

Classroom Lesson

Responding to Exclusion (3-5)

Goal of the Lesson – To help students understand their role in responding to peer exclusion

Studies since the 1930's have consistently shown that peer group rejection negatively impacts a child's engagement and achievement in the school environment. A recent study in the *Journal Of Educational Psychology* has determined that children who are excluded from activities by their peers are more likely to withdraw from classroom activities and suffer academically. This kind of rejection can increase the likelihood that children are victimized or excluded by peers and impair a child's ability to interact with other children, participate in classroom activities and participate in the social context of the classroom. It can result in long-term maladjustment that may endure throughout a child's school years.

Unfortunately, the negative social experiences some children face in their early years can continue as they get older. For example,

- Compared to popular children, rejected children are seven times more likely to fail a grade in school and nearly four times more likely to drop out of school before 10th grade (Kupersmidt & Coie, 1990; Ollendick, Weist, Borden, & Greene, 1992)
- Children who are less accepted by their classmates in school tend to get lower grades and to be rated by teachers as more anxious, fearful, and depressed (Flook, Repetti, & Ullman, 2005)
- Correlations also exist between peer rejection and higher rates of delinquency, arrest, violent behavior, and substance abuse (Kupersmidt & Coie, 1990; Ollendick et al., 1992)

Fortunately, research has shown peer exclusion can be decreased by 1) educating students on the topic and 2) teaching students how to respond to it. That's two findings will be discussed in this lesson.

Reference Article: "Peer Exclusion and Victimization: Processes That Mediate the Relation Between Peer Group Rejection and Children's Classroom Engagement and Achievement," Eric Buhs, University of Nebraska; Gary Ladd and Sarah Herald, Arizona State University; *Journal of Educational Psychology*, Vol.98 No.1

Learner Outcomes

By the end of this activity, students will have learned

- What is peer exclusion?
- The effects of peer exclusion
- Strategies for coping with peer exclusion

Materials Needed

- Computer with internet access
- This handout
- Video - <https://www.youtube.com/watch?v=Q1k5RyBfU1Y>

Preparation Needed

- Check to make certain you have internet access and volume
- Read this handout prior to the lesson
- Watch the video prior to the lesson

Note: The total time of the video (without intro and exit song) is about 8:00. There are many different ways you can use this video. You could:

- 1) Stop the video multiple times and ask questions (as shown below)*
- 2) Show half of the video and ask questions*
- 3) show the entire video and ask questions.*

Staff Discussion Outline

- 1) Say, "Today are lesson is titled "Responding to Peer Exclusion". What is peer exclusion? Say, "Without mentioning names or specific incidents, can you think of some examples?"
- 2) Say, "What we're going to do is watch a video of a class discussing peer exclusion. At different times I will stop the video to ask you questions. Let's check out the video"
- 3) I've included times where you can "pause" the video to ask questions, but some people might want to play the entire video and then ask questions. It's up to you.

- a. Start the video, stop at 1:34 and ask:
 - i. What do you think she will say?
 - ii. What would you do?
 - iii. What would happen if you did that?
- b. Say, "Let's see what she chose to do". Start video, stop at 1:44
 - i. Say, "What do you think would happen if you did that?" (Point out that might not be a very effective strategy. Although it's wrong for the other girls to exclude her trying to force herself with these girls might bring on more problems. It might be best to report to the counselor and find new friends)
- c. Start video, stop at 2:13
 - i. The girl just mentioned a "clique". What did they say a clique was?
 - ii. Do you see cliques here at our school?
 - iii. What is the effect of cliques?
- d. Start the video, stop at 2:37 and ask:
 - i. How many of you have had to move to a new school?
 - ii. What was it like trying to make new friends?
 - iii. What can we do to make new students feel included?
- e. Start the video, stop at 5:52
 - i. Is it bullying if someone doesn't want to play with you? No
 - ii. Is it bullying if a group of people gang up and make a plan to exclude someone?
Yes
 - iii. Sometimes our friendships change as time goes on and that's hard for us to deal with sometimes. How can we learn to cope with changing friendships?

- f. Start the video, stop at 6:02 and ask:
 - i. What do you think she's going to say? How would you deal with name calling? Let's see what they suggest.

- g. Start the video at 6:02
 - i. What did the teacher say is the difference between ignoring it and not letting it get to you?

 - ii. How do people know they are getting to you or What do we sometimes do that let's other people know they are getting to us?

 - iii. Reiterate the point that instead of focusing so much energy on relationships that aren't going well focus on the relationships that ARE going well.