

**DOMINICAN  
UNIVERSITY**  
of CALIFORNIA  
*School of Liberal Arts and Education*

**Including the Excluded**  
**EDUO 9937 1 Semester Credit/Unit**  
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*This is a Public Syllabus – Email the instructor for a full syllabus or more course information. The full syllabus will be available upon registration.*

As we all know, it is vital for students to be connected in some way with their classmates. It is usually painful and sometimes destructive for those students who find themselves excluded from the school social environment. This course offers advice for effectively including an excluded and/or isolated student.

### **Course Overview**

Learn to identify excluded and isolated students in the school community. Discover how to effectively involve the entire school in supporting those students, helping them to become connected with their classmates and helping them to become included members of the school's social community. Share course-provided recommendations with teachers and parents.

Assignment 7 requires students watch the movie, Michael Moore – *Where to Invade Next?* available on Amazon prime (a rental fee may be required)

**Course Objectives:** In this course, participants will have opportunity to:

- recognize the excluded student
- understand the effects of exclusion
- identify school programs that include the excluded
- become aware of the nature and extent of the problem

### **How to Submit Coursework**

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade. A grading assessment rubric for written projects is found in this document.

## Course Assignments

### Assignment 1: Research on and characteristics of isolated and excluded students

Read the following and complete Written Assignment 1:

<https://www.noisolation.com/global/research/consequences-of-social-isolation-for-children-and-adolescents/>

<https://www.beyonddifferences.org/social-isolation/>

<http://www.adi.org/journal/2018ss/LondonIngramSpring2018.pdf>

**Written Assignment 1** – *From your experience comment on the findings of Dr. Farouk in his article *The Life Stories of Students Excluded from School and their Engagement in Education*. What findings, if any, are inconsistent with your observations? What findings particularly resonated with you? What observations would you add to his findings?*

*Post Written Assignment 1 to the Assignment 1 dropbox*

### Assignment 2: What can and should be done

Read the following and complete written assignment 2 and post a reply to Forum A

<http://drkennethshore.nprinc.com/for-teachers/helping-socially-isolated-child/>

**View video – Breaking Down the Walls**

<https://www.beyonddifferences.org/videos/>

**Forum Post A** – *Explain in detail what you, your school, and parents are doing to address isolation and exclusion. Include what has succeeded and failed and why? What advice would you give parents to avoid their child being excluded and to parents whose child is being excluded? The goal of this assignment is to develop a list of best practices that will be shared with teachers, schools, and parents.*

*Post your reply to Forum A.*

### Assignment 3: Video and Website

**Watch the following videos and complete Forum Post B:**

*The purpose of this assignment is to develop a list of links to videos, that students can either watch in class or be assigned as homework. Watch these and search for more online that you would recommend be added to this list. If a picture is worth a thousand words videos must be worth tens of thousands.*

**Watch the following videos and complete Assignment 3:**

**Ted Talks:**

<https://www.youtube.com/watch?v=sh7XFCysTr4>

**Forum B Post:** List videos with links and indicate the grade levels for which the content would be appropriate.

### Assignment 4: Best Practices

Read the following Best Practices list and complete Written Assignment 4

There is another course I've written for Dominican University, (that you may consider taking) titled *Reversing the Trend from Narcissism to Compassion*. We all know that compassion and empathy are essential to recognizing and coming to the aid of those who are excluded. These qualities are taught, not inherited. An increasing number of schools are devoting more time to teach compassion and empathy for reasons that are known to you. I've been able to compile a list of "best practices" provided by teachers who took that course and others who took the time to share what they recommend. The list is as follows;

#### **1. Circle Time:**

I learned about circle time from, Deborah Hungerford, a fifth grade teacher at Springhill Elementary School in Lafayette. She starts every class with circle time and has for twenty-eight years. Of all the tools available to a

teacher, circle time seems to me to be the one with the greatest potential impact on a student's compassion and empathy, particularly the way Deborah conducts hers.

**Deborah's advice and recommendations;**

"At the beginning of the school year in addition to setting goals, rules and expectations...

**Tribes Process** <http://tribes.com/about>

Thousands of schools throughout the United States, Canada, Australia and other countries have become Tribes Learning Communities, safe and caring environments in which students can thrive.

**Tips for teaching the Tribe Agreements:**

I have found it to be very beneficial to have the class play-act both positive listening skills and also negative listening skills. I emphasize...



**2. Buddy Stops**

An increasing number of schools are providing "Buddy Stops", a bench or place on their campus where students can sit who need a friend. Harton Primary School in the UK selects students to serve as "playground Buddies" who are responsible for making certain that whoever goes to the Buddy Stop will have a friend. Having the students make, decorate and maintain a Buddy Stop bench would be a project they'd likely enjoy. There are also Boy or Girl Scouts who are likely to be willing to make a Buddy Stop or bench to earn a merit badge.

**3. Acts of Kindness Walls**

**4. Teaching Children about Life in Other Countries**

**5. Slam Poetry**

"This year we did Slam Poetry" and it was a huge success. Students had to write a slam poem and perform it in front of the class about something that is important to them. They had to spill their guts on stage. One student brought the whole class to tears with her tragic story of foster care. The next time she needed a pencil, ten students were begging to give her one. Another shared why she isn't in school everyday. Her anxiety keeps her home. A boy wrote about how he is "haunted by trouble" given that he is known as a trouble-maker. These assignments lead to students showing compassion on a daily basis. The advice I would give to other teachers would be to incorporate empathy into your curriculum and find places that compassion is present and use those as teaching moments."

**6. Peer Mediations**

**7. Restorative Justice Circles**

**8. Issue Bins or Boxes**

**9. Monthly Meetings with Guidance Counselors**

**10. Games Students Can Play**

While surfing the web I stumbled upon an organization, Playworks, devoted to evaluating, improving and creating games that students can play. Its services include advising individual schools and coaches on what games are best under different circumstances and to achieve prescribed objectives.

What is particularly impressive about this organization is that it offers a "Playbook" that can be downloaded without charge and has offices located throughout the country enabling it to service many schools and school districts. The Playbook is 347 pages and includes an index of games at the end.

Any teacher involved in supervising or organizing recess or who includes games in his/her classroom will benefit from the advice provided on its website. <https://www.playworks.org/about/what-we-do/>

**11. Let them eat cake**

## **12. Have a conversation with someone you don't know.**

Have students pair up with a student they don't know and provide the pairs with five questions to ask each other. Each student introduces their partner to the class, speaking as if they were their partner, while the rest of the class looks at the student being introduced. This exercise "helps students to see each other more deeply."

## **13. Alliteration Nicknames**

### **14. Use one another's name in conversation and debate.**

### **15. A day in their shoes - literally**

Education expert Molly Barker created an easy tool for younger kids to learn about empathy and compassion: Simply take a few pairs of shoes and label them. "Poor," "rich," "boy," "girl," "homeless," "physically disabled," "old," "young," "sick," "from a different country," "different religion," "different ethnicity," and "different political beliefs." She then asks the child to "walk" in another person's shoes.

### **16. Replace detention with meditation.**

### **17. Mindfulness**

### **18. Recommendations found in The Danish Way of Parenting:**

A. "Mix children of different strengths and weaknesses and seat them accordingly. Students who are stronger academically are taught alongside those who are less strong; shier kids with more gregarious ones; and so on. This is done subtly... The goal is for students to see that everyone has positive qualities and to try to help each other reach the next level... This system fosters collaboration, teamwork, and respect."

"Studies show that there is a huge learning curve in teaching others. Students who teach others work harder to understand the material, recall it more precisely, and use it more effectively. But they also have to try to understand the perspective of other students in order to help them where they are having trouble."

B.

C.

## **Assignment 5: Empathy can be measured**

### **Review the questionnaires, then complete Forum Post C**

There are several questionnaires available online that can be used to measure a student's empathy and compassion. They vary according to age group. The questionnaires themselves have value, whether or not they are tabulated. A student taking the questionnaires will become familiar with those situations when empathy and compassion are important. Below are some questionnaires we've been able to find.

Take the Adults quiz and see how you do. Share the quiz with others. You needn't send in your results. It's just for your eyes only.

### **Middle and High School:**

<http://www.researchcollaboration.org/uploads/EmpathyQuestionnaireInfo.pdf>

Teachers sign up and get a code. Students take the quiz online and enter the code when submitting their answers. The code enables teachers and students to access the results. This is at a 7th grade reading level, so it is geared toward middle school and high school students.

**3rd- 5<sup>th</sup> grade:** <https://classroom.kidshealth.org/classroom/3to5/personal/growing/empathy.pdf>

This one is an empathy workshop for teachers of grades 3-5. It has teaching tools for empathy, discussion questions, activity guides and work sheets.

### **PreK- 2nd:**

### **Adults:**

**Assignment 5:** What ideas and/or strategies in Part 5 interested you? In what way will you make use of them? *Post Written Assignment 5 to the Assignment 5 dropbox*

## Assignment 6: Conclusion

**Written Assignment 6** – Evaluate this course. Recommended what should be deleted or added. Provide links to articles and videos that you recommend be added to the course. For each recommended addition to or deletion from the course explain why.

*Post Written Assignment 6 to the Assignment 6 dropbox*

## Assignment 7: Watch the movie, Michael Moore – *Where to Invade Next?* – available on Amazon prime (a rental fee may be required)

**Written Assignment 7** – What was your reaction to the differences in policies portrayed in the movie? What do you think the reactions would be for most Americans?

*Post Written Assignment 7 to the Submit Assignment 7 dropbox*

### Course Assessment Rubric:

<b>EXCELLENT</b> Meets or Exceeds Course Objectives: <b>A to A-</b>	<b>ACCEPTABLE</b> Majority of Work Meets Course Objectives; <b>B+ to B-</b>	<b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested: <b>C or below</b>
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by assignment responses and Forum posts.	Most responses show evidence of new knowledge evidenced by assignment responses and Forum posts.	Responses show little to no evidence of new knowledge evidenced by assignment responses and Forum posts.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.