



Everyone's Included – Left Out Session Plan

Learning Intentions:

- To explore the impact of being left out of things on purpose
- To consider the harm this can cause to young people
- To explore the ways in which bystanders can support others who are left out

Experiences and Outcomes:

HWB 3-45a

I recognise that power can exist within relationships and can be used positively as well as negatively.

HWB 2-08a/HWB 3-08a

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

UNCRC - Children's Rights:

Article 2 states that children have the right to protection against discrimination

Article 29 states that children have the right to an education which encourages them to respect other people's rights and values.

Success Criteria:

- I can talk about how my friends or other young people might feel if I don't include them in games and activities
- I can identify strategies I would use to include someone if I notice they are being left out

RSHP: Second Level

<https://rshp.scot/second-level/#protectingme>

GIRFEC Wellbeing Indicators:

Safe, Respected, Responsible, Included

Background Information:

www.respectme.org.uk

Preparation:

- PowerPoint slides or handout sheet of scenario/train of thought/options
- Flipchart with Agree Disagree Unsure statement (if not using slides)

**Resources:**

- Projector & PowerPoint (if being used)
- Flipchart/whiteboard
- Marker pens
- Your Group Agreement created during the Introduction session (pin/tack this up in the room)

Introduction

Welcome the group and inform them that **this session will explore how people are left out and how this can make people feel hurt, excluded and alone.**

Refer to group agreement and ask if pupils would like to add/change anything.

Share the Learning Intentions and Success Criteria for this session.

Icebreaker

Example Icebreaker: NUMBERS

The purpose of this icebreaker is for pupils to explore what it means and how it feels to be 'left out'.

Ask the pupils to walk around the room (careful not to bump into anything!) and listen out for the number you will call out. When you call out a number, the pupils need to split themselves into groups of this number. For example, if you call out '6' the pupils need to organise themselves into groups of 6.

Each time, shout out a number that the group are **not** able to divide into (you will need to know how many pupils total are there so that you can work out an uneven divide).

After doing this a few times, each time with 2/3 pupils being 'left out', ask the group why they think you asked them to take part in this. Answers could include teamwork, looking out for each other... Ask the people that did not find a group how it felt to not be included in the groups that were made.

Share with everyone that today's session will focus on being left out and the effect this could have on someone.



Scenario

Remind the class that for this session they will be bystanders to an incident involving a friend, classmate or someone they know.

Show the slide or share a copy of the scenario and ask for a volunteer to read it out.

Your friend creates a group chat and adds you and all but one of your mutual friends. The group are planning to go to the cinema at the weekend. Someone suggests that no one should tell the friend who is not included in the chat as they are 'annoying'.

Key Questions

Ask the group:

1. Is this realistic; is it the kind of thing that could happen?

2. Put your hand up if you feel there is something wrong with what is happening in this scenario...

If most of the group raise their hand, before they are lowered ask them to look around the room and see how their friends/classmates have responded. If most don't put their hand up at this point – return to this question after the discussion part of the session.

3. What are the red flags? What are the key words or phrases in this which make you think something is wrong?

Ask pupils to discuss this for 30 seconds with the person beside them, then ask class to call them out – note the red flags down on flipchart/whiteboard as they are called out.

4. Before sharing the next slide, ask the pupils:

As a bystander to this situation, what questions might you have? What might you be thinking?

This can be briefly discussed in pairs or groups and then shared.



Train of thought

Ask for a volunteer to read the following train of thought:

Why did they leave our friend out of the group chat ... Aren't we all supposed to be friends? ... But is it my problem? ... I'm not sure I should get involved ... I didn't create the group, so I didn't exclude anyone ... If I say something will I be next? ... I don't want to be left out ... But how would my friend feel to know people are talking behind their back? ... Is it any of my business? ... What should I do?

Key Questions

Ask the group:

- 1. Is there anything within that thought process which particularly stands out to you?**
- 2. What reasons might someone give for not getting involved in this situation?**

Suggestions may include: fear of repercussions, think it's nothing to do with me, don't want to get into an argument, don't want to get into a fight/confrontation etc.

Agree/Disagree/Unsure

Place your agree and disagree signs at opposite sides of the room (if applicable).

Tell the group you are going to show them a statement and they should decide whether they agree or disagree with the statement, then go the relevant side of the room. If they are unsure, they can stand in the middle.

Statement 1 – I always want to be included in what my friends do.



Give a short amount of time for the group to make their choice then ask 2-3 people in each group, without enquiring into details: **Why did you agree/disagree/Why are you unsure?**

Key Questions

Ask the group:

1. Do people who get left out of group chats usually find out?

It is possible to find out by speaking to others.

2. If they find out, how might they feel?

Sad, upset, angry, embarrassed, humiliated, hurt.

Statement 2 - A loyal friend doesn't spend time with other groups of friends

Give a short amount of time for group to make their choice then ask 2-3 people in each group, without enquiring into details: **Why did you agree/disagree/Why are you unsure?**

Key Questions

Ask the group:

1. Is it possible to have more than one group of friends?

Yes this is possible, very common and healthy

2. What should loyalty look like?

Being kind, looking out for your friends, not making them feel upset

Ask the group to sit down and move onto the next slide for more in-depth discussion

Left Out - Discussion

Key Questions

Ask the Group:

1. Why have they left this person out?



Although they are saying this friend is 'annoying' there could be other reasons they are leaving them out. Perhaps there has been a fall-out between this friend and one other who is now trying to make everyone else exclude this person.

2. Would you deal with this differently because it is online? How?

Some young people think that online experiences are not as upsetting or as 'real' as face to face experiences. It can also be easier for some young people to explain how they feel online, and more difficult for others.

3. How do you think your friend would feel to discover they've been excluded from a group chat and that their friends are talking about them behind their back?

Flipchart responses.

4. In the train of thought it says "I didn't create the group, so I didn't exclude anyone". Just because you didn't personally create the group, does that take all responsibility away?

No, we still have a responsibility to look out for our friends and treat people fairly. By going along with plans to exclude someone you aren't treating that friend fairly.

5. The train of thought also suggests that the bystander thinks s/he might be next if they say something. Could this be a reason people don't want to get involved?

Refer back to Introduction session – barriers to bystander intervention

6. What would you want your friend to do if you were the one being left out?

Most people will agree they would like a friend to support them/stick up for them.

7. Do we have a responsibility to do something here?

8. Who do we have a responsibility to?

You may need to prompt group:

-Do we have a responsibility to our friend who is being excluded?

Yes, it doesn't feel nice to be left out, or to discover people are talking about you behind your back.

-Do we have a responsibility to our friends who are in the group chat?

Perhaps they don't recognise how upsetting this could be, or how their behaviour could affect others.

-Do we have a responsibility to ourselves?



We have a responsibility to keep ourselves safe, and to be able to say if we don't agree with something.

Explain to the group we are now going to explore some of the things we could do in this situation.

Options

If you have time you might ask the group to consider the pros and cons of these options in small groups first, before you discuss as a larger group. Or consider role playing options/consequences.

OPTION 1: Do nothing. It's none of your business.

Ask the group:

1. Is this an option that some might consider using?

We have already identified some of the reasons people might give for not getting involved.

2. What might happen if you do nothing?

Responses may include: It could get worse, your friend finds out and is very hurt, nothing changes etc.

3. What does doing nothing say to your friend who is being excluded?

That you don't have a problem with them being excluded and don't have their back.

4. What does doing nothing say to your other friends in the group chat?

That it is okay to leave people out and talk behind their back.

OPTION 2: Change the subject in the group chat.

Ask the group:

1. What could you say to change the subject?

Come up with a couple of your ideas ahead of the session in case you need to prompt the group, but allow them to be creative in how this



might work for them. Suggestions might include talking about something you were all part of, including the friend who is excluded.

2. How likely would this be to stop them excluding your friend or talking about them another time?

It likely won't. You haven't challenged the behaviour or explained you're unhappy with it.

OPTION 3: Contact your friend and let them know what is going on.

Ask the group:

1. How easy would it be to do this?

Some will find this easier than others. Some might think it's going behind the backs of your other friends.

OPTION 4: Post on the group that you don't think it's fair to talk about someone behind their back and exclude them from plans.

Ask the group:

1. How easy would it be to directly confront the behaviour in this way? Why?

This might be easier for more confident people in the group, but can be more difficult for others. Some might be afraid of being targeted or excluded next.

2. What could you do to make this option safer and easier to do?

Suggestions may include: Making sure you say it at the right time and in the right way – not judging, but being clear about what is wrong.

OPTION 5: Outwith the group chat, speak to some of your friends and ask them whether they think what is happening is fair. Decide together what to do.

Ask the group:

1. Why might this be a good option?

Remind the group that as most/all have already agreed that they see something wrong in this situation (when they raised their hands earlier), chances are some of their friends would too, safety in numbers etc.

2. What could be the challenges to this?

Examples might include: It could end up in a big group argument, you might be spoken about and excluded next, people might think you're talking behind their back etc.



OPTION 6: Get some advice from a parent/carer, a teacher or another adult you trust.

Ask the group:

1. Why might this be a good option?

Remind the group that others not directly involved may have a different perspective and may be able to offer advice and suggestions that have not been considered.

OPTION 7: Personal Option

Ask the group:

1. Is there anything else you could do instead?

Remember to explore the possible consequences for any additional options

Conclusion

Let the group know that as leaders, they have the opportunity to make sure their school and community are safe, respectful and supportive.

Ask the group:

What have you learned from today's session?

You might want to note responses on flipchart.

Reinforce key messages from discussion to include:

- ✓ Leaving someone out is wrong and hurtful.
- ✓ This behaviour is not harmless and the impact can lead to more serious problems.
- ✓ Being a good friend is learning to understand this.
- ✓ There are a range of options we can choose from to challenge behaviour when we are uncomfortable with it.



Where can I get support?

The last slide highlights places and organisations where pupils can access support if they have been impacted by the lesson in any way or are worried about a friend.

Ensure that in-school supports are discussed, but make pupils aware of where they can get support outside of school, so that they have a range of options.

You can add local supports to the slide, alongside the national ones already included, that you feel are relevant to your community/area. You can discuss this with your supports in school and partners also.

Leave this slide up as the lesson finishes and pupils leave.