

Kia Kaha

Years 0-3

Focus area 2

This section contains one of the focus areas of the Kia Kaha programme for students at years 0–3 (ages 5–7):

1. The same but different
2. **A happy, safe classroom**
3. Let's all be friends
4. I have choices
5. Helping hands
6. We have made a difference

Note: Research suggests that an effective Kia Kaha programme should include learning experiences from each of the focus areas.

Focus area 2: A happy, safe classroom

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Focus area 2: A happy, safe classroom

Explanation

In this focus area students identify what is acceptable behaviour and what is unacceptable behaviour, within the class, the school and at home. They consider the things that make their classroom a nice place to be and identify other things that they can do to make it even better.

Curriculum links

Key Competencies: Managing self; Relating to others, Participating and contributing

Learning areas: Level 1 Health and Physical Education – Strand C: Relationships; Identity, Sensitivity, and Respect; Interpersonal Skills; Strand D: Rights, Responsibilities and Laws; People and the Environment; Level 2 Health and Physical Education – Strand C: Relationships; Interpersonal Skills; Strand D: Rights, Responsibilities and Laws; People and the Environment

Success criteria

Students can:

- demonstrate acceptable ways of behaving in the classroom and at home.
- explain the advantages of a safe, positive classroom and school
- demonstrate sharing and co-operative skills in groups
- accept and practise positive, safe classroom behaviours.

Learning experience 1: Behaving well

Learning intention

Students can demonstrate acceptable ways of behaving in the classroom and at home.

Resources

Year 1

Story: *Happy Spring*, by Diana Noonan

Copysheet: **How We Behave**

Art materials

Activities

Year 1

Explain to the class that you are going to read them a story about a class much like their own. Read the story *Happy Spring* to the class.

- Ask:
- Whose behaviour did you like in the story?
 - Why did you like it?
 - How did it make other people in the class feel?

Record ideas on a chart like the one below.

~ HOW WE BEHAVE ~		
Whose behaviour did you like?	What did they do?	How did this make others feel?
- Jeremy & Alice	- Helped put things on the art table	- Mrs Kapua was pleased
- Jessie	- Helped Alisha	- Mrs Kapua was pleased Alisha felt happy
-	-	-
-	-	-
Whose behaviour didn't you like?	What did they do?	How did this make others feel?
- Sunil	- Pushed Abraham	- Abraham went red
- Abraham	- Said Sunil was 'useless'	- It made Sunil sad.
-	-	-
-	-	-

Ask: Whose behaviour didn't you like in the story?
Why didn't you like it?
How did it make other people in the class feel?

Record ideas on the chart.

Ask the class for other examples of behaviour they like and behaviour they do not like. These could be added to the chart.

Ask: How do we feel when we behave well?
How does it make other people feel?
How do we feel when we don't behave well?
How does this make other people feel?

Optional learning experiences

Students can work co-operatively to make spring (summer, winter, autumn) cards.
Afterwards, comment about students you saw behaving well and not so well.

Years 2–3

Ask students to think, pair and share their ideas about acceptable (OK, good ...) behaviour that makes their class a safe, happy place.

You may need to teach the terms **acceptable** and **unacceptable**.

Follow these steps:

1. Each student thinks about the issue.
2. They find a partner.
3. Each partner shares their thoughts.

Take reports and build up a list of acceptable behaviour.

Ask students to think, pair and share with a new partner about unacceptable (bad, not OK) behaviour that could make their classroom an unsafe, unhappy place. Take reports and build up a list of unacceptable behaviour.

Ask: What would our classroom be like if we behaved in an acceptable way all the time?
What would our classroom be like if we behaved in an acceptable way all the time?
What can we expect to happen if we behave in an unacceptable way?
What can we expect to happen if we behave in acceptable ways?
In what other places are you expected to behave in an acceptable way? (at home, in the playground, on the school bus ...)?

Invite each student to either draw a picture using one of the following captions, or to finish the sentences:

- I like it when ...

- A way I like to be treated is ...
- I like to treat my classmates ...
- When I behave well ...

Homework activity

Year 1

Give each student Copsheet: **How We Behave** to take home to be filled in by a parent or other adult. This should be returned to school by the date given.

Collect the copsheets in and choose some examples to read out. For example:

- Jacob's mum likes it when he helps with the dishes.
- Rinah's parents like it when she is polite.
- Jasmine's dad doesn't like it when Jasmine answers back.

Happy Spring!

by Diana Noonan

It was almost springtime. At school, all along the edge of the path, from the gate to the garden outside Room 2, little spears of green were poking through the soil.

“Kia Tupato! Take care!” called Mrs Kapua as Alisha and her friends came inside. “Don’t stand on the garden or we won’t have any daffodils in spring.”

Sunil didn’t listen. He pushed past Abraham and Abraham’s foot slipped off the path and onto one of the spikey green shoots. Abraham went red.

In the classroom, Mrs Kapua was bouncing up and down. “On the mat, everyone!” she said. “We’re going to spring up and down and stay springy all day!”

That morning the whole class made paper frogs that could really spring. They found springs in pens, springs in staplers, and springs in the reading corner chair. Mrs Kapua let the children try hopping on her springy pogo stick.

“Sunil can’t hop,” said Abraham, when Mrs Kapua wasn’t listening. “He’s useless!”

After lunch, Mrs Kapua said, “Let’s make a ‘happy spring’ card to give to someone we think is very special.”

Alisha’s tummy tingled. She loved making cards and she knew just who she would give hers to – her dad. She was going to stay with him at the weekend.

Mrs Kapua gave everyone a piece of card. Jeremy and Alice asked if they could put the making things on the art table.

“Kia Ora”, said Mrs Kapua. “That would be very helpful.”

There were cotton wool balls and crayons, glue and glitter, tape and tinsel, scissors and staples.

“Time to start!” said Mrs Kapua.

But Alisha didn’t hear. She was thinking hard about her card. Her dad liked flowers. She could draw a daffodil on the card and sprinkle glitter over it. Dad liked baby animals, too. She could draw a sheep with a lamb, and glue cotton wool on their backs. Alisha thought and thought. She walked over to the window and spent a long time looking out at the garden. She walked all around the room looking at her friends’ cards. They were neat.

Then suddenly Mrs Kapua said, “Only a few more minutes, everyone. It’s almost home time.”

Only a few more minutes! Alisha rushed to the art table. Max was using the glue and the glitter.

“Can I have some?” asked Alisha?

“No,” said Max. “I need it all for my glitter truck.”

There was one little piece of tinsel left on the table. Alisha reached out for it but May-ling got it first.

“It’s mine,” said May-ling. “I have to have it for my tulip.”

When Alisha went to get a cotton wool ball, Kahu pushed in front of her and took the last two. When she went to use the crayons, they were all gone.

Alisha didn't know what to do. Time was running out and she still didn't have a happy spring card for her dad. Then, very gently, she felt something tap her toe. She looked down. It was Jessie, the newest person in class. "Come under the table," whispered Jessie. "There are lots of making-things here."

So Alisha crept under the table, and Jessie helped her to make a card from all the little trimmings that they found on the carpet. It was fun. No one even knew that they were there – well, almost no one.

At home time, when the class was sitting on the mat, Mrs Kapua asked everyone to hold up their cards.

"Beautiful!" she said.

Then she held up a card of her own. "I didn't make a spring card," said Mrs Kapua. "I made a thank you card, and I'm giving it to Jessie. Thank you, Jessie, for helping Alisha to finish her happy spring card. You're a very caring person."

Everyone clapped when Jessie collected her card. Alisha clapped, too. She felt really happy. She hadn't just made a special card, she'd made a special friend as well.

Copysheet: How We Behave

Dear Parents and Caregivers

Today in **Kia Kaha** we read a story called *Happy Spring* and we talked about behaviour we liked and behaviour we didn't like.

Ask your child about the story.

Talk about and complete the following:

How do you like your child to behave at home?

1

2

3

What behaviour don't you like?

1

2

3

Thank you for your help. Please return this copysheet to school by _____

(Name of Teacher)

Learning experience 2: Our classroom

Learning intentions

Students can:

- explain the advantages of a safe, positive classroom and school
- demonstrate sharing and co-operative skills in groups.

Resources

Year 1

Art materials

Years 2–3

Art materials

Activities

Year 1

Refer students back to the chart from the last learning experience about behaviour they like and don't like. Ask each student to draw a picture of themselves behaving in a way that they, and other members of the class like. Work with the students to give their drawings a caption – for example, **Harry is looking after Jade because she is sad, John is reading quietly**. Put all the drawings together to make a class mural, with a heading **Our Safe and Happy Classroom**.

Invite parents and caregivers in to class, perhaps at home time, so that their children can show them the mural of what a safe, happy classroom is like. Alternatively, older students could be invited to class.

Years 2–3

Either:

Divide students into small groups. Ask each group to prepare a role-play to show them working in a safe, happy way in the classroom (for example, playing a game together, working co-operatively in a group, helping a classmate, sharing toys).

After each role-play, ask the rest of the class:

What was the group doing?

What made this a happy time?

What would our classroom be like if we behaved like this all the time?

Or:

Cut a large sheet of paper into shapes, one for each member of the class. Each person draws a picture or uses words, to show a happy classroom scene, such as reading quietly, putting

your hand up, listening to others, helping a friend. The 'jigsaw' drawings are then put together to make a mural. Gather the class around to look at the mural.

- Ask:
- What acceptable (good, OK) behaviour can you see?
 - What would our classroom be like if we behaved like this all the time?
 - What can we do to make sure our classroom is always happy and safe?

Learning experience 3: Our class slogans

Learning intention

Students can accept and practise positive, safe classroom behaviours.

Resources

Years 2-3

Art materials

Activities

Years 2–3

Ask: What would we like our classroom to be like?

Write all the students' ideas on the board.

Divide students into groups, each with a role such as recorder, reporter, time keeper, art director, and resource person. Invite each group to come up with a class slogan that they would like their class to follow.

Completed slogans are placed all around the room. Invite the principal, representative of the Board of Trustees and/or parents and caregivers along to hear the groups explain their slogans.

Ask: What will our classroom be like if we practise these slogans?
What will happen if we forget about them?
How can we make sure we remember?

Optional learning experiences

The class could come up with a class song or rap that describes the behaviour that is important to them as a class.