

Unit 5G: When Friends Don't Include You



Vocabulary:

Clique - A small group of friends who are not friendly to others. Those in the clique often choose who is in and who is not allowed to be part of the group.

Teacher's Notes:

How To Begin and End Each Lesson

Begin With a Breath Brake

Instruct students to stand at attention, repeat the hand motions and the mantra, **Power Peace Purpose**, and end with a bow. Ask students to take several breaths to clear their minds and prepare to watch the video.

Teacher Statement:



The Breath Brake helps us clear our minds, relax and focus. Focused breathing stops the flow of stress chemicals from the brain. You can close your eyes if you want to. Follow along:

- ★ *Breathe in through your nose, slowly and deeply. Think of each breath as a wave as it gently raises, holds, and then slowly lowers your body.*
- ★ *Hold it for three seconds.*
- ★ *Breathe out slowly and steadily from your mouth while you feel your body gently relax.*
- ★ *Breathe in and visualize that you are breathing in a powerful light.*
- ★ *Breathe out and imagine you are blowing out any darkness.*
- ★ *Breathe in, hold for 3 seconds, then breathe out. Repeat as needed.*

*Remember when you breathe, you are helping others who need your light. **Power Peace Purpose.***

There are thousands of children around the world who spend a lot of time in the hospital. Sometimes, they feel very lonely. When you join the Heroes Circle, it makes them feel better. When you do your power breathing you are also teaching your family and friends around you. You are an amazing teacher and a good friend!

End with Power Peace Purpose:

Recite and review the Power Peace Purpose mantra with students at the end of each day's lesson. Then, the students bow.



The Breath Brake helps you restore your power, brings you to a place of peace, and enables you to understand your purpose.

Unit 5G: When Friends Don't Include You

Day 1: WATCH



Focus: Social Awareness

Students will watch a video about when friends don't include you.

Learning Objectives: In this lesson, students will:

- Observe feelings, thoughts, and responses to situations where friends don't include you.
- Identify the difference between inclusive and exclusive group behaviors.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

Video - HeroesCircle.org/SupportMaterials5

Lesson Process:

1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Students bow. Lead students through a Breath Brake.

2 Introduce key concepts:



Today we will watch a video about when friends don't include you. Pay attention to how the brain and body respond to not being included. You will notice how someone who is left out might have feelings that can lead to a stress response. Also, pay attention to the difference between being left out by accident and on purpose - those situations can lead to different feelings and stress responses.

3 Show the video:

Show the video – HeroesCircle.org/SupportMaterials5

4 Talk about key concepts:

In the video, we saw some examples of children their friends left out. Sometimes there's no explanation for why this happens. Sometimes the choices our friends make aren't clear to us. Friends might forget or have no reason to leave you out. Other times, people form cliques and purposefully exclude others from their group. Whatever the reason, it can be an uncomfortable and disappointing feeling. As humans, we all need to connect with others. We enjoy spending time with others who have common interests, and we want to feel valued and cared for by others. Making important connections with others is a positive experience that's scientifically good for the brain. When we don't have that connection to others we need, we might feel surprised or disappointed. We might create our own story about what we think happened, even though it might not be right. Those feelings and thoughts can lead to a stress response. While it is natural to allow that to make you feel bad, you have an enormous power to take control of that feeling.

Ask students to recall what they remember from the video.

Use the following talking points to encourage students to talk about when friends don't include you.



- What thoughts and feelings may someone have when they are excluded from the group? Responses will vary.
- Sometimes people assume things about a friendship that isn't true. A person might think the friendship is stronger than it is, so they might become annoyed or jealous when excluded. Without identifying names, can you think of an example of this? Responses will vary.
- What are some reasons a person might be excluded? Or what are some reasons a group might not include someone? Responses will vary.

5 End with Power Peace Purpose mantra:

Power Peace Purpose. Then, students bow.

Day 2: THINK



Focus: Responsible Decision Making

Students will be encouraged to think and talk about when friends don't include them

Time Requirement:

15 minutes



Materials Needed: N/A

Learning Objectives: In this lesson, students will:

- Explain how your thoughts about being left out can interfere with your decision to respond.
- Analyze how your stress response can interfere with how you manage feeling left out.
- Practice the Breath Brake and recite the **Power Peace Purpose** mantra.

Lesson Process:

1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Then, students bow.
Lead students through a Breath Brake.

2 Review key concepts:



In yesterday's video, we learned about some situations where friends left others out of the group and how that feeling of not being included can lead to a stress response. We also learned some details about our need to connect with others and how to manage that uncomfortable situations when we don't feel connected. We also learned about cliques and how people | purposefully leave others out.

Ask students to share what they remember or learned from the video.

3 Think about key concepts:



Today we will talk more about feeling left out. We will talk about cliques and how an intentional decision to exclude people from the group is different from when friends don't include you. When we recognize how we are feeling and have a stress response, we can make important decisions about how to respond. We can take a Breath Brake to clear our minds and then choose a powerful response.

Ask students to recall key concepts or what they remember from the video.

4 Talk about key concepts:

Discuss the following talking points as a whole class, in a small group, or in partner pairs:

- The teacher will describe a situation where they were not included, as well as feelings and their response to the situation.
- Describe a time when you felt excluded. What feelings and thoughts did you have? Responses will vary.
- Have you ever been part of a clique? If so, how did you decide who to include and who to exclude? Responses will vary.
- When you feel excluded, what are some things you should consider before responding? Responses may include:
 - Consider the level of friendship you have (if it's as strong as you think), consider if you have assumed things about the friendship that aren't true, decide if you're overreacting to a situation, consider how the other person feels, and consider what could happen if you respond powerfully.
- If you've been in a situation where friends don't include you, how could your perspective help you to be more sensitive to including others in your group of friends? Responses will vary.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Unit 5G: When Friends Don't Include You

Day 3: DISCUSS

Focus: Relationship Skills

Students will engage in discussions about when friends don't include you.

Time Requirement:

15 minutes



 Materials Needed: N/A

Learning Objectives: In this lesson, students will:

- Identify some reasons why others may not include you.
- Analyze behaviors and relationships in a clique and how they affect others who aren't included.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Lesson Process:

1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Then, students bow. Lead students through a Breath Brake.

2 Review key concepts:



Remember the video we watched. We learned that humans have a deep need to connect with others and share common interests. We all want to feel cared for and valued. Connections are important for our mental and emotional health, and interacting with others has been proven to affect the brain positively.

Ask students to recall and describe other key concepts from the video.

3 Discuss key concepts:



Today, we will talk more about cliques and the reasons why others might not include you. We will think about how those situations affect your relationships and how to manage your feelings when you've been excluded so that you can respond powerfully.

Use the following talking points to encourage discussing when friends don't include you.

- **What are some explanations for why others might not include you? Responses may include:**
 - Others might assume you are busy or think you wouldn't like the activity.
 - Others might have no reason to explain why they left you out.
 - Others might leave you out for a specific reason, so it's best to ask for their explanation.
- **What words or phrases could you use to talk it out with someone who's excluded you? Responses may include:**
 - I'm feeling left out and hurt. Can you explain why I wasn't invited?
 - I wondered why I wasn't included. I was feeling surprised and disappointed about that.
 - I felt confused because I thought we were friends, but I wasn't invited. Can you help me understand?
- **Give an example of how someone might assume something about a friendship that's not accurate. Responses may include:**
 - If you are a class project partner, the person might automatically think you are friends.
 - If you were kind to someone, the person might assume you want to be friends.
 - If you included someone in a game because you were being kind, the person might assume they will always be included.
- **You might feel disappointed, sad, or angry when you are left out. How could you communicate your feelings positively to others? Responses may include:**
 - You can take a Breath Brake to clear your mind and decide how to respond powerfully.
 - You can use eye contact and a calm voice to express your feelings.
 - You can explain your feelings and ask others to explain their actions while you listen.

4 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Day 4: APPLY

Focus: Self-Management

Students will work independently to apply the concepts from the video to a self-reflective activity about when friends don't include you.

Learning Objectives: In this lesson, students will:

- Reflect on their own experiences with feeling left out or excluded.
- Identify feelings and thoughts that trigger a stress response when you aren't included.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 5G: TRUE FRIENDS

Lesson Process:

1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Students bow. Lead students through a Breath Brake.

2 Review key concepts:



Yesterday, we talked about how it feels when friends don't include you. We learned that if you are concerned about something, it's best to talk it out with a friend to find out what's happening. We also talked about cliques and how people in cliques often leave people out or exclude others on purpose. People in cliques may have a strong need to belong that is more important to them than your friendship. That's hurtful and disappointing. You might have negative thoughts about what's happening, triggering your stress response.

3 Personalize key concepts:



Today you will reflect on your experience of being excluded or not included. Reflect on your experiences and think about how you would respond to the following questions. Answer in your head as I ask the questions.

- Think about a situation where you were left out of the group. How did it feel not to be included? Did your friends have a reason for excluding you?
- Think about your relationship with those people who left you out in the past. Is it as solid as you think? Provide some examples to support your point.

Use the following talking points to encourage students to reflect and personalize the key concepts.



- Recall a recent uncomfortable or stressful experience where others did not include you. Describe what happened and your understanding of why you were left out. Responses will vary.
- Describe your stress response. Where did you feel stress, muscle tightness, or tension in your body? What other body sensations did you experience in your stress response? Responses will vary.
- When you face a situation where others don't include you, what are some negative thoughts you might have? How can you transform negative thoughts into positive ones? Responses will vary.
- What steps could you take to manage that experience if you were not included? Responses may include:
 - You could find a quiet place, take a Breath Brake, and think about situations or things that make you feel happy.
 - You could talk to the person directly about what happened, why, and how you feel.
 - You could think about the quality of your friendships and meet some new people.

4 Apply key concepts:

Distribute the ACTIVITY SHEET – 5G:TRUE FRIENDS. Ask students to work independently to complete the activity sheet.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.

Activity Sheet - 5G: TRUE FRIENDS

Name _____ Date _____

Sometimes people form cliques that are exclusive, closed off, and mean to others. Those people might act hurtful, unkind, and fake so that they can belong in the group. Nobody has time for that. Focus on the positive - your TRUE FRIENDS. If you don't have many, use your skills and power to make friends.

Describe a true friend by completing sentences, making word collages, and drawing pictures.

A true friend is:

KIND

THOUGHTFUL

A true friend will _____.

A true friend won't _____.

A true friend likes you because _____

_____.

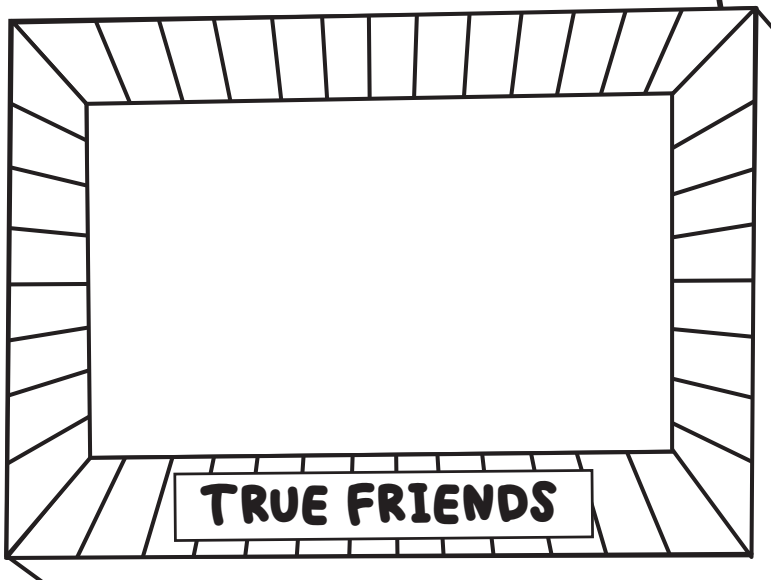
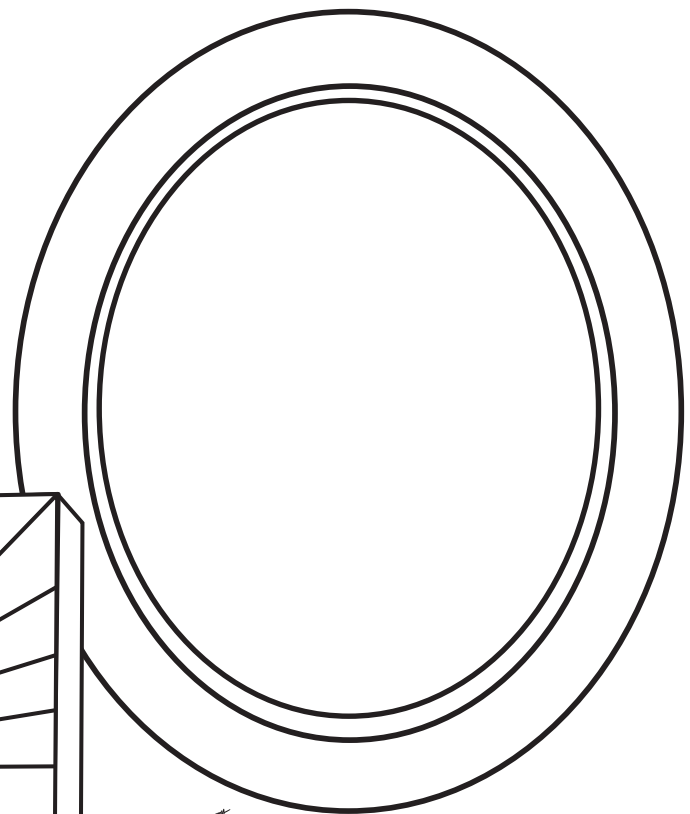
A true friend cares about _____

_____.

If my friend and I saw someone who wasn't included or looked lonely, we would

_____.

_____.



My face when I'm around a true friend...



My true friend and I love to do this together...

Day 5: SHARE



Focus: Self-Awareness

Students will share their learning about when friends don't include you.

Learning Objectives: In this lesson, students will:

- Share insights and observations about when others don't include you.
- Share strategies for managing situations where you feel excluded.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

Time Requirement:

15 minutes



Materials Needed:

ACTIVITY SHEET - 5G: TRUE FRIENDS

Lesson Process:

1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Students bow. Lead students through a Breath Brake.

2 Review key concepts:



This week, we learned about when others don't include you. We learned about how it feels, how it triggers a stress response and some ways to deal with it. We also talked about cliques and why they are so hurtful.

3 Share the learning:



Today, you will share your learning about situations when others don't include you. Reflect on your experiences of being excluded or feeling left out. Think about how you felt, your stress response, and what you did about the situation. Sometimes when friends form cliques, their behavior can be hurtful, and you might feel left out. It's OK to reflect on the quality of your friendships and connect with new people. Think about how you define a true friend on your activity sheet – focus on finding or keeping that kind of relationship. When you know what makes a true friend, it will be easier to find. Let's talk about some of the things you learned this week.

Ask students to reflect on their completed activity sheet, ACTIVITY SHEET – 5G: TRUE FRIENDS, and share their responses with the class, in small groups, or with a partner.

Use the following talking points to encourage students to share more about their learning:



- What is one strategy you can use when you feel left out? Responses will vary.
- How could the Breath Brake help you regain perspective when you feel excluded? Responses will vary.
- How can your experiences of being excluded help you understand others? Responses will vary.
- When you feel excluded, give an example of a powerful response to your feelings and stress. Responses will vary.

4 Summarize key concepts:



It's important to consider your friendships and evaluate their impact at different times throughout your life. Think about how others treat you and how you treat others. Remember, we all want and need to feel connected, cared for, and loved. We can't control how others choose to treat us, but we can control our response to their actions. As powerful martial artists, let's use the knowledge and skills we've learned to respond to stress with power when we are feeling left out or mistreated by our friends.

5 End with Power Peace Purpose:

Power Peace Purpose. Then, students bow.