

# Session 79: Dealing with Exclusion and Rejection

compassion • kindness • respect • conflict resolution • fairness

Session 79 builds empathy and fosters problem solving in conflicts that involve exclusion and rejection.

## Students will

- see exclusion and rejection through the eyes of different people involved in a conflict sparked by being left out
- brainstorm and role-play solutions to a conflict where someone is excluded and rejected
- learn ways to be respectful, assertive, and realistic in working out conflicts

## Materials

- handout: “Anna’s Story: Feeling Rejected” (page 182)
- chart paper and marker
- student journals

**Introduction.** Say: Today we’re going to look at a conflict that happened among three kids we’ll call Anna, Sophia, and Carl. After we hear their story I’m going to ask you to think of ways each of them could have been part of the solution, rather than part of the problem.

**Activity and Discussion.** Distribute the handout. Ask for a volunteer to read Anna’s story aloud to the class.

After the story has been read, ask students if they’ve ever been in a situation similar to Anna’s. Ask: **Why might Sophia have left out Anna? What did Carl do that was hurtful? Why do you think he did that?** Discuss.

Have three volunteers role-play the conflict as described in the story. At the end of the role play refer to Win/Win Guideline 5: *Come up with a solution that’s fair to each of you.*

Put students in pairs and have them brainstorm at least three more compromise solutions for the conflict. Have them list solutions on the handout or in their journals.

Have students share solutions they came up with. List these on chart paper under the title “Solutions to a Conflict Where Someone Is Left Out.”

Now ask for three volunteers to replay the conflict using a new solution from the list.

Caution role players not to be “fake nice” but to act out the conflict taking into consideration real feelings that could contribute to a situation like this one. For example, Anna’s cousin may have needed a break from playing with her and might have wanted time with her new friend; Carl may have feared that if he let Anna be included, *he* would be the one left out. Encourage role players to be real yet respectful, assertive yet kind. Guide them to come up with realistic solutions, not solutions that sound good but that they wouldn’t actually use in real life.

**Wrap-Up.** When the role play is complete, remind students to use what they’re learning when real-life conflicts come up. Tell students you’ll be checking in with them about how they’re applying what they’ve learned. Be sure to check in a few days from now.

**Follow-Up.** Have students write in their journals about a time they were excluded or a time they excluded someone else. Tell them to write about the feelings they experienced and the feelings the other person may have experienced. What can they do differently next time?

**Extension.** Discuss some of the reasons kids treat each other in mean ways. Review healthy strategies they can use to deal with strong feelings instead of hurting others or continuing to feel hurt and angry.

## Anna's Story

# Feeling Rejected

I got into a conflict when I was at my cousin Sophia's birthday party. Sophia was playing with this boy she never met named Carl. They were playing for about half of the party. I couldn't even find her, and when I did Sophia and Carl ran away from me.

I felt bad and asked my cousin, "Why aren't you playing with me?" That's when Carl said, "Sophia can do whatever she wants! You're not the boss of her!" I got mad and said some things back to Carl. Then he called me short and ugly. I started to cry.

Sophia *never* said a word to help. I couldn't believe my cousin was on Carl's side. I said to Sophia, "Why are you playing with him? He's calling me names!" My cousin said nothing. Then Carl said *they* were cousins! I knew it wasn't true, because if it was, he would be *my* cousin, too. I said to Sophia, "You should think about what you're doing. You don't even know this kid. I've known you ever since we were little babies!" She said nothing. Then I walked away heartbroken.

### Think About It

What are some ways this conflict could have been prevented?  
What can be done to resolve it?

---



---



---



---



---



---



---



---



---



---

Student stories reported in the Survey About Conflicts and author interviews, from *No Kidding About Bullying* by Naomi Drew, M.A., copyright © 2010. Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; [www.freespirit.com](http://www.freespirit.com). This page may be reproduced for individual, classroom, or small group work only. For other uses, contact [www.freespirit.com/company/permissions.cfm](http://www.freespirit.com/company/permissions.cfm).