

Don't Exclude Me!

Time needed: 15-20 minutes

Recommended Level: Grades PK-4

Categories: Defining, Friendship issues, Role-playing

Common Core Standard(s): ELA: Speaking & Listening,
Writing to convey information

Purpose: Students will understand what exclusion looks like and what they can do about it if they see it happening.

DISCUSSION:

Ask students if they know what exclusion means. Ask them what exclusion bullying is. Let them share ideas. Possible responses:

- Leaving someone out on purpose.
- Whispering/talking to make someone else feel like it's about them.
- Ignoring someone else with the intention of hurting their feelings.
- Being friendly with someone one day and then acting as if they've done something wrong the next day.

Inform the students that this type of bullying is often done quietly and is hard for other students (and even adults) to recognize. That is why we are going to role play some exclusion bullying and then discuss ways to stand up for yourself and others.

ACTIVITY:

For the role-play, you will need two puppets (or, students can just act out the roles). The role play is between three people. Assign three students to participate in the role play and provide each with a script. For the purpose of script writing, the characters will be called Becky, Rick, and Shayla.

Characters: Becky, Rick, and Shayla

Setting: Students are playing outside on the school playground. Rick and Shayla are playing a game of hopscotch. Becky asks Rick and Shayla if she can play with them.

Becky: Hey guys. Can I play next?

Rick (*turning toward Shayla*): Do you hear something?

Shayla (*snickering*): I didn't hear a thing, other than some annoying bird or something.

Becky: Haha, you guys are funny. I'm serious! Can I play? I love hopscotch!

Shayla (*whispering to Rick*): Maybe if we just ignore her, she'll go away.

Rick (*whispering to Shayla*): No kidding. She needs to take a hint!

Rick (*calling away from the group*): Hey, Jordan! Yeah, Jordan! Can you come over here? We need a third person for hopscotch!"

Shayla and Rick stare at Becky. Embarrassed and sad, Becky turns around and walks away.



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Ask the students what happened in the role play. What did they notice? Discuss the feelings of each of the three characters. How did Becky feel? (Left out, hurt feelings, sad, embarrassment, self-doubt.) How did Rick and Shayla feel? (Proud, powerful, funny, popular, in control.) Did Becky try to stand up for herself? (She asked if she could play twice; acted like they were joking at first.)

Explain that this kind of bullying is hard to notice because although hopefully Becky would have reported the bullying to an adult, when Rick and Shayla were asked about it, they might say something like, "We never said anything to her! We didn't even talk to Becky at recess today!" Think about it...did Rick and Shayla ever actually say anything to Becky? No. Is what they were doing still considered bullying? Yes, absolutely. Rick and Shayla might even defend themselves by coming up with excuses, such as they did not hear Becky's request to play or they thought she was speaking to someone else. Ask students what they would do if they were in Becky's situation.

Possible responses:

- Tell an adult.
- Find other friends to play with.
- Ask a friend to come with you to request to play.
- Try to speak with Rick and Shayla separately; stand up for yourself.

FOLLOW-UP:

Students can work in groups of three to create their own skit about exclusion bullying.

Students can write a script in which the conflict from the first skit is resolved using one of the solutions discussed in class.



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