LEASEN PLAN
AND
EXTENSION ACTIVITIES
**Teaching Point:** When You Feel Left Out

**Subject Area:** Character Education

**Grade Level:** 3-5

**Relevant Standards:**

CDC National Health Education Standards, Grades 3-5

2.5.3 Identify how peers can influence healthy and unhealthy behaviors.

4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.

**Learning Objectives:**

Students will be able to...

- Recognize unhealthy social situations in which someone is left out
- Identify their feelings using “I” statements when they feel left out
- Describe a few assertive behaviors they can use when they feel ignored
- Implement a strategy to help resolve a conflict
- Consider the ways in which different individuals contribute to a conflict

**Materials:**

- *When You Feel Left Out* Teacher’s Resource Book and video
- half-piece of paper and pencil for each student
- chart paper or board to write on
- optional: video camera
- homework assignment page for each student (see page 25 for template)
- pre-assessment rubric (see page 23 for template)
- post-assessment rubric (see page 24 for template)
**Procedure:**

1. **MOTIVATION**
   
   Write *left out* on the board and ask students to think of a word or image that comes to mind. Give each student a half-sheet of paper and one minute to write the word or sketch the image.

   **Teacher Note:** Possible responses include a word that describes a feeling like rejected or alone, a word that describe a situation like team or recess, or a sketch of a person's facial, a social scene, or an abstract representation.

2. **PRE-ASSESSMENT**
   
   Have students show and explain their responses. Use this share to gauge students’ prior knowledge and experience with feeling left. Record this information on the pre-assessment rubric and use it as a guide to help you determine your students’ readiness.

   **Teacher Note:** To make sure each student gets to share, bring the class together in the meeting area. Have students sit in a circle and share their responses one by one, or display all of the responses on the board and have each student explain his or her own. If you don't have space for this, have students leave their responses on their desks and walk around the room, observing one another’s responses as if at a museum.

3. **INTRODUCE VOCABULARY**
   
   Familiarize students with the lesson vocabulary.

   **Adaptation for English Language Learners:**

   If possible, teach the vocabulary words ahead of time. Each time you introduce a word, write it, say it, and give a simple definition as well as familiar synonyms. Then use each word in a sentence and have each student say their own version of the sentence. For example, say “Please don’t exclude me from the game just because I haven’t played it before.” Then have students repeat “Please don’t exclude me from the game just because …” and fill in their own ending such as “I am new in school.” Repeat this exercise with other forms of the word that students will need to know, such as excluded, excluding, and exclusive. Reinforce the vocabulary words throughout the lesson by using the words frequently and reviewing the definitions.

**Vocabulary:**

- exclude
- reject
- conflict
- resolve
- clique
- assertive
- moody
4. SHOW THE VIDEO

Tell students that they will watch a video that shows what happens when kids feel left out. Tell them to pay extra close attention to what the kids in the video do to solve their problems.

**Teacher Note:** Depending on your time frame, you may want to pause the video during or after each segment for a brief discussion.

- While students are watching the video, make the chart below. Leave some blank space at the bottom.

**What YOU Can Do When You Feel Left Out**

1. Take some time to think.
2. Use “I” statements to express your feelings.
3. Brainstorm ideas
4. Take action

5. DISCUSSION

Lead a class discussion, using the following questions as a guide.

**Discussion Questions**

- What caused the conflict? Was it anyone's fault?
- How did the main character feel? Would you have felt the same way?
- How well did the main character handle his or her feelings?
- (Point out the three-steps chart you made). Why is it important to go through steps 1 and 2 before taking action?
- What are some assertive behaviors the characters used to solve the problem? Are there any other things they could have done to solve the problem?

**Teacher Note:** List the assertive behaviors that students mention on the chart.

- What would have happened if the main character had not taken action?
- What are some things the other characters did that helped solve the problem and what are some things they did that made it worse?
- What are some ways to calm down when you're feeling left out?

**Teacher Note:** Possible responses include: walk away, take a bathroom or water break, take a deep breath, count to 10, and think about something comforting, like your pet.
6. ACTIVITY

• Divide the class into groups of 4-5 and explain the activity. Each group will choose a scenario from the video to act out. They will adapt the scenario to their own lives so the conflict will be happening to them in their own school, neighborhood, or club. If students are playing characters who are not the same gender in the video, the group can change the context slightly to make it more realistic. For example, if boys are going to play the role of Ashley, Sierra, and Chelsea, they can be getting new shoes instead of getting their ears pierced. Make sure students can see the chart and remind them to use the problem-solving steps and assertive behaviors in their skits.

**Teacher Note:** It might be helpful to have one student in each group be the director instead of acting in the skit. The director can be in charge of staging and rehearsals and can have the final say in casting and creative decisions.

**Adaptation for gifted students:**

Tell students to change the ending of their skits by resolving the conflict in a different way.

• Have groups meet to plan and practice their skits. You may need to break this down for younger students by listing some steps on the board:
  • choose a scene
  • decide who will play which character
  • figure out the setting and plot details
  • practice the skit a few times

• Remind students to have fun and not worry about making their skits perfect performances because the goal is to practice what to do when you feel left out.

**Teacher Note:** If you plan to teach this lesson in more than one day, this is a good breaking point. You can also have students plan for props and costumes that they can gather for next time.

• Spend a few minutes observing and meeting with each group. Begin filling out the post-assessment rubric as you do this.

**Adaptation for students with special needs:**

Describe a realistic scenario to students that could occur in their classroom, or remind them of one that really happened. Help students use the three-step strategy to figure out a solution to the problem and then have them role play the conflict in small groups.
7. WRAP UP AND ASSESSMENT

- Have each group perform their skit for the class. Allow a few minutes for questions and comments from the class after each performance. Complete the assessment rubric as each group performs their skit.

Teacher Note: If you have access to a video camera, you may want to videotape each performance. You can show the video to the class on another day and reflect on the activity with students. This also allows you to complete the assessment rubric at a later time as you watch the video.

HOMEWORK

Tell students that their homework assignment is to write a journal entry from the perspective of one of the characters in the video who felt left out. Read the homework page to students and answer any questions they have about the assignment. You can have students share their journal entries with the class the next day.
EXTENSION ACTIVITY 1:
MAKE A PAMPHLET

Interdisciplinary connection—WRITING

In this activity, students will make pamphlets about how to deal with feeling left out. Give each student a blank pamphlet (see Advance Preparation). Tell students to make up an appropriate title, fill in the information on each page in sentence or bullet-point form, and make illustrations. Once completed, the pamphlets can be put in the office, given to a class one grade below, or kept in the classroom for next year’s students.

Adaptation for gifted students:

If you have students with advanced design skills, give them each a blank page for their pamphlet instead of using the template. Show them a few sample pamphlets to use as a guide for designing their own.

Advance Preparation:

Photocopy the front and back pamphlet templates (see pages 26 and 27 for templates) onto heavyweight paper to make double-sided pages. Fold the pages into pamphlets by placing them title-side down in landscape orientation and folding each one into thirds, bringing the right side of the page in first and then the left side.

EXTENSION ACTIVITY 2:
WRITE AND PERFORM A SONG

Interdisciplinary connections—MUSIC and POETRY

Students will work in groups to write songs about what to do when you feel left out. Divide the class into groups of 4. Each group will write and perform their own song. Group members can all write and perform the song together, or they can divide up the work and choose different jobs based on their skills and interests. Jobs include singer, lyricist, cover artist, musical director, or accompanist (who can play an instrument they are learning in school). If students have trouble making up a melody, they can use a familiar tune or rap. Allow each group to practice their song before performing it for the class.
Interdisciplinary connection—VISUAL ARTS

In this activity, students will make cartoons about feeling left out. Explain that a cartoon is a drawing with a message. Write the following information about cartoons on the board as you explain it:

- Cartoons send a message or express the artist’s opinion about something.
- Cartoons are often funny because they show things in a simplified or exaggerated way.
- Cartoons usually have speech bubbles and a caption or title.
- Cartoonists sometimes use animals or superheroes instead of people in their cartoons.

- Show students some sample cartoons, then give out the cartoon templates and read the directions out loud.
- At the end of the activity, have a class share. Students can present their cartoons one at a time, or you can put all of the cartoons up on the wall and allow students to walk around and look at one another’s work as if in a museum.

**Teacher Note:** If more than a few students have trouble getting ideas for their cartoon, have the class stop for a brief share so that students can get ideas from one another.

**Adaptation for gifted students:**

Students who are gifted artists or who have prior experience with cartooning can make a comic strip instead of a single cartoon. Explain that a comic strip is a sequence of drawings that tells a story in a comical way. Allow students to choose an appropriate template for their comic strip (see pages 29 - 31 for templates).

**Advance Preparation:**

- Gather some sample cartoons and comic strips ahead of time. You can ask students to bring in their favorite school-friendly comic books from home.
- Make a copy of the cartoon template for each student (see page 28 for template). If you plan to adapt the lesson for gifted students, make copies of the comic strip templates as well (see pages 29 - 31 for templates).
EXTENSION ACTIVITY 4: CONDUCT A TRIAL

Interdisciplinary connections—SOCIAL STUDIES and DRAMA

- Review what happened in “You Don’t Have to Stick with the Clique,” especially the part where Kelly talks to Ms. Andrews about her problem. Explain that Kelly has accused Chelsea of leaving her out of the Earth Day project on purpose, and so the class is going to conduct a trial to decide whether or not Chelsea was guilty of that crime.

- Explain that a trial is a legal way of resolving a dispute, and describe how the class trial will work: Kelly and Chelsea will each get a lawyer to tell their side of the story to a jury. The jury will decide whether or not Chelsea is guilty. If she is, a judge will give her a sentence.

- Explain the trial procedure:

1. Opening Statements: Each attorney tells his or her client’s side of the story.

2. Witness Testimony: Both attorneys question the witnesses about the crime.

   Teacher Note: During the witness examinations, help students notice that the witnesses might not be so innocent themselves! Have them think about how the witnesses contributed to the conflict by going along with Chelsea’s bullying instead of helping Kelly.

3. Closing Statements: Each attorney reviews the evidence that the witnesses presented, points out weaknesses in the other side’s story, and asks the jury to make a decision in his or her client’s favor.

4. Deliberation: The jury talks in private and decides the verdict.

   Teacher Note: When you conduct the trial, send the jurors into the hall or the back of the room with their notes. Tell them to share three thoughts each and then vote on a verdict. While they are deliberating, have the rest of the class make and share predictions about the verdict.
EXTENSION ACTIVITY 4: CONDUCT A TRIAL continued

5. Verdict/Sentencing: The jury returns and announces the verdict. If Chelsea is found guilty, the judge gives her an appropriate sentence.

- Assign students to play the roles listed below. You can play the judge yourself or you can bring in a parent to play the part.

  Kelly
  Chelsea
  Kelly's attorney
  Chelsea's attorney
  Witnesses: Jon, Lisa, Carl, Sam, Ms. Andrews
  Jury: 12 jurors

**Teacher Note:** If you have a large class, a team of students can take turns playing each attorney during the trial.

- Have students prepare for the trial by filling out the planning page(s) for their character (see pages 32 - 36 for templates and directions). Set up the classroom according to the diagram below and have students take their places, bringing their notes with them. Then conduct the trial.

**Adaptation for students with special needs:**

Instead of conducting the whole trial at once, break it up into five parts according to the steps listed above. Walk the class through each part together. For each step of the trial, explain what will happen, assign new roles, and plan what each character will do and say. Reflect on each step of the before you introduce the next step.