

Kia Kaha

Years 4-6

Focus area 4

This section contains one of the focus areas of the Kia Kaha programme for students at years 4–6 (ages 8–10):

1. You and me
2. Hurting
3. Put a stop to bullying
4. **A cool community**

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

Focus area 4: A cool community

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Focus area 4: A cool community

Explanation

In this focus area students will identify qualities that make an environment safe for young people. They will decide which areas in their community are unsafe and will seek solutions to overcome this. Through the creation of a hypothetical bully-free community, students will apply the understandings they have gained throughout the programme. This process will help them to define the personal qualities and environment that will generate bully-free behaviour. They will set personal and class goals to be proactive in enhancing their everyday environment.

Curriculum links

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

Learning areas: Level 2 Health and Physical Education – Strand A: Personal Identity; Strand D: Rights, Responsibilities, and Laws; People and the Environment

Level 3 Health and Physical Education – Strand A: Personal Identity; Strand C: People and the Environment

Key learning area: Mental Health: creating an emotionally safe classroom environment

Concepts:

- Well-being, Hauora: creating the four dimensions of hauora within the classroom
- Health promotion: making a positive contribution to their own and others' well-being
- The socio-ecological perspective: concern for their own well-being, that of peers and of the whole school
- Attitudes and values: care and concern for others in their classroom and school

Success criteria

Students can:

- work towards making their class a bully-free zone
- set and work towards personal goals.

Learning experience 1: A kid-safe community?

Learning intention

Students can identify the qualities of a kid-safe community.

Resources

Copysheet: **Post Box Questions**

Copysheet: **Template for Developing a Survey Sheet**

Chart paper and felt pens, slips of paper

Activities

1. Post Box questions

Write each **Post Box Question** from the Copysheet on a large sheet of paper and place these around the room. Place a posting box beneath each one.

Divide students into seven groups. Each group must consider each Post Box Question, decide on a consensus answer, and write it in a slip of paper and 'post' it.

Each group could be given a different-coloured paper for their answers so that the teacher can clearly identify the thinking of each group, for assessment purposes.

2. Collating solutions

Allocate each group the answers to one of the **Post Box Questions** to collate. This could be done as a graph, a chart, a diagram, or a summary statement. Each group reports back to the class.

Refer students back to:

- the chart they made in Focus area 2, Learning experience 1, about where bullying occurs
- the results of their parent and caregiver survey.

Ask: What have we found out about places where you feel safe?
What have we found out about places where you feel unsafe?
Why is bullying more likely to occur in the places where you feel unsafe?
Overall, is our school and our community safe from bullying? Why, or why not?
What are some major problems that need to be solved if bullying is to be stopped? (Examples might be: nothing happens when we report bullying, lack of supervision in the playground, bullying by older students at a nearby school)

Record answers to the last question on a chart headed **Major Problems**, for use in the next learning experience.

Optional learning experience

Work with the class to develop a survey sheet that they can use to gather information from people in the community about unsafe places in the community and improvements needed. A template to help develop the survey is provided on Copsheet: **Template for Developing a Survey Sheet**. Before the next **Kia Kaha** lesson each student must complete the survey and collate their results. This could be done as homework or in class time. The results could be used as part of the next learning experience.

Copysheet: Post Box Questions

- 1 Where do you feel safe?**

- 2 What things that people do make you feel unsafe?**

- 3 What are the most safe places in our community?**

- 4 What are the least safe places in our community?**

- 5 What are the most safe places at our school?**

- 6 What are the least safe places at school?**

- 7 What things that people do make you feel safe?**

Copysheet: Template for Developing a Survey Sheet

- 1. List the five least safe places in your community that were given by the class. Interview five people, at least three of them adults. Ask them to rank the least safe places listed, from 1–5 (1 = most unsafe).**
- 2. List five of the suggested improvements to make the community safer, that were given by the class. Interview five people, at least three of them adults. Ask them to choose the improvement that they think is the best.**
- 3. Ask the five people interviewed above to each give four ideas about how this improvement could be made.**

Learning experience 2: Making changes

Learning intention

Students can plan and implement improvements to make their school community a safer place.

Notes for the teacher

If the class did the optional learning experience in Learning experience 1, their survey results may contain useful information they can use as they seek solutions.

Resources

List of problems drawn up by the class in Learning experience 1

Art materials

Results of the survey, if done as optional learning experience work

Activities

Explain that students have the opportunity to design some changes that would help make their school community a safer place, free from bullying. Refer them back to the list of problems they drew up in Learning experience 1.

The students can work individually, in pairs, or in groups for this learning experience. They each choose one of the major problems and work through a problem-solving process to come up with possible solutions. Examples could be:

Bullying occurs when people line up for the bus.

Solution: Paint lines to show where to line up; make sure the bus warden does his or her job; have a teacher on duty.

The intermediate school next door gets out at the same time as our school. The older students bully the younger ones as they leave.

Solution: Change the school hours for one of the schools; set up a buddy system for younger children.

Students send bullying texts to other people during class.

Solution: The school develops a policy to prevent the use of mobile phones in class.

Bullying occurs in the underpass, which is very dark.

Solution: Design better lighting for the underpass; draw the problem to the attention of the local council.

Students could work on their proposed changes. Solutions could be presented as letters to the editor, promotional posters, letters to the council, presentation to the principal and Board of Trustees, photographic displays, pamphlets to parents, petitions, canvassing relevant professionals, or as part of becoming a Health Promoting School.

Learning experience 3: Planet Kaha

Learning intention

Students can design a bully-free community.

Notes for the teacher

If all steps are completed, this learning experience could take a week or more. This time could be justified as this is a cross curricular learning experience.

Resources

Copysheet: **Planet Kaha**

Copysheet: **Qualities, Skills and Materials**

Copysheet: **Features of a Bully-free Community**

Dictionary

Art materials

Activities

Explain to students that they are going to design a community, called **Planet Kaha**, that is a bully-free zone. They will need to consider the physical environment as well as what the people in the community are like. They will be using new knowledge and skills that they have gained throughout **Kia Kaha**.

Invite them to form working groups. Remind them about what they have learned about respecting others, taking roles, and rights and responsibilities. Give each group Copysheet: **Planet Kaha** and go over the steps. Some classes may be able to move unguided through the steps at their own pace. Others may need to be given one step at a time and lots of teacher guidance. New language has been deliberately included here.

Step 5 is an additional, optional learning experience. The steps are:

- Step 1 Choosing the sort of people you want on Planet Kaha. Copysheet: **Qualities, Skills and Materials** can be used to help groups select qualities and skills.
- Step 2 Choosing the materials needed to build Planet Kaha. Copysheet: **Qualities, Skills and Materials** can be used to help groups select materials.
- Step 3 Deciding what Planet Kaha should be like. Copysheet: **Features of a Bully-free Community** can be used to give the class ideas about the sort of features they want their community to have.
- Step 4 Coming up with a map or plan for Planet Kaha. This involves turning the ideas in Step 3 into a plan.
- Step 5 Making a model. Each group makes a 3D model of their plan. This could be done with clay or papier maché, using any sort of materials for trees, buildings and so on.

When all the work on Planet Kaha has been completed, groups can set up learning centres and invite parent, caregivers, other teachers and students to come and view their bully-free communities.

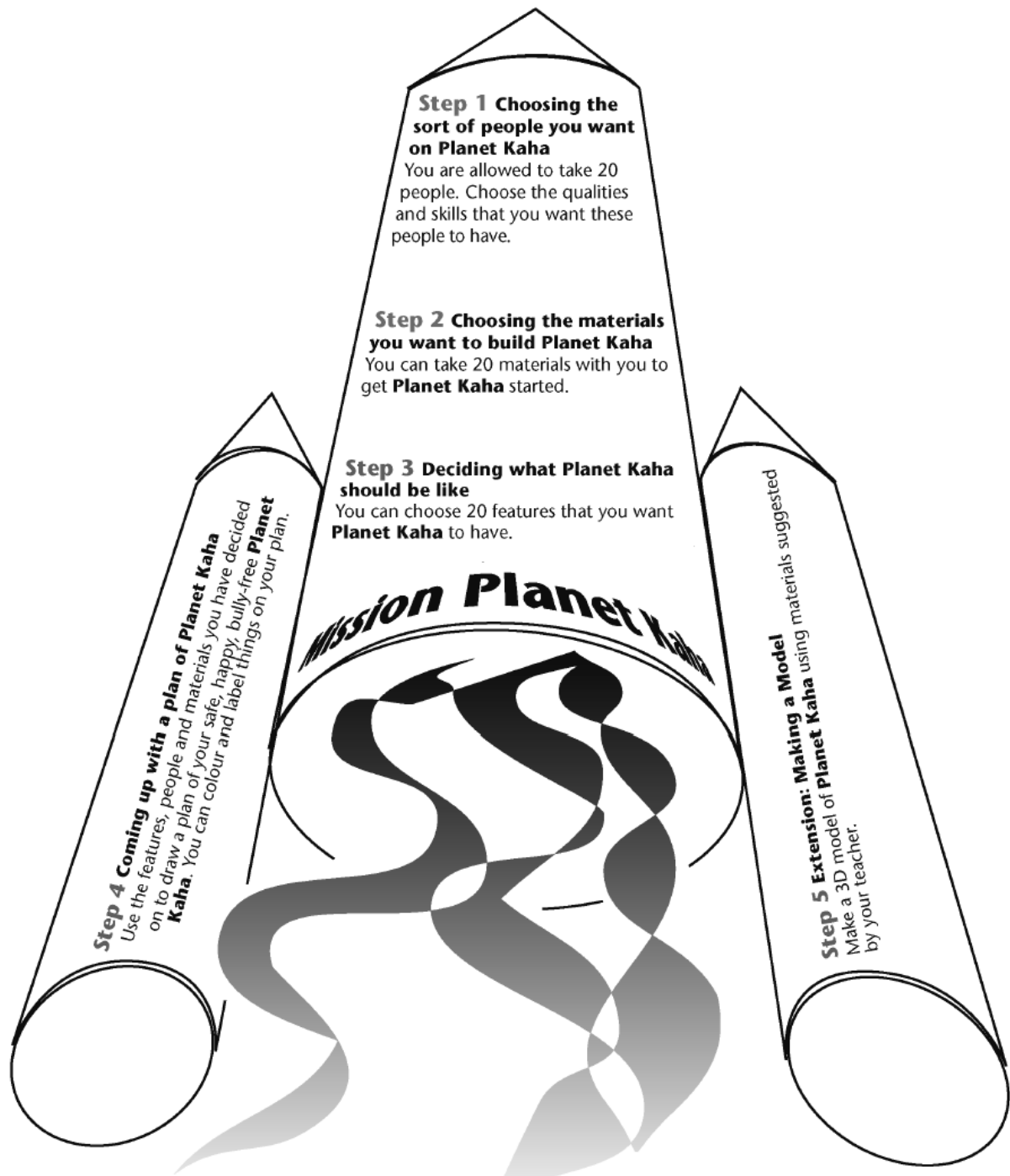
Optional learning experience

Groups can design a flag or national anthem for Planet Kaha.



Copysheet: Planet Kaha

Your mission, should you choose to accept it, is to create a planet where there is **no bullying**.



Copysheet: Qualities, Skills and Materials

Qualities	Skills	Materials	
generous	doctor	seeds	books
caring	nurse	blankets	soil
brave	teacher	play station	torch
kind	plumber	bikes	credit cards
strong	police officer	takeaways	beer
helpful	gardener	wood	money
bossy	farmer	water purifier	computer
nosy	grocer	generator	toothpaste
selfish	baker	batteries	candles
critical	taxi driver	tool box	solar panel
leader	pop star	toilet paper	perfume
friendly	entertainer	spades	sunscreen
humorous	professional person	tinned food	deodorant
experienced	sports person	coke	nit shampoo
thoughtful	TV personality	warm clothing	cigarettes
enthusiastic	artist	matches	
has initiative	journalist	mobile phone	
tenacity	photographer	marbles	
popular	firefighter	TV	
trendy	electrician	DVDs	
envious	shopkeeper	photos	
affirming	carpenter	teddy bear	
jealous	minister	pets	
responsible	tax inspector	farm animals	
flexible	florist	fertilisers	
faithful	counsellor	nails/hammer	
athletic	cook	first aid kit	
good looking	waiter	tent	
wealthy	computer programmer	camping equipment	
famous	professor	tyres	
truthful	designer	petrol	
honest	train driver	cars	
has integrity	drain layer	watch/clock	
respectful	accountant		

Copsheet: Features of a Bully-free Community

Choose 20 of the following features, or use ideas of your own.

Lots of trees	Pubs
Expanses of concrete	Discos
Blocks of flats	Night clubs
Ponds	Child care centres
Small, individual houses	Universities
Movie theatres	Supermarkets
River or lake	Gardens
Skateboard ramp	Farms
Satellite dish	Petrol stations
Cave dwellings	Tents
Schools	Cyber cafe
Churches	Underground houses
Community centre	Telecom
Police station	Railway station
Prison	Creche
Parks	Corporate offices
Beach	Game parks
Mountains	Flying saucer launch pads
Hotels	Airport
Holiday park	Bus depot
Bush walks	Good lighting
Video parlours	Footpaths
McDonald's	Cycling parks and lanes
Parking buildings	Sandpits
Playing fields	Stables
Shopping malls	Hospital
Indoor cricket	Drop-in centre
Children's playground	Women's refuge
Motorways	Seating areas
Picnic places	

Learning experience 4: Setting goals

Learning intention

Students can set and work towards individual and class goals.

Resources

Copysheet: **Personal Goals**

Copysheet: **Class Charter**

Musical instruments, audio tapes and tape recorder (optional)

Activities

1. Personal goals

Review with students some of the qualities that they decided they would like the people on **Planet Kaha** to have. Ask students to think about the following question. They do not need to answer out loud.

Ask: Do you think you have the qualities to be accepted on Planet Kaha?

Hand out Copysheet: **Personal Goals**. Invite each student to complete their personal goals. This could be taken home and shared with an adult and then stored in a safe place where it can be reviewed regularly.

2. Bully-free class charter

Explain to the class that you are all going to work together to make a **Bully-free Charter** for your class. Put up Copysheet: **Class Charter**, made into a large poster. Invite students, individually, to go to the poster and contribute one idea that will make their classroom a bully-free zone. They then sign the poster. The Class Charter should remain up throughout the year. Review it regularly, to ensure that the class is living up to these goals.

Ask: Are we still a bully-free zone?
Is there anything we need to work on a bit harder?

3. Anti-bullying song

Develop an anti-bullying anthem, rap, or song. A rhythm could be worked out first and then different groups could contribute a verse. A variety of musical instruments could be used, and the finished song could be recorded.

Copysheet: Personal Goals

Personal Goals

1

My five best qualities are:

2

Two qualities I would like to develop are:

4

These qualities would contribute to a bully-free community because:

3

I have chosen these qualities because:

5

My Action Plan to make sure I meet these goals is:

Copysheet: Class Charter

