



Brief

Social exclusion and peer-communities in preschool

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This article explores children's expression of social exclusion during playtime in an ECEC-setting in Norway. Previous research emphasize that conflicts and rejections occur in peer-relationships at a very young age (Greve, 2007; Johansson, 1999; Palmadottir, 2017), and belonging to a peer-community can be described as an existential need (May, 2013; Yuval-Davis, 2011). Social exclusion is related to context, and it concerns both the child/children who exclude and the child/children who is excluded. Children's social exclusion is therefore connected to individuals' social experiences, their feeling of belonging and personal experience of communities and their borderwork, together with the content in different peer-communities and how children express borderwork. Social exclusion occurs when belonging and personal or collective borders are threatened (Yuval-Davis, 2011). The theoretical framework is based on the ECEC-setting as a perceptual field (Merleau-Ponty, 2002), the communities' different dimensions (Tjora, 2018), belonging and politics of belonging (Yuval-Davis, 2011) and social coping (Lazarus & Folkman, 1984; Vedeler, 2007).

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The children express three different forms of social exclusion (direct, indirect and planned), and social coping is expressed as action/problem-focused (e.g. negotiate/make suggestions) and/or emotion-focused (e.g. crying, withdraw/social withdrawal). The article

discusses children's personal and collective exclusions and social coping, the content and borderwork in different peer-communities, and how this can be related the ECEC-settings work and understanding of social exclusion and children's experiences of belonging.

Keywords: *social exclusion; peer-communities; social coping; belonging*