

Kia Kaha

Years 9–10

Focus area 2

This section of the Kia Kaha programme contains one of the following focus areas for students at years 9–10 (ages 13–14):

1. Bullying defined
- 2. Bullying unravelled**
3. Managing bullying
4. Healthy groups and relationships

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

Focus area 2: Bullying unravelled

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Focus area 2: Bullying unravelled

Notes for the teacher

Remind students that if they refer to bullying incidents they know about, they should refrain from using people's real names.

Curriculum links

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

Learning areas: Level 4 Health and Physical Education – Strand A: Safety management; Strand C: Relationships with other people

Underlying concepts:

- Well-being, Hauora (especially taha hinengaro and taha whānau) – expressing thoughts and feelings about bullying
- The Socio-ecological perspective – recognising that everyone must play a role in stopping bullying
- Attitudes and values – developing a sense of social justice.

Resources

Ten sheets of A3 paper, each with one of the sample questions written at the top, with the remaining space on the sheet ruled into 10 sections

Felt pens and Blu-tak

Learning intentions

At the end of this focus area students will be able to:

- describe how bullying makes people feel
- analyse a range of behaviours associated with a bullying incident
- consider what positive things they can do in bullying situations.

Activities

Why?

Divide students into pairs or small groups. Invite each group to discuss the following questions:

Why do people bully?

Why do others often do nothing to stop the bullying?

Ask some pairs to share their discussion with the class.

Ten questions

Read the following scenario to the class. Choose a name for person in the scenario that is appropriate to the class but not that of an actual class member.

Every day when (name) arrives at class he/she is called names by one of the students and everyone laughs. This happens even when the teacher is present. (Name) doesn't know how to handle this. He/she goes red and sits down.

Divide the students into ten groups. Give each group one of the A3 sheets of paper, with one of the following questions on it:

1. How do you think (name) feels about the bullying?
2. Why do you think the student calls (name) these names?
3. Why do you think the other students laugh?
4. How do you think the person who calls out feels when they hear everyone else laugh?
5. What do you think some of the observers really think about the person who calls out?
6. What do you think (name) could do about the name calling?
7. Why do you think (name) hasn't done anything to stop the bullying yet?
8. Why do you think nobody else in the class does anything to stop the bullying?
9. Why do you think the teacher doesn't do anything to stop the bullying?
10. If you were in the class, what would you do about the bullying?

Each group writes their answer to the question on their sheet in the first section and folds the paper so the answer can't be seen. They pass the paper onto the next group. Continue this process until each group has answered all ten questions.

Possible answers could include:

1. Embarrassed, ashamed, stink, isolated, angry, tormented, guilty, frightened, unhappy
2. To get attention, to exercise power, to show-off, popularity, to be cool, to be clever, to get friends
3. To feel they belonged, to get approval, embarrassed, relieved it wasn't them, afraid, nervous, it's fun to belong to a group, to conform, it was funny and exciting
4. Powerful, in control, a leader, accepted, cool
5. Mean, unkind, cool, powerful, frightening

6. Walk out, make a comment, tell an adult, make a gesture, tell them to stop, say how it makes him/her feel
7. Afraid, no support, lacking confidence, blaming self, believes what others say, lonely
8. Afraid of being identified, could be isolated from the group, uncertain, afraid they might get unwanted attention, thought (name) deserved it, thought the teacher should do something
9. Wimpy, didn't care, didn't want to embarrass (name) further, scared, thought it was best to ignore it, didn't know what to do, thought it was funny, and would deal with it later.
10. Join in, tell the bully to stop, not laugh, pretend i didn't notice, tell (name) i was sorry later, tell an adult

Discussion and summary

Give each group one of the completed A3 sheets. They read and discuss all the answers and write a summary statement.

All summary statements are put up on the wall, for all class members to read and discuss.

Homework

Students write the following questions into their health journal and answer them:

What have you personally learnt from this focus area?

What might you want to change about the way you behave in bullying situations?

What has prevented you from behaving this way in the past?

What could help you change your behaviour?