

Kia Kaha

Years 9–10

Focus area 4

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 4: Healthy groups and relationships

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Focus area 4: Healthy groups and relationships

Notes for the teacher

It is important to emphasise that it is very difficult for the victim to do anything to stop the bullying, other than tell someone about it. The onus is on the bully and the bystanders to take action.

Choose cartoons that are appropriate for your class.

This focus area gives students the opportunity to practise skills to overcome bullying. It is important that they do not practise the negative bullying behaviour, but rather the positive action to overcome it. Ensure that safety guidelines are in place before the skills practice begins. De-role players afterwards.

Curriculum links

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

Learning area: Level 4 Health and Physical Education – Strand A: Safety management

Underlying concepts:

- Well-being, Hauora (all aspects) – identifying the qualities of relationships that will lead to a sense of well-being
- Health promotion – developing guidelines to ensure the emotional safety of class members
- The Socio-ecological perspective – recognising the need for shared responsibility and mutual care within their class
- Attitudes and values – developing care and concern for others

Resources

Copysheet: **Qualities of Groups and Relationships** (the copysheet could be used as is, or could be cut up and made into sets for group work, allowing students to physically group the qualities)

Learning intentions

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

- identify the characteristics of healthy groups and relationships
- explain what it would be like to be in a healthy group or relationship.

Activities

Healthy and unhealthy

Write the terms **healthy** and **unhealthy** on the board. Discuss them to see how students interpret the terms. Brainstorm with the class words and phrases relating to 'healthy' and 'unhealthy' relationships or groups. Remember to include relationships and groups on the Internet. Write the brainstorm words on the board.

Healthy functioning for groups and relationships

Either

Give each individual student Copsheet: **Qualities of Groups and Relationships**. Ask them to circle in red all the qualities of a relationship or group that was functioning in a healthy way. They can add other 'healthy' qualities from the list on the board. Each student then completes the three sentences at the bottom of the copsheet.

Or

Divide students into groups. Give each group a set of cards made from Copsheet: **Qualities of Groups and Relationships**. Invite the groups to sort the qualities into three piles: healthy, unhealthy, unsure.

Ask: If our classroom was functioning in a healthy way, what would we see happening?
What would we hear happening?
How would we feel?

Guidelines for a safe, healthy classroom

Divide students into groups. Using the ideas from the previous activity, each group develops a set of guidelines, or code of conduct, that would allow their group or class to be a safe, healthy place where bullying cannot flourish. As groups report back, build up a code of conduct for the whole class. Seek class agreement on this.

The completed code of conduct could be:

- presented at a special morning tea to invited guests such as the principal, staff, and representatives of the Board
- presented to the Student Council, which could then work to develop a whole-school code of conduct
- published in the school newsletter or local newspaper or posted in the gymnasium or on the school noticeboard.

Homework

Invite students to talk about healthy relationships and groups with family and friends.

Copysheet: Qualities of Groups and Relationships

secrecy honesty integrity confidentiality
manipulation caring bossy sensitive
narky revengeful passive angry anonymous
inactive aggressive optimistic detached
motivated accepting rejecting active inclusive
aggressive assertive loyal co-operative
welcoming warm cold obsessive
single-minded possessive peaceful selfish
withdrawn extroverted introverted pessimistic
dominant petty loud shy mean
interrupting sharing emphatic sympathetic
listening selfish supportive arrogant

Add other 'healthy' words from the board here:

Complete these sentences:

- 1. My description of a healthy group or relationship is ...**

- 2. I think people who are in healthy groups and relationships would feel ...**

- 3. I would like to be in healthy groups and relationships because ...**