitness by a single standard. The game works one way. If you can't do it that way, you're out. This episode breaks that thinking open. Pom Pom isn't included out of pity or politeness. She's included because someone took the time to see what she could contribute rather than what she couldn't.

That shift — from 'what's wrong with you' to 'what do you bring' — is the heart of real empathy. And this episode makes something else clear: this isn't just the kind thing to do. It's the smart thing to do. The group that figures out how to use everyone's strengths is the group that wins. For a child learning to understand and accept others, this episode shows that inclusion isn't charity. It's intelligence.

DISCUSSION QUESTIONS (FOR YOUR CHILD)

1. *Pom Pom felt too small to join in. Have you ever felt like you didn't fit into a group because of something about you that was different? What happened?*

2. *Instead of making Pom Pom change, Bandit changed the game. Why is that more powerful than asking someone to be different so they can belong?*

3. *Can you think of someone in your life who brings something different to the group — and how that difference actually makes things better?*

4. *What's the difference between including someone because you feel sorry for them and including them because you value what they bring?*

AFTER THE EPISODE — ACTIVITIES & EXTENSIONS

Try one of these to keep the learning going:

- Ask question three and make it concrete. Name the person. Name the difference. Name the specific thing it brings to the group. This is the exercise that builds real empathy — not the general idea of it, but the practice of seeing a specific person's specific contribution and naming it out loud.
- Ask question two and develop the argument. When you ask someone to change themselves to fit in, you're saying: the game matters more than you do. When you change the game, you're saying: you matter more than the rules. Ask: which one leads to better groups? Which one do you want to be part of?
- Ask question four and sit with the distinction. Pity-inclusion feels different from value-inclusion — both to the person giving it and the person receiving it. Ask your child: have they ever been included out of pity? How did it feel? Have they ever included someone that way? What would it have looked like to include them out of genuine value instead?
- Design a game together where Pom Pom's smallest-person advantage is essential to winning. Think through what's easiest for the lightest person, the quietest person, the slowest person, the most careful person. This is the creative exercise behind Bandit's move — and it's a skill worth practising.

Tip for parents: The most important thing Bandit does in this episode isn't finding the solution — it's asking the right question. Instead of 'how do we fit Pom Pom in?' he asks 'what can Pom Pom do that nobody else can?' That question changes everything. If your child has a friend, sibling, or classmate who often gets left out, help them practise asking that second question instead of the first. Not 'how do we make room for them?' but 'what do they bring that we don't have?' The answer is almost always surprising.