

Kia Kaha

A Bully-Free Zone

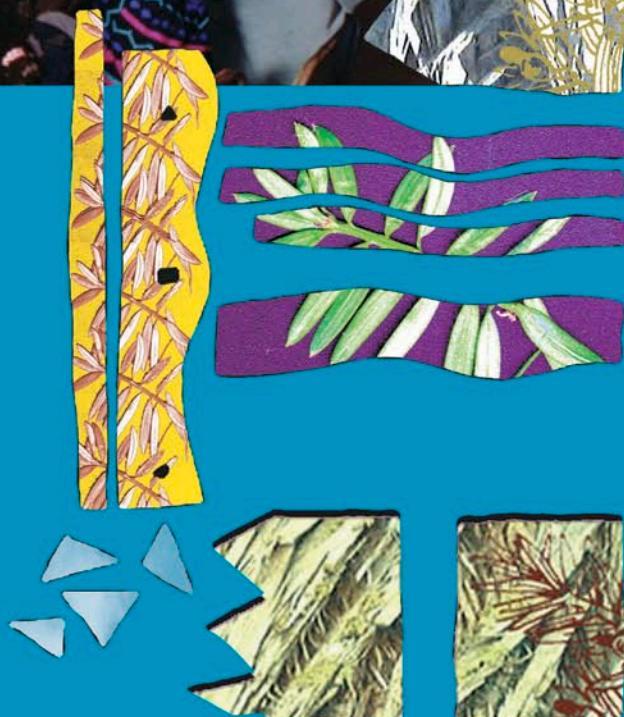
Middle Primary - Years 4 - 6

TEACHING GUIDE



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Foreword

Kia Kaha is a series of programmes designed to help schools create communities where everyone feels safe, respected and valued, and where bullying is not tolerated. The programmes have been developed by the Youth Education Service (YES) of the New Zealand Police.

Kia Kaha is part of the whakatauki “**Kia Kaha, Kia Toa, Kia Manawanui.**” It is used here to affirm that all people need to stand strong against bullying. The name has also been chosen to acknowledge the tangata whenua of Aotearoa/New Zealand.

Police urge all members school communities to do their utmost to create peaceful, non-violent environments. International research shows that the most effective way of achieving this is through a whole school approach. **Kia Kaha** provides schools with a framework for the whole school approach, including outlines for staff and parent/caregiver meetings, assistance with policy and procedure development and classroom lessons and resources.

Bullying is not new. It causes untold distress to the victims, who may be prevented from reaching their full potential. The students who bully, and the bystanders who do nothing to stop this, both need assistance to change this behaviour. In today's world, bullying has become more invasive, as Information Communications Technology (ICT) can now be used to bully at any time of the day anywhere, including at home.

Young people need our help more than ever.

Kia Kaha is a long term self sustaining intervention which will enable your school to be proactive in identifying and resolving bullying incidents effectively, and creating a safe environment for students and staff.





Part A Introduction

Kia Kaha

Kia Kaha is a series of programmes designed to cover school Years 1-13.

The programmes to date are:

Years 1-3	<i>Building a Safe, Happy Classroom</i>
Years 4-6	<i>A Bully-Free Zone</i>
Years 7-8	<i>Safer Communities Together</i>
Years 9-13	<i>Our Place</i>

Each programme introduces the following broad themes, in age appropriate ways.

Feelings of self-worth

Respecting differences

Acknowledging similarities

Identifying bullying

Cyberbullying

Strategies to overcome bullying

Working co-operatively

Building a safe, bully-free classroom and community

Rights and Responsibilities (Years 4-6)

The programmes are designed to build on each other in sequence. For this reason it is recommended that ***Kia Kaha*** become part of the school's Health Education programme at each school level, taught on a two-year cycle.

This will allow new attitudes, values and behaviour to develop school wide, a prerequisite to achieving of a bully-free school.

Kia Kaha in Your School – a Working Booklet

This booklet contains the introductory material for ***Kia Kaha*** – information about bullying and ways of handling incidents, legal and curriculum requirements to provide bully-free school environments, sample policies and extra resources.

It outlines eight implementation steps that schools must take when introducing ***Kia Kaha***, six of which must be completed before teaching begins.





Aim

To create an environment where all members of the school community feel safe, respected and valued, and where bullying cannot flourish.

General Objectives

- 1** Students, parents, caregivers and teachers will recognise that bullying is unacceptable. They will develop personal skills and supportive policies and practices to ensure it does not flourish in their school or home.
- 2** Students, parents, caregivers and teachers will work together to create a safe learning environment that is based on mutual respect, tolerance and a respect for diversity.
- 3** The Board of Trustees take responsibility to provide a safe physical and emotional environment for students and staff, in line with NAG5.

Definitions

- **Bullying**

The identifying features of bullying.

- **It is deliberate, hurtful behaviour.**
- **It is often repeated over a period of time.**
- **It is often difficult for those being bullied to defend themselves.**
- **It is difficult for those who bully to learn new social behaviours.**
- **The bully has, and exercises, power over the victim.**
- **Cyberbullying can be disseminated very quickly to a wider audience.**

Bullying can take a number of forms:

- **Physical violence, for example hitting and kicking.**
- **Bullying of students with special needs, racist or homophobic bullying.**
- **Emotional and/or verbal, for example name calling, exclusion, threatening and coercion.**
- **Damage to property, for example taking lunches or destroying school books.**
- **Cyberbullying, for example by mobile phone and the internet.**
- **Harassment, for example making a person fear for their own or their family's safety.**

All forms of bullying can be damaging to the development of both the person being bullied and the person doing the bullying. The emphasis in *Kia Kaha* is on identifying types of bullying behaviour, rather than labelling students as bullies or victims. See '*Kia Kaha* in your school - a working booklet' for more information about types of bullying.

- ***Kia Kaha***

The name ***Kia Kaha*** is part of the whakatauki ***Kia Kaha, Kia Toa, Kia Manawanui***.

This means to be brave and strong, and to stand up for yourself. Children and young people should be encouraged to believe in themselves, their qualities and their abilities and to stand up for themselves so that they will not become victims of bullying. Likewise, those children who observe bullying should stand up for what they know is right and do something to stop it. Children and young people and others in the school community should realise that they don't need to exert power over others to feel good about themselves.

Schools and their communities also need to stand strong against bullying.

- **Confident Kids**

Ask your Police Education Officer about **Confident Kids**. It provides opportunities for children to practise safety skills that they can use in their interactions with other people. It is the practiced component of ***Kia Kaha*** and ***KOS***.



Kia Kaha Middle Primary

A Bully-Free Zone

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Story *No More Muesli Bars* Norman Bilbrough

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Using the Programme

- **A Safe, Happy Classroom**

Kia Kaha will establish a bully-free classroom environment, where children feel valued and can value others. They will learn what acceptable behaviour is, and the consequences of behaving appropriately and behaving inappropriately. It will also help establish a climate where bullying cannot flourish.

For this reason it is recommended that **Kia Kaha** be taught early in the school year.

- **A Needs-based Programme**

The programme is divided into four modules with activities and sub-activities in each. Teachers can choose from these to plan a programme that best meets the needs and interests of the class.

- **A Sequential Programme**

The programme has been developed in a sequential manner. Within one module, one activity leads into the next. The modules are also arranged in the sequence in which they should be taught. Teachers should respect this planned sequence. This allows for learning to be cumulative and for skills and knowledge to be reinforced and practised.

- **Planning for the Year**

Teachers may choose to take a separate module, in the correct sequence, at different times throughout the year. The advantage of this would be that interest levels would remain high and it would allow ideas and concepts to be revisited.

- **Use the Whole Programme**

Some teachers may see **Kia Kaha** as just 'a bullying programme' and therefore would see Module 2 **Hurting** and Module 3 **Put a Stop to Bullying** as having the most relevance. It is inadvisable to concentrate on these, however, as all modules are needed if a bully-free classroom is to be achieved.

- **Reinforcement of Learning**

Teachers will need to reinforce learning throughout the year and may choose to have some **Kia Kaha** work remain on display so that it can be referred back to.

Children with Disabilities

Children with disabilities are often targets of bullying, because they are seen as different. These children have to cope not only with their disability, but also with taunts and unkind acts from peers. This has a great impact on their self-confidence at a time when they may already be self-conscious about being 'different'.

A teacher who is aware of this potential problem can take steps to ensure it doesn't arise in his or her classroom. As well, the school's safety policy should identify high risk students, such as those with disabilities, and incorporate appropriate safeguards.

Guidelines for Teachers

Criteria	Yes	No	Partly
1 Are you aware of the importance of teachers as role models?			
2 Do you demonstrate pro-social behaviour, such as empathy and effective listening?			
3 Have you created zero-tolerance for bullying in your class room?			
4 Do you act on disclosures of bullying?			
5 Have you worked with students to make and display a Class Charter?			
6 Do you encourage an 'It's okay to tell' ethos?			
7 Do you give opportunities for co-operative play and learning activities?			
8 Do you find alternative, positive ways for students who display bullying behaviour to change behaviours?			
9 Do you encourage students to be confident and feel good about themselves?			
10 Do you praise students who support and empathise with one another?			
11 Do you provide a 'cooling off' or peace corner for students?			
12 Do you take time to personally speak to each child each day?			
13 Do you use a sharing circle where students can express their feelings?			
14 In a bullying incident do you attend to the victim first?			

If you answered 'no' or 'partly' to some of these questions, you may like to set goals to achieve these things over the year. It may also be helpful to seek support and help from your senior teacher or health co-ordinator.

Links with the New Zealand Curriculum

The Essential Learning Areas

Kia Kaha has strong links with the essential learning area Health and Physical Education. The programme contributes to the Key Area of Learning: Mental Health. The learning activities arise from the integration of the four concepts. (Hauora, Attitudes and Values, The Socio-ecological Perspective and Health Promotion) and the strands specifically Relationships with Other People and Healthy Communities and Environments. Each activity in ***Kia Kaha*** has been linked to the appropriate Achievement Objectives. Details of these links are shown on page 19, as well as at the beginning of each module.

In addition, ***Kia Kaha***, uses an integrated approach and so may meet achievement objectives in a number of other curriculum statements.

Key Competencies

Kia Kaha will support children in the continued development of the key competencies, specifically Relating to Others, Managing Self and Participating and Contributing.

Assessment and Evaluation

Needs Assessment

To assist with the selection of activities, teachers may like to consider the following questions with regard to their class. Teachers should choose activities from those modules in which it appears students have needs.

Module 1

- Do children accept similarities and differences within their class?
- Do they play their part in making the classroom run smoothly?
- Are they aware of their rights and responsibilities and those of others?

Module 2

- Can children identify different types of bullying?
- Can they explain the effects of bullying?
- Do they appreciate that bullying is unacceptable behaviour?

Module 3

- Do children act confidently with other people?
- Can they use positive strategies to deal with bullying?
- Can they ask for help?

Module 4

- Do children understand what makes their class and school a safe place?
- Do they work to achieve this?
- Can they set and work towards individual and class goals?

Assessment of Students

Success criteria are listed at the end of each module. Teachers can use these, and the assessment chart on pages 12-13 to monitor children's progress. This will indicate what follow-up and reinforcement is required.

Programme Evaluation

It is important that parents, caregivers and teachers share in the evaluation of the programme. Parents and caregivers will be in a position to observe what behaviour changes have taken place at home. Evaluation forms are provided as follows:

Evaluation Form for Teachers Page 14

Evaluation Form for Parents and Caregivers Page 15

Assessment of Students

Key:  Just beginning  Sometimes  Mostly

[illegible]

Evaluation Form for Teachers

		Yes	No	Partly
1	Do you think you helped to establish your classroom as a bully-free zone?			
2	Did you create a safe and happy classroom?			
3	Did your students contribute actively to the programme?			
4	Did you feel confident teaching the programme?			
5	Did you feel adequately prepared to teach the programme?			
6	Did you notice any positive changes in your children's behaviour during or after the programme?			
7	Did you manage to consult with and keep parents and caregivers informed and involved during the programme?			
8	Were your resources appropriate and well prepared?			
9	Did you feel the programme met the needs of your class?			
10	Did you handle outcomes from the programme in suitable ways?			

If you answered 'no' or 'partly' to some of the questions:

- Talk to a senior teacher
- Consider changes you might like to make to your teaching style.



Evaluation Form for Parents and Caregivers - *Kia Kaha*

- 1 How were you consulted before the ***Kia Kaha*** programme began?
- 2 Were you involved in the programme as much as you would have liked to be?
Give a reason for your answer.
- 3 Did you have opportunities to talk to your child about what they were doing in ***Kia Kaha?***
Give details.
- 4 Did your child enjoy the ***Kia Kaha*** programme?
- 5 What changes did you notice in your child's behaviour as a result of the programme?
- 6 What other comments would you like to make?



Involving Parents and Caregivers

Learning will be more meaningful for children when school and home are giving the same messages and when adults at home are able to discuss what has been talked about at school and to reinforce it. Parents and caregivers are also very important role models, and children learn most of their behaviour from them.

For this reason, it is important that the school involves parents and caregivers as much as possible in ***Kia Kaha***. It is recommended that the school sends home a letter, the ***Kia Kaha*** pamphlet and the survey form from Copsheet 9 of ***Kia Kaha in Your School - a Working Booklet*** before teaching begins. Two pamphlets are also available from the Police Education Officer.

PUB-L 150 ***Kia Kaha*** Pamphlet

PUB-L 146 **Stop Bullying - advice for parents and caregivers.**

This will give parents and caregivers an opportunity to be involved. A sample letter is given on the next page. Copsheets to be sent home have been provided in each module. These inform parents about progress and also suggest things to do and discuss with their child. Home copy-sheets have been identified by the symbol



Opportunities for parents and caregivers to come to class have also been built into the programme. It is hoped that the school will take advantage of these. Parents and caregivers can also be involved in evaluation at the end, providing helpful feedback for teachers on the child's progress. Helpful information for parents and caregivers is available on the No Bully Internet site: **www.nobully.org.nz**

Additional Resources

In addition to the resources provided in the kit the following are available:

PUB-L 145 **Stop Bullying - advice for young people**

PUB-L 147 **Stop Bullying** Poster



Letter for Parents and Caregivers

Dear Parents and Caregivers

Throughout the next few weeks your child will be taking part in the programme ***Kia Kaha***. This is a programme developed by the New Zealand Police Youth Education Service which is designed to help create safe positive classrooms in which bullying cannot flourish. It will be taught by your child's teacher, with help from the local Police Education Officer.

To be successful, ***Kia Kaha*** needs your help and support. Parents are welcome to come to school and help with classroom activities. Information will be sent home about this. Your child will also bring home some homework tasks for you to help with. These are a valuable part of your child's learning.

It is important that you participate as much as possible, so that you can reinforce the messages children are getting and help your child to use his or her new skills with confidence.

Please contact your school if you would like any more information about the programme, or about bullying. It would be helpful if you could complete the tear off strip below and give it to your child to bring to school.

Thank you for your help.

(Name of Teacher)



Return slip for ***Kia Kaha***.

Child's name: _____

I would like to be involved in classroom activities:

Yes

☐

No

☐

Which of the following things would you like your child to cover in ***Kia Kaha***? Please circle.

Self awareness;

accepting differences in other people;

behaving well;

knowing what bullying is;

knowing safe places to play;

asking for help;

making safe choices;

understanding the consequences of behaviour; cyberbullying;

playing well with others;

working well with others.

Signed: _____





Part B The Teaching Programme

Programme Overview - Years 4 - 6

Module	Activity 1	Activity 2	Activity 3	Activity 4
1 You and Me	Being Special 1 Describe how people are the same. 2 Describe the ways that people are different. 3 Students appreciate similarities and differences.	Mixing Well 1 Explain the importance of roles.	Our Waka 1 Play a part in making sure their classroom functions well.	Playing my Part 1 List 6 rights they have as members of the class. 2 List 6 responsibilities they have as members of the class.
2 Hurting	Identifying Bullying 1 Identify different types of bullying. 2 Identify areas where bullying occurs.	How Bullying makes us feel 1 Explain how bullying makes us feel.	The Outcomes of Bullying 1 Describe the impact and effects of bullying.	Bullying is Wrong 1 Practise and promote zero-tolerance of bullying.
3 Put a Stop to Bullying	Confidently Me 1 Interact confidently with other people.	Positive Strategies 1 Use positive strategies to deal with bullying.	Getting Help 1 Identify people to ask for help. 2 Can ask for help in a way that suits them. 3 Explain what will happen when bullying is reported	Survey 1 Identify bullying and non-bullying behaviour that affects them.
4 A Cool Community	A Kid-safe Community? 1 Identify the qualities of a kid-safe community.	Making Change 1 Plan and implement improvements to make their school community a safer place.	Planet Kaha 1 Design a bully-free community.	Setting Goals 1 Set and work towards individual and class goals.

Links with **Health and Physical Education in the New Zealand Curriculum**

<i>Kia Kaha</i> Modules	Health and Physical Education Achievement Objectives	Contexts
Module 1 You and Me	2 A 4 2 C 1/2 3 A 4 3 C 1	Identifying similarities and differences. Expressing ideas. Identifying own and others' strengths and qualities. Roles, rights and responsibilities. Working co-operatively with classmates.
Module 2 Hurting	2 A 3 3 A 3 3 C 2/3	How bullying affects personal identity. Supporting those who are bullied. Identifying bullying. Practising and promoting a zero-tolerance of bullying.
Module 3 Put a Stop to Bullying	2 A 3 3 C 2/3	Strategies to overcome bullying. Offering help to those who are bullied. Being confident. Working to make their class bully-free.
Module 4 A Cool Community	2 A 4 2 D 3 3 A 4 3 D 4	Identifying own qualities. Setting personal development goals. Class Charter. Developing a bully-free zone.

Planning Chart - Years 4 - 6

Module	Activity 1	Activity 2	Activity 3	Activity 3
1 You and Me	Being Special	Mixing Well	Our Waka	Playing my Part
2 Hurting	Identifying Bullying	How Bullying makes us feel	The Outcomes of Bullying	Bullying is Wrong
3 Put a Stop to Bullying	Confidently Me	Positive Strategies	Getting Help	Survey
4 A Cool Community	A Kid-safe Community?	Making Change	Planet Kaha	Setting Goals

Messages

I don't have to put up with bullying.

No-one deserves to be bullied.

All types of bullying are hurtful.

It's wrong to bully.

Bullying hurts inside and outside.

I am unique and special.

People are the same yet different.

I enjoy rights and responsibilities.

It's okay to tell.

There are people I can ask for help.

There are things I can do to stop bullying.

I can play safely without hurting others.

Be a friend to have a friend.

I am responsible for my own actions.

I can help make our class a bully-free zone.



Copysheets

- 1 *Kia Kaha* Card**
- 2 Shield**
- 3 Recipes**
- 4 Waka**
- 5 Templates**
- 6 Our Family**
- 7 Sione's Lunch**
- 8 Interview Form**
- 9 Confident Kid**
- 10 Bullying Scenarios**
- 11 Book Mark**
- 12 Putting a stop to Bullying.**
- 13 Post Box Questions**
- 14 Template for Developing a Survey Sheet**
- 15 Planet Kaha**
- 16 Qualities, Skills and Materials**
- 17 Features of a Bully-free Community**
- 18 Personal Goals**
- 19 Class Goals**



Module 1 You and Me

Explanation

In this module students consider the things that make them, and other groups, the same yet different. They consider the roles that people take in order to keep a group functioning properly and the qualities that they all bring to their class.

Students explore rights and responsibilities that they have as class members, and understand how important it is to respect these.

Work in this programme may be distressing to some students who are the victims of bullying. It may also encourage them to disclose bullying. For this reason the **Kia Kaha** Box and **Kia Kaha** Cards are introduced so that students can ask for help privately. The box should be opened by the teacher in private and responses handled in line with school policies, such as those for abuse, violence and harassment.

Links with the New Zealand Curriculum

Kia Kaha has been developed primarily as Health Education, and details of this relationship are provided in **Kia Kaha in Your School – a Working Booklet**.

Health Education

Key Area of Learning

Mental Health: Enhancing feelings of self worth

Respecting difference, working co-operatively with the class

The Concepts

Well-being, Hauora: Social well-being

Health Promotion: Taking action to improve their class environment

The Socio-ecological Perspective: Rights and responsibilities in their class

Attitudes and Values: Valuing themselves and others; care and concern for others



Strands and Achievement Objectives

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 1 You and Me	<ul style="list-style-type: none"> · Describe how people are the same. · Describe the ways people are different. · Appreciate similarities and differences. · Explain the importance of roles. · Play a part in ensuring the classroom functions well. · List 6 rights they have as members of the class. · List 6 responsibilities they have as members of the class. 	<ul style="list-style-type: none"> · Identifying similarities and differences · Expressing ideas · Identifying own and others strengths and qualities · Roles, rights and responsibilities · Working co-operatively with classmates 	2 A 4 2 C 1/2 3 A 4 3 C 1

Key Competencies

Relating to Others

Managing Self

Participating and Contributing

Activity 1 *Being Special*

Learning Outcomes

- 1 Students can describe how people are the same.
- 2 Students can describe ways that people are different.
- 3 Students appreciate similarities and differences.

Resources

Black and white class photo-set of five

Colour class photo (same class) - set of five

CD - of class photo

Large sheets of paper

Felt pens

Blu-tak

Materials for graphing

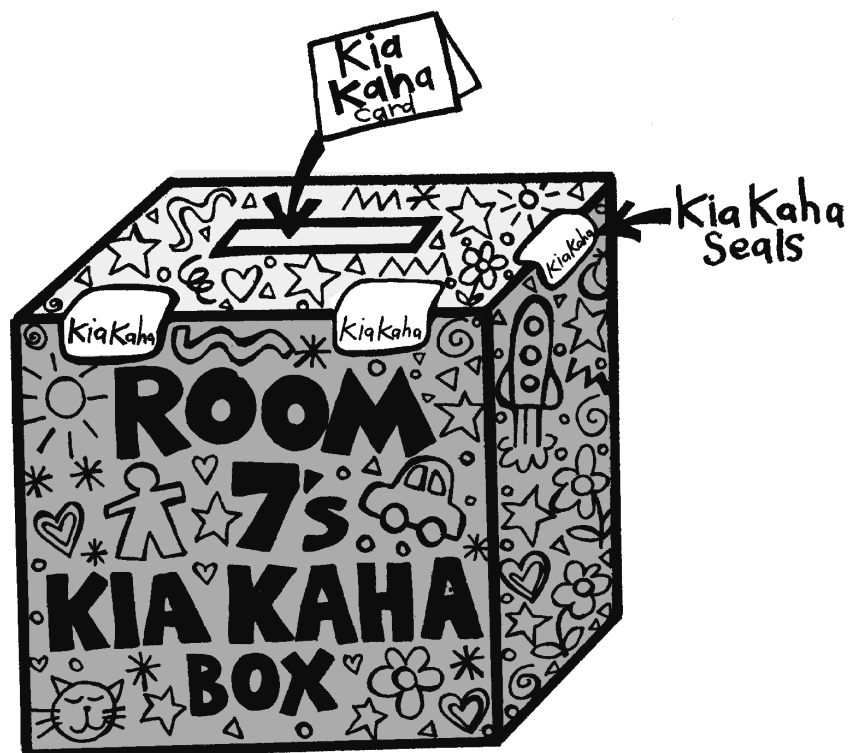
Kia Kaha Box made by the teacher and decorated by the students

Copysheet 1 **Kia Kaha Cards** page 34

Copysheet 2 **Shield** page 35

Teaching

- 1 Explain to students that they are beginning a new unit of work called **Kia Kaha**. The things they will learn will help them make their classroom a bully-free zone. Introduce the **Kia Kaha Box** and the **Kia Kaha Cards** to students. Decide where in the classroom the box will be kept. Devise a system for sealing the box. Explain that a pile of cards will remain beside the box. Students can complete a card and place it in the box if they wish to report bullying, or ask for help. Talk about private times when this could be done. Explain that you will take some action to help. The **Kia Kaha Box** should be continued throughout the year, or introduced regularly for shorter periods of time.



- 2** Tell them that they are going to begin by finding out about the ways people are the same, yet different. Put students into five groups. Give each group the black and white class photo, a large sheet of paper and a felt pen. Ask the class to record all the things that are the same about members of the class in the photo. That is, their similarities. For reporting back, ask each group to contribute one new idea in turn, and record these on a chart. You can use the photo on the CD for display.

Note: Gradually accustom the class to thinking about things that are the same as similarities.

Ask: What things are the same about members of our class?

- 3** Return students to the same groups. Give each group the coloured photo of the same class. Ask them to make a list of all the things that are different about members of the class - that is the differences. Examples could be hair colour, colour of clothing, skin colour, which they couldn't see before. For reporting back, ask each group to contribute one new idea in turn, and record these on a chart. You can use the photo on the CD for display.

Note: Gradually accustom the class to thinking about things that are different as differences.

Ask: What differences would you notice about our class, if you looked at a colour photo?

- 4** Give each student a copy of the shield from Copysheet 2 **Shield**. The students complete and personalise these with words, and/or drawings. Display the completed shields.

Extension

Put students into groups. They can either use the colour class photo, or their own class, for this activity. Allocate each group one of the following characteristics:

Expressions of the class - happy, sad, worried, dreamy, eyes closed..

Length of hair

Hair styles

Hair colour

Colour of clothing

Style of clothing

Height

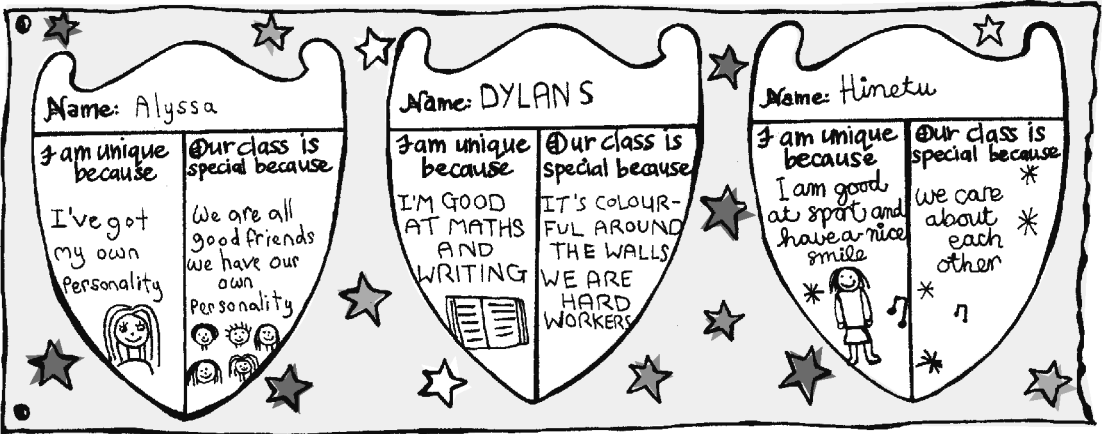
Size

Skin colour

Boys and girls

They must gather data from the photograph/class and graph the results. Each group presents their completed graph to the class.

Ask: What is so good about having children with a lot of different qualities and characteristics in a class?



Activity 2 *Mixing Well*

Learning Outcomes

- 1 Students can explain the importance of roles.

Note: This activity can be carried out within the classroom, depending on the recipe chosen. However it may be easier in a cooking room if one is available.

Resources

Copysheet 3 **Recipes** (or recipes brought by the class) page 36

Utensils for cooking

Teaching

- 1 Put students into groups and allocate roles such as the ones below. These may vary according to the recipe you choose.

Collector of ingredients

Collector of equipment

Recipe reader

Adder of ingredients

Mixer

Taster

Cutter

Dishwasher

- 2 Give each group the recipe and they set about making it, with people carrying out their set roles. The completed product can be tasted by all.

At the end:

Ask: Did you have a successful end result? Why or why not?

Did your group have any problems? If yes, how did your group solve them?

Do you think everyone carried out their roles as required? Give details.

How could we have improved this activity?

Talk about how in any group there are roles that the members carry out, so that the group can function properly. Give examples from the school, family and other groups you belong to.

Note: If it is difficult to set up a full cooking activity, choose a cooking activity that doesn't need heat or many utensils. Alternatively use another co-operative activity altogether, such as a group mural.



Homework

Students can either take home a taste of their cooking for family members to try or can be given a copy of the recipe to make at home. They can explain what they learnt about roles to their family.



Activity 3 Our Waka

Learning Outcomes

- 1 Students play a part in making sure their classroom functions well.

Resources

Copysheet 4 **Waka** page 37

Copysheet 5 **Templates** page 38

Art materials

Teaching

- 1 Work with students to review the roles within the class. These could include responsibility for such things as: **resources, paint corner, pets, keeping the room tidy, welcoming and looking after guests, flowers and plants, ICT equipment, wall displays, maths helper..**

Discuss whether the present system of allocating roles is satisfactory or if anything needs to be changed.

- 2 *Ask: How do you feel when someone doesn't carry out their role properly?*
How do you feel when roles are carried out well?
How could we make sure that we all do carry out these roles the way we should?

Ideas from above could be recorded in a chart like the one below.

When roles are carried out we feel...	When roles are not carried out we feel...
happy pleased proud of our class co-operative	angry pressured it's unfair grumpy

- 3 Put the term **Kia Kaha** on the board and discuss its meaning (see page 6). Explain that if we all stand strong for what we believe in and respect others and their views, our mana will increase. Our classroom will also be a nicer, more pleasant place.

Talk about how everyone in the class has strengths and qualities and that they can all pull together to make the class strong and happy. Brainstorm these on the board. Examples could be **willingness, helpfulness, being a good listener, supporting others, sharing skills or talents**. Individuals with these strengths or qualities could be named, if desired.

*Note: Qualities will probably be a new term that will need to be taught. Take opportunities to reinforce it by commenting on qualities within the class. For example **Katie has helped Caleb with his maths. One of Katie's qualities is being helpful.***

- 4 Explain that the class is going to make a waka, that represents their class, with people inside pulling together to make the waka go smoothly. List the following tasks on the board.
- a Task 1 Make the waka, using Copsheet 4 as a guide. This could be a paper or 3D version.
 - b Task 2 Design and make a backdrop where the waka can be displayed.
 - c Task 3 Make the paddles, using the template from Copsheet 5.
 - d Task 4 Make the people to sit in the waka, using the person template from Copsheet 5.
 - e Task 5 Choose words from the brainstorm list in 3 above that they want in their class waka. Each word is written on a paddle and placed in the waka.

Allocate students to complete each task.

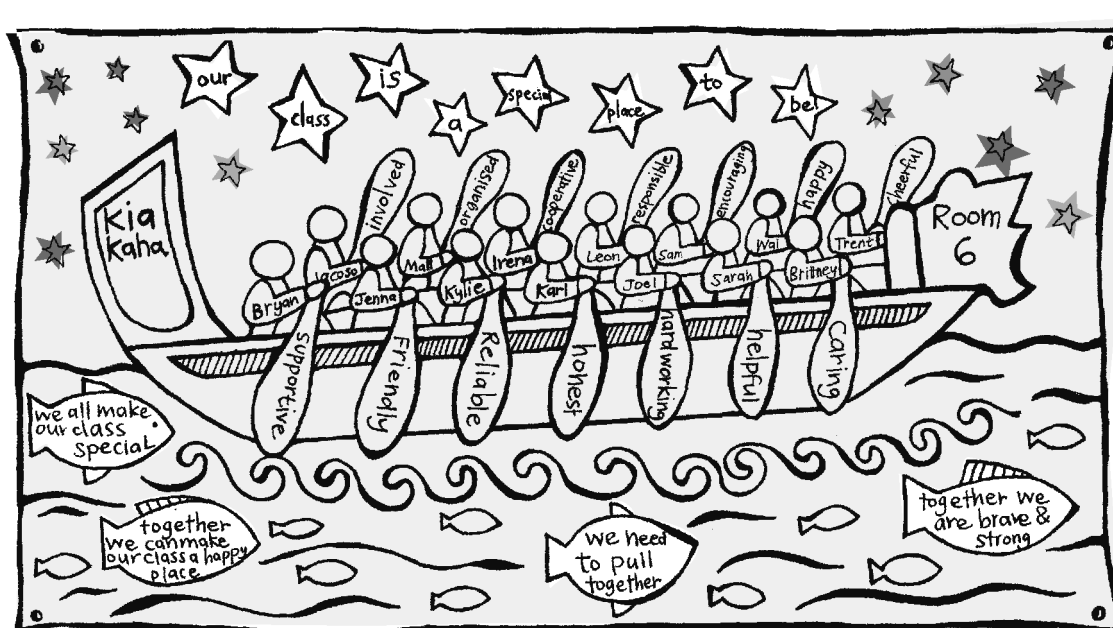
Note: Size for the people and the paddle will depend on the size of the waka, so groups will need to liaise with each other.

View the completed waka.

Ask: Can we feel proud of our waka? Why or why not?

Do you think our waka will flow smoothly ahead? Why or why not?

What can we all do to make sure this happens?



Activity 4 *Playing my Part*

Learning Outcomes

- 1 Students can list 6 rights they have as members of the class.
- 2 Students can list 6 responsibilities they have as members of the class.

Resources

Set of **Rights Cards**

Set of **Responsibility Cards**

Materials for making the noughts and crosses grid, such as metre rule, skipping ropes, chalk, hoops.

Copysheet 6 **Our Family** page 39

Teaching

Warm-up

- 1 Enlist students' help to make a noughts and crosses grid in the classroom or playground. The squares need to be large enough for children to stand in. Divide the class into two even groups. One has the **Rights Cards** and the other the **Responsibility Cards**. Each group has a leader who directs group members on to the board, with the aim of getting three in a row.

As each person steps onto the grid they say whether they are a 'right' or a 'responsibility' and read out their card. When there are three in a row the group leader shouts either 'Three Rights' or 'Three Responsibilities'.

The game then begins again. The new leaders are the two people who were last on the grid.

- 2 Either: Arrange students in a circle with a large floor space in the centre. Spread the **Rights Cards** down in a line. Have the responsibility cards in a pile. Invite students, one at a time, to take a **Responsibility Card** and place it next to the right with which they think it best matches. The class then comes to a consensus decision as to whether this is a match.

Or: Play memory with the **Rights** and **Responsibility Cards**, as a way of introducing them to the class. Put all the cards face down. Students take turns at turning over two cards, trying to match a **Rights Cards** with **Responsibility Card**. The class will need to read a consensus decision as to whether it is a match.

Ask: What can you do if your rights are not being respected?

How does this make you feel?

How do you think others feel if their rights are not respected?

Why is it important that you act responsibly towards others?

How does it make you feel when you act this way?

Reinforcement

Arrange the **Rights and Responsibility Cards** around the room as a permanent display, at least during **Kia Kaha**. Use them at intervals to reinforce the importance of rights and responsibilities. For example:

- i At the end of the day, ask students to stand by a responsibility that they think best matches their behaviour that day.
- ii Reinforce behaviour - for example, '**Jane helped Sara with her reading today. Which responsibility was Jane showing? Which right of Sara's was being respected?**'



Homework

Give each student Copsheet 6 **Our Family** to take home and work on with an adult. They should be returned to class on the date given. Copsheets can be shared or displayed.

Success Criteria

Students can:

- **Take a full role in the running of their classroom**
- **Ensure that their rights are respected**
- **Behave responsibly towards others**
- **Affirm diversity**

Kia Kaha Card

	<h3>Kia Kaha Card</h3> <p>This happens to me _____ _____</p> <p>The place where it happens is _____ _____ _____</p> <p>My Name is _____</p>	
---	--	---

	<h3>Kia Kaha Card</h3> <p>This happens to me _____ _____</p> <p>The place where it happens is _____ _____ _____</p> <p>My Name is _____</p>	
--	--	--

	<h3>Kia Kaha Card</h3> <p>This happens to me _____ _____</p> <p>The place where it happens is _____ _____ _____</p> <p>My Name is _____</p>	
---	--	---

Shield

Name:

I am unique because...

Our class is special because...

Recipes

Lynette's Fudge Cake

<i>1 packet wine biscuits</i>	<i>1/2 cup sugar</i>	<i>125g butter</i>
<i>1/2 tsp vanilla essence</i>	<i>1 tbsp cocoa</i>	<i>1 egg</i>
<i>1/2 cup sultanas</i>		

Crush biscuits. Boil other ingredients in pot for 1 minute, then pour over biscuit crumbs. Mix together, then press into flat cake tray and ice with chocolate icing.

Icing *1+1/2 cups of icing sugar, 2dsp cocoa, milk to mix*

Mallow Treats

<i>1+1/2 cups of biscuit crumbs</i>	<i>100gms butter</i>	<i>1/2 can condensed milk</i>
<i>1/2 cup brown sugar</i>	<i>2 tsp cocoa</i>	<i>1 tsp vanilla essence</i>
<i>1 large packet Griffins marshmallows</i>		

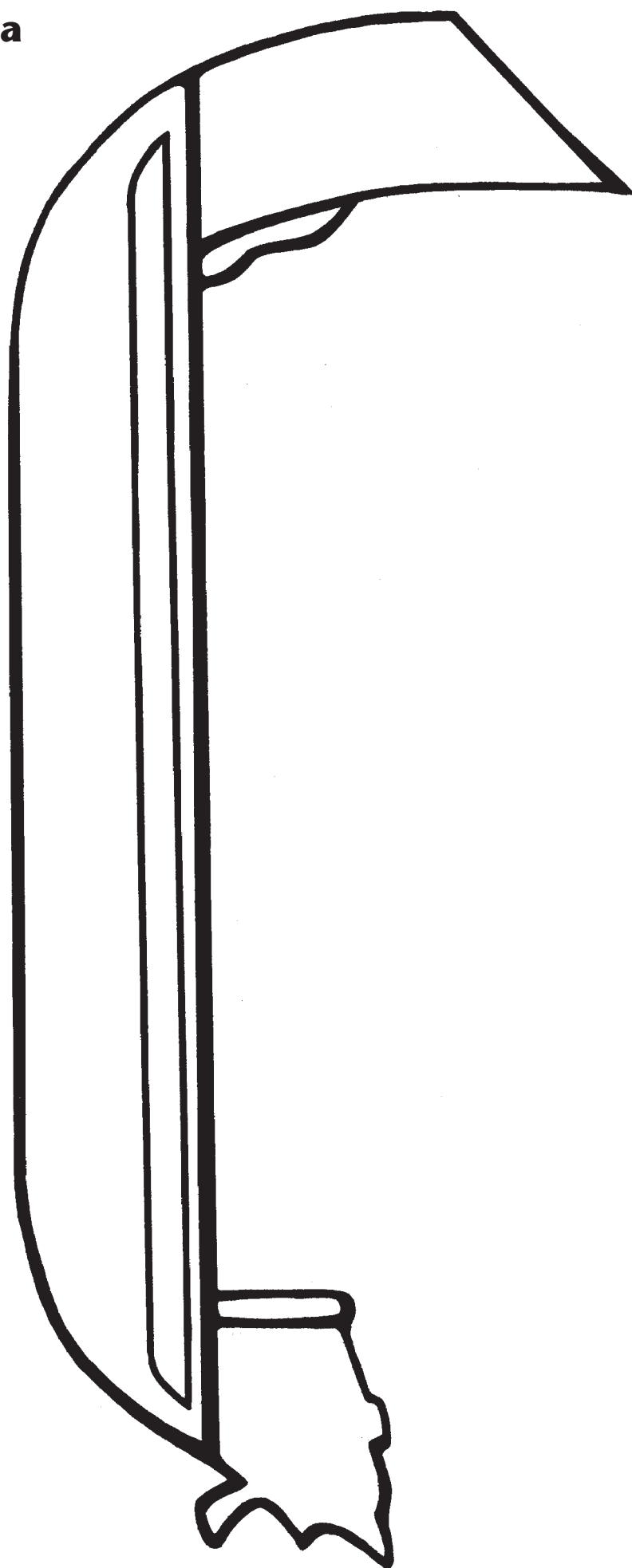
Crush biscuits. Heat other ingredients (except marshmallows), then pour over biscuit crumbs. Take 1 dessertspoon of mixture into hands and pat out flat and wrap around marshmallows. Makes about 22.

Fruit Smoothie

<i>almost any fruit - bananas, peaches, strawberries</i>	<i>1 tsp honey</i>
<i>about 2 glasses trim milk</i>	<i>3 tbsp yoghurt</i>
	<i>fruit juice (optional)</i>

Blend the fruit in an electric blender. Add the honey and yoghurt and and fill up with either trim milk or fruit juice, or a mixture of both.

Waka



Templates





Our Family

Dear Parents and Caregivers

This week we began work on the ***Kia Kaha*** programme. We talked about being the same and being different, how individuals are unique and the roles, rights and responsibilities in our class.

Ask your child to tell you about what has been learned.

Could you please help your child with the following.

1 What are four things that make our family the same as other families?

i)

ii)

iii)

iv)

2 What are four things that make our family different from other families?

i)

ii)

iii)

iv)

3 Three rights that members of our family have are:

i)

ii)

iii)

4 Three responsibilities that members of our family have are:

i)

ii)

iii)

Please return this copysheet to school by_____.

(Name of Teacher)





Module 2 Hurting

Explanation

Children need to recognise bullying, and know where it is likely to occur, before they are able to take positive action to stop it. Children who can recognise bullying as hurtful behaviour are more likely to empathise with other children who are hurt by the words and actions of others. Bullying can have long term health and attainment consequences for the victim, such as problems with depression, lack of self worth, loss of confidence and quality of life. People who bully may have failed relationships and end up breaking the law. They often repeat the cycle of bullying.

Use of the **Kia Kaha Box** should be reinforced in this module.



Links with the New Zealand Curriculum

Health Education

Kia Kaha has been developed primarily as Health Education, and details of this relationship are provided in **Kia Kaha in Your School - a Working Booklet**.

Area of Learning

Mental Health: examine bullying and its impact on people's health

Concepts

Well-being, Hauora: Mental and emotional well-being; social support

Health Promotion: Collective action to create zero-tolerance of bullying

The Socio-ecological Perspective: Mutual care and support of those who are bullied

Attitudes and Values: Care and concern for those who are bullied; sense of social justice

Strands and Achievement Objectives

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 2 Hurting	<ul style="list-style-type: none"> Identify different types of bullying. Identify areas where bullying occurs. Explain how bullying makes us feel. Describe the impact and effects of bullying. Practise and promote zero-tolerance of bullying. 	<ul style="list-style-type: none"> How bullying affects personal identity Supporting those who are bullied Identifying bullying Zero-tolerance of bullying 	2 A 3 2 C 3 3 A 3 3 C 2/3

Other Curriculum Links

Kia Kaha has also been devised to have a cross curricula emphasis, with links to English, Maths, Social Studies and Technology.

Key Competencies

Managing Self

Relating to Others

Participating and Contributing



Activity 1 *Identifying Bullying*

Learning Outcomes

- 1 Students can identify different types of bullying.
- 2 Students can identify areas where bullying occurs.

Resources

Photopack **Interactions**

CD **Interactions** Photos

Art materials

DVD **At a Distance - Standing up to Cyberbullying** - NetSafe

Teaching

- 1 Show the students the photographs in the Photopack, either by using the CD or passing the photos around the groups. After each one:

Ask: Who is in the picture?

Where do you think they are?

What are they doing?

Do you think this is bullying? Why or why not?

Do you think this is appropriate behaviour? Why or why not?

Do you think everyone in the picture has equal power? Why or why not?

How do you think each person in the photo is feeling?

Why do you think they are feeling like this?

Have you, or someone you know, ever been in a situation like this?

Give details.

Note: Students will have a variety of views on what is happening in each picture, which is to be encouraged. However, to help them decide if bullying is taking place you could ask:

Is anyone looking frightened or threatened?

Does anyone look to have more power than the others?

For example, the photo of the two boys standing head-on is unlikely to be bullying as they are both equally matched.

2 Show the photo involving the mobile phones.

Ask: How is this form of bullying different from the others?

What could you do if someone was sending you nasty messages on your mobile phone or computer?

Share the following information with the class.

Show the DVD **At a Distance**. Use some of the discussion questions provided with the DVD.

Discuss the material included below about cyberbullying.

Cyberbullying

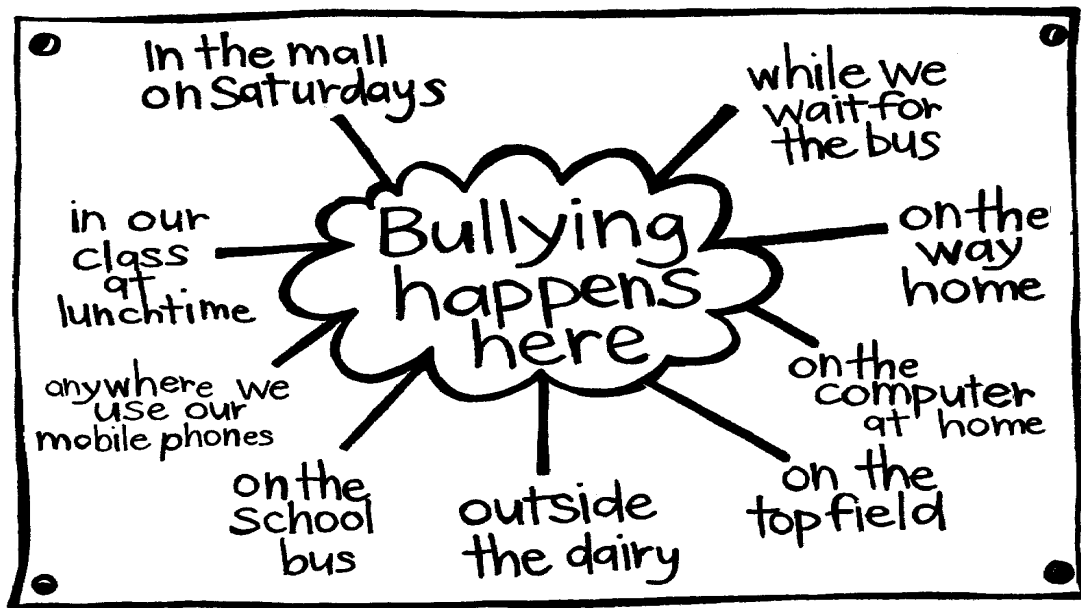
This is the use of Information and Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone else. It differs from other forms of bullying because::

- it can be 24/7
- it can invade home and personal space at any time
- the audience can be very large and reached rapidly
- cyberbullies may attempt anonymity
- the bully or victim can be any age
- bystanders can become accessories to the bullying by, for example, passing on an humiliating message

Some cyberbullying incidents can themselves act as evidence. Advise students being bullied this way to:

- refrain from responding
- save the content/message/pictures/online conversations as evidence
- report to an adult
- inform the provider of the service if content is abusive or repeated more than once
- contact NetSafe for help on what to do; text and online bullying and harassment can be stopped

3 Brainstorm with the class places in the community where bullying occurs. Record these as a class mind map like the one below. Keep this on the board, explaining to the class that it will be used again in Module 4.



Activity 2 *How Bullying makes us feel*

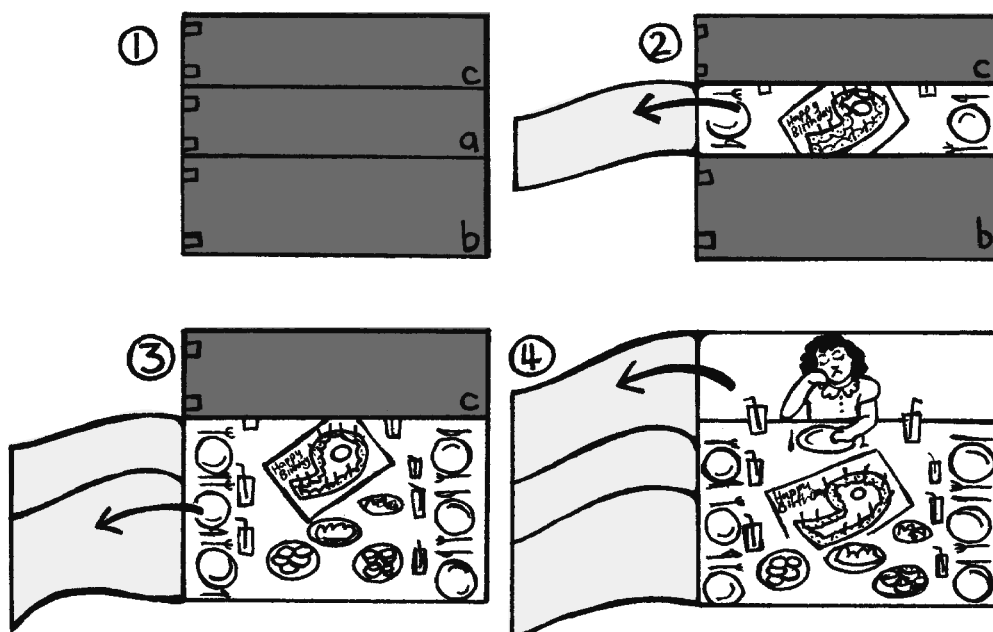
Learning Outcomes

- 1 Students can explain how bullying makes us feel.

Resources

Poster **The Birthday Party**

Note: The picture is to be revealed a part at a time (disclosure method). Teachers should cover the poster with paper cut into three parts, as shown in the diagram below.



Teaching

- 1 Place the covered poster in front of the class. Disclose Part a of the poster, **the birthday cake**.

Ask: What is this?
What do you think is going to happen?

Disclose Part b of the poster, **the party table**.

Ask: Does this look like a good party? How can you tell?
How would you be feeling if this were your party? Why?

Disclose Part c of the poster.

Ask: Do you think this birthday girl looks happy?
Why do you think she might be looking like this?

Note: As an alternative the Birthday Party Poster on the CD could be used.

Give the following information to the class.

Ten friends were invited to the party. They all accepted.

Not one of them turned up.

Ask: Why do you think the children who had been invited to the party didn't come?
How has this made the girl feel?
What sort of behaviour is this?

Note: Discourage children from labelling someone as a 'bully'. Rather encourage them to see that anyone can display bullying behaviour.

Tell the class that this girl has been bullied for a long period of time. This is just the last straw. You may like to tell the class that this is based on a true incident.

Ask: How do you think the girl will feel at bedtime?
How do you think she will feel at school tomorrow?

Extension

Ask each member of the class to imagine that they were invited to that party and didn't turn up. They now know what an awful, hurtful thing they have done. They have an opportunity to put it right. They can either write a letter to the birthday girl saying how sorry they are, or draw a cartoon strip with captions showing what they would say to her the next day at school and how they could make her feel better in the future.

Activity 3 *The Outcomes of Bullying*

Learning Outcomes

- 1 Students can describe the impact and effects of bullying.

Resources

Copysheet 7 **Sione's Lunch** page 50

Drawing materials Copysheet 8 **Interview Form** page 51

Teaching

- 1 Read the scenario on Copysheet 7 **Sione's Lunch** out to the class.

Ask: How would you describe Matthew's behaviour?

How would you describe Sam's behaviour?

What could Sam have done to help?

Do you think Sione deserved this treatment? Why or why not?

Note: Use this example to reinforce the role that bystanders can play in a bullying incident. Sam was watching the incident and yet he chose not to do anything to help. Had he intervened, sought help, or reported the incident, Matthew wouldn't have got away with bullying Sione this time, or probably ever again.

Brainstorm with the class all the possible outcomes for Sione that might result from this bullying incident. Put these on the board. Some examples might be:

Sione is hungry.

Sione is sad.

Sione's parents are cross because he has lost his lunch box.

Sione's teacher growls at Sione because he is not concentrating.

Sione walks to school in future because he doesn't want to meet Matthew.

Sione is afraid to come to school.

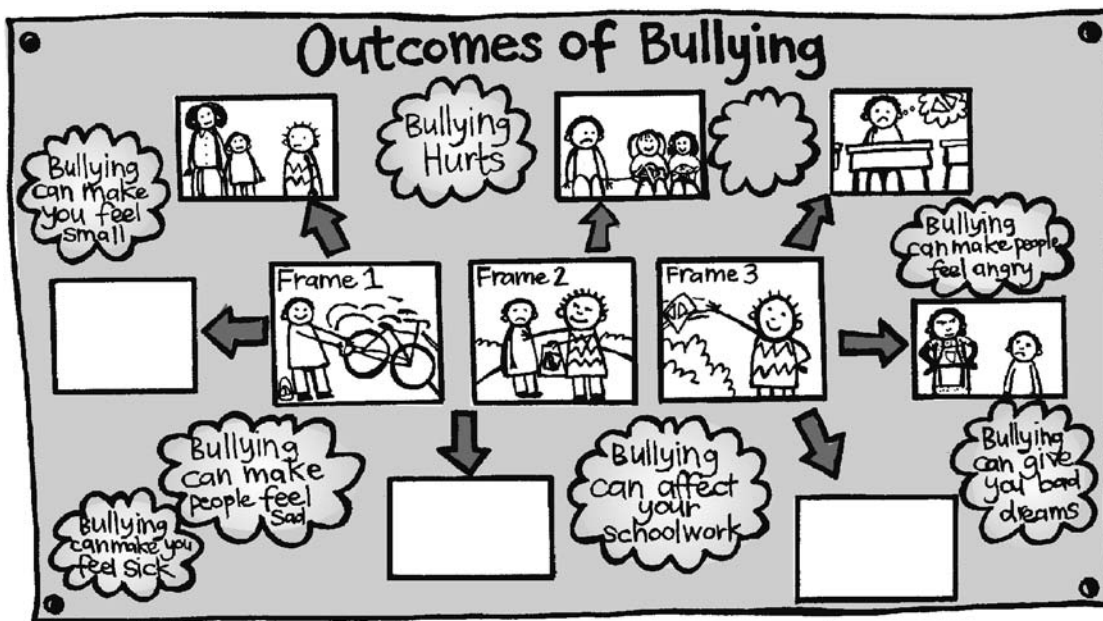
Matthew takes other things from Sione.

Matthew might slash Sione's bike tyres anyway.

Divide the class into small groups. Explain that each group is going to draw one "frame" in Sione's story. Some groups will draw the initial incident and some will draw outcomes.

Allocate one group to Frame 1, one to Frame 2 and one to Frames 3, of Copysheet 7. The remainder of the groups choose one of the outcomes to draw. Each drawing should be A4 size. Arrange the drawings on the wall as shown in the diagram over the page.

Ask each group to make a summary statement about the impact of bullying, to be arranged around the drawings.



- 3 Brainstorm with the class the possible long term consequences of bullying for the person who displays bullying behaviour. The Police Education Officer can give examples from his or her experience of how bullying can easily become assault, which is a crime and will result in penalties and an uncertain future for the perpetrator.



Homework

Copysheet 8 **Interview Form** should be sent home so that it can be brought back completed for the next activity.

Activity 4 *Bullying is Wrong*

Learning Outcome

- 1 Students will practise and promote zero-tolerance of bullying.

*Note: In developing **Kia Kaha**, Police are concerned that children learn to distinguish right from wrong and to recognise what constitutes acceptable and unacceptable behaviour. For example, children need to know that bullying is wrong and unacceptable.*

Resources

Copysheet 8 **Interview Form** page 51

Members of the school community

Art materials

Rulers and equipment for graphing

Morning tea (option)

Poster **Stop Bullying**, available from Police Education Officers.

Note: The Interview Form needs to be sent home in advance of this session. It could be completed by an adult at home or another adult the child knows.

Teaching

- 1 Ask each student to take out their completed **Interview Form**. Each student cuts their form up into separate questions.

Put the class into 7 groups. Give each group one of the interview questions to process. This could be done by graphs, pictorially or by a written statement, on a piece of chart paper. The group should decide on the most appropriate method.

Ask each group to report back. Completed charts should be displayed on the wall. Arrange for parents and caregivers to hear the outcome of the survey.

- 2 Invite a panel of resource people to school. This could include parents, teachers, Police Education Officer, public health nurse, Resource Teacher of Learning and Behaviour, spokesperson from ICT provider, Board of Trustees representative and public people such as the mayor.

Note: The panel needs to be carefully briefed as to the desired outcome of this session, which is to reinforce for students that bullying is wrong and that their community will not tolerate it.

Conduct the session as follows:

- i Show the visitors the work that has been done on **Kia Kaha**, including the processed survey results.
- ii Invite each panel member to tell the class how they feel about bullying and why they feel like this.

- iii Invite students to ask questions of the panel.
- iiii Possibly a shared morning tea.

Extension

After the panel, invite students either individually or in groups to complete a poster summing up what they have learnt about bullying. Completed posters should be put up around the school and/or taken into other classes and discussed.

The poster PUB-L 147 **Stop Bullying**, available from your Police Education Officer could also be displayed.

Success Criteria

Students can:

- **Identify bullying**
- **Support those who are bullied**
- **Practise and promote zero-tolerance of bullying**



Sione's Lunch

Frame 1

Sione had just arrived at school on his bike. He wheeled it to the bike sheds where he locks it during the day. His heart sank when he saw Matthew standing there. Matthew always picked on Sione. He was bigger than Sione, too. Sione locked his bike, took off his cycle helmet and got his lunch box from the saddle bag.

Frame 2

Quickly Matthew snatched the lunch box and held it high above his head.

"I'm having this" he said. "Say anything and I'll slash your tyres."

Sione didn't know what to do. The only other person around was Sam and he was pretending that he hadn't seen anything. He was probably afraid of Matthew too.

Frame 3

Sione stood and watched as Matthew went off. He saw him take the lunch out of the box, which he threw over the hedge.



Interview Form

Dear Parents and Caregivers

We are trying to find out what people in our community think about bullying. Could you please help us by completing this survey.

- 1 Were you bullied at school?**

- 2 How did you feel about it then?**

- 3 Wht new types of bullying, such as cyberbullying, do you know about?**

- 4 When you think about being bullied at school does it still upset you?**

- 5 Are you concerned about bullying at your child's school?**

- 6 What do you think the school should do to stop bullying?**

- 7 If your child was being bullied what could you do?**

- 8 Do you think bullying is acceptable or unacceptable behaviour?**

Please return this form to school by _____ as your child needs it to work on a class exercise.

(Name of Teacher)





Module 3 Put a Stop to Bullying

Explanation

In this module students develop and practise a range of strategies to stop bullying. They learn about being confident and interacting in confident ways with others. They explore a range of things that they can do to produce a positive outcome for a bullying situation, whether they display bullying behaviour themselves or are victims or bystanders.

It is important that children know that they must ask for help in bullying situations. This is not telling tales. The school should, in fact, foster a 'telling' ethos. Children identify whom to ask for help and explore a range of different ways of asking for help. Children must know, however, that when they tell about bullying, the school will do something to stop it. So the school's policy on how bullying will be handled must be shared with the class. It is also important that the school makes it clear to parents that the school has adopted a 'telling ethos' with regard to bullying and that parents know what steps to take if they suspect bullying.

Links with the New Zealand Curriculum

Health Education

Kia Kaha has been developed primarily as Health Education, and details of this relationship are provided in **Kia Kaha in Your School - a Working Booklet**.

Key Area of Learning

Mental Health: use strategies to counter bullying; be aware of the school's policy on bullying

Concepts

Well-being, Hauora: A sense of well-being when bullying is no longer a problem

Health Promotion: Develop personal skills that empower them to report bullying

The Socio-ecological perspective: Recognise the need to take responsibility when others are being bullied

Attitudes and Values: Develop a positive and responsible to their own and other's well-being

Strands and Achievement Objectives

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 3 Put a Stop to Bullying	<ul style="list-style-type: none">· Interact confidently with other people.· Use positive strategies to deal with bullying.· Identify people to ask for help.· Ask for help in a way that is appropriate for them.· Explain what will happen when bullying is reported.· Identify bullying and non-bullying behaviour that affects them.	<ul style="list-style-type: none">· Strategies to overcome bullying· Offering help to those who are bullied· Being confident· Working to make their class bully-free	2 A 3 3 C 2/3

Other Curriculum Links

Kia Kaha has also been devised to have a cross curricula emphasis, including English and Social Studies.

Key Competencies

Managing Self

Relating to Others

Participating and Contributing



Activity 1 *Confidently Me*

Learning Outcomes

- 1 Students can interact confidently with other people.

Resources

Copysheet 9 **Confident Kid** page 61

- 1 Put the class into groups of three. The teacher calls out some or all of the following in turn. Make sure that **feeling confident** is included.

Happy, sad, friendly, selfish, angry, meeting a friend, watching sport, feeling confident, saying goodbye to someone, brave, strong, co-operative

As each is called, the group has 30 seconds to get into a statue to represent it. After each, stop and comment on the body language and expressions used. Build these up into a word bank on the board. For example:

Smiling, standing up straight, scowling, looking at the ground, engrossed, eyes down, head up...

Now repeat the above exercise, but this time students work as individuals. Finish with **feeling confident**. Again comment on expression and body language and add to the word bank.

- 2 Refer students back to the word bank. Work with them to remove all the words that do not describe a confident person. Give each student Copysheet 9 **Confident Kid**. They cut out the figure and the flag. Inside **Confident Kid** they write all the qualities that a confident person has. On the flag they write situations in which they feel confident.

Talk about how it is good to be confident, but that it is still important to respect other people's personal space. Put the students in two lines, A and B, facing each other. Line A stays still. Line B moves slowly forward towards them. People in Line A each say stop when their partner from Line B has entered their personal space. Repeat the process with Line B moving forward.

- 3 Give students the opportunity to practise being confident in some or all of the following situations. This could be done in pairs, or using parent helpers. Make sure that all students have a turn at being confident.

Telling about a movie you saw

Asking someone home to play

Talking to your parents about what you did at school today

Standing up for yourself

Saying how you feel about something

Explaining to your coach (Scout leader, music teacher..) why you can't come to practice next week

Telling someone in your class that you don't like the way they are treating you

After each role play ask the following questions of some pairs. Direct the question to the appropriate person in the pair.

Ask: Was your partner confident?

How could you tell?

How did it make you feel when your partner was confident?

Was it easy to be confident? How did this make you feel?

Make sure that you praise students when you observe them being confident.



Homework Activity

Students take **Confident Kid** home and tell an adult what they have learnt about being confident.

Activity 2 Positive Strategies

Learning Outcomes

- 1 Students can use positive strategies to deal with bullying.

Resources

Copysheet 10 **Bullying Scenarios** page 62

PUB-L 145 **Stop Bullying - advice for young people**

PUB-L 146 **Stop Bullying - advice for parents and caregivers**

Teaching

- 1 Choose one scenario from Copysheet 10 to use with the whole class.

Ask: What is happening?

Who is being bullied?

Who could help stop the bullying?

What things could these people do?

We can stop bullying by...		
The person bullying	The person being bullied	The Bystanders
<ul style="list-style-type: none">- taking timeout when you feel angry- finding something else to do- seeking help- walking away	<ul style="list-style-type: none">- being confident- asking an adult for help- getting supportive friends- avoiding places where bullying occurs- not replying to a nasty email or text	<ul style="list-style-type: none">- being assertive- standing up for the person being bullied- practising zero-tolerance of bullying- not passing on a nasty email or text

Build up the ideas into a class chart, divided into three columns, like the one below.

Ask students for other ideas to add to the chart. Stress that all three groups, those who display bullying behaviour, bystanders and people being bullied have a responsibility to do something to stop it.

- 2 Put students into groups. Give each group one of the scenarios from Copsheet 10. Ask them to discuss the same questions from the previous page for their card. They then choose ideas from the **Stop Bullying Chart** and role play the scene to show a positive outcome. Groups present their role plays to the class in turn. After each:

Ask: *Was this an effective way of stopping the bullying?*

Why or why not?

*Could any of the people in the situation have done more to stop it?
Give details.*

Do you think you could all do these things to stop bullying in real life?

Why or why not?

If a group has not chosen an effective way of stopping the bullying, they could choose other alternatives to try.

Note: It is important that students do not role play the negative behaviour on the card. Stress that the role play should only show a positive resolution. You may choose to start from a "freeze frame".

- 3 Work with students to introduce a **Support Squad** for the class. Explain that anybody can belong to the **Support Squad**, so long as they do something to stop bullying and to make the person being bullied feel better. The class designs and produces a **Support Squad Chart**, like the one below. If members of the class observe a class member doing something to stop bullying they can write that person's name, and a comment, on the **Support Squad Chart**. When the chart is full those names can be taken off to make room for more.

Support Squad members should be affirmed regularly.



Activity 3 Getting Help

Learning Outcomes

- 1 Students can identify people to ask for help.
- 2 Students can ask for help in a way that suits them.
- 3 Students can explain what will happen when bullying is reported.

Note: 1 A reminder that the school's policy on how bullying will be handled must be clearly conveyed to students, to all staff and to parents and caregivers.

2 This is a long activity, but a very important one. Teachers may prefer to use the Help Cards for practise at asking for help at intervals throughout the year.

Resources

Story **No More Muesli Bars** by Norman Bilbrough page 79

Art materials

Chart paper and felt pens

Copysheet 11 **Book Mark** page 63

Copysheet 12 **Putting a Stop to Bullying** page 64

Help Cards

PUB-L 149 Primary School Anti-bullying Ads (Note: these video clips were made by primary school students as part of Fair Go Ad Awards.)

Teaching

- 1 Read the story **No More Muesli Bars** to the class.

Ask: What was the problem that Ricky had?

How was it making him feel?

Why do you think Matt Arnold was being so mean?

Do you think Ricky's decision to tell was a good one? Why or why not?

Do you think he made a good choice about who to tell? Why or why not?

How do you think the teacher handled the situation?

What sort of a friend do you think Jason was? Why?

Would you have felt comfortable telling this teacher about a problem? Why or why not?

What would you want the teacher to do?

Put the students into groups. Each group must re-tell the story, choosing another person that Ricky could have told. Some suggestions could be:

A parent or family member

An adult friend

Another adult at school

The Minister

A friend's parents

Police Education Officer

An older brother or sister

An elder

They can retell the story as:

A wall story in words and pictures

A play

A written story

A cartoon strip

On an OHP

Completed stories can be shared with the class over the next week.

- 2 Ensure that children understand that they can also ask any of the people they talked about in the last part of the activity for help. They must choose someone that they feel safe and comfortable talking to.

Give each student a bookmark made from Copysheet 11. On one side they write people who can help them and on the other side they write what they would like that person to do. Completed bookmarks should be taken home and shared with the family.

*Ask: Once you have told, what would you like the person to do?
(listen, make me feel better, do something to help, tell me it's not my fault)*

- 3 Put students into six groups. Give each group one of the **Help Cards**. The group must role play asking for help for the situation on their card, using the method indicated on the card. Ask each group to present their role play to the rest of the class. After each:

Ask: Was this a good way to get help?

How could it have been better?

What could you do if you hadn't got any help?
(keep on telling other people until you do)

Which of these ways do you think might be best for you?

- 4 Invite the principal to class to explain to the students that this school will not accept bullying and to tell them what will be done for the victim, the person who displays bullying behaviour and the bystanders when bullying is reported. (See ***Kia Kaha in Your School - a Working Booklet*** for positive suggestions, such as the **No Blame Approach**). The principal also needs to explain that this policy has been shared with parents and caregivers, who will also know what to do when they suspect bullying.



Homework

Give each child Copysheet 12 **Putting a Stop to Bullying** to take home and complete with a parent or other adult. This should remain at home on the fridge door, or a notice board, as a constant reminder that bullying should be stopped.

Extension Activity

Using PUB-L 149 Anti-bullying Ads

- 1 Explain to the class why the anti-bullying video clips were made. Invite the class to rate each of the 'ads' as it is shown. Decide on a suitable scale with the class. View the results and check the winning three.

Ask: Why were these ads so effective?

- 2 Students work in groups to make their own anti-bullying videos. These could be judged by the class, or by all year 4-6 classes.

Success Criteria

Students can:

- **Interact confidently with others**
- **Ask for help appropriately**
- **Use strategies to stop bullying**

Confident Kid



Bullying Scenarios

Mandy and Shalini were walking home from school. Mandy stopped to read a text on her mobile phone. The message said "I'm going to get you, Mandy Davis".

Rakesh was eating his lunch on his own. There were other people from his class close by, but no-one had asked him to sit with them. They laughed at the food he had to eat and said it had a funny smell.

Susie was late. She was scared to go in and face the class, but knew that she couldn't put it off much longer. The teacher would be here soon. She pushed open the door and immediately paper, apple cores, shoes and books flew in her direction. "Here's Woozy Soozy" shouted Vanessa. Susie stumbled to her desk with her head down so that the others couldn't see her tears. Someone stuck their foot out and Susie went sprawling to the floor. Everyone screeched with laughter.

Leah was feeling terrible. Everyone else in her group was going to the mall after school, but they had deliberately not asked her. She could see them now, giggling and laughing as they looked in her direction. Even Trudy, who was meant to be her best friend, was doing it. And they had started calling her awful names. It just wasn't fair.

Kefeng had broken his leg badly and was on crutches. Darryl and Wiremu took the crutches and threw them in the hedge. Glen and some others stood watching.

Sila and Warren were friends - sort of. But Warren was always the boss. He decided what they would play, always made Sila give him his things and made Sila do things he didn't want to do, like take stuff from the dairy. Today Sila had gone to show Warren his new bike. Warren went for a ride and then wouldn't give the bike back. He said he was going to keep it to go to football practice.

Tony liked it when other kids were scared of him. He would push them around, take their stuff and even tell them where they could play. This day Reuben and some friends went to play on the adventure playground. Tony was there and told them they had to leave. He started walking towards them, swinging his arms by his sides. Some other kids were watching to see what would happen.

Bookmark

PEOPLE WHO CAN HELP ME ARE:

WHEN TOLD I WOULD LIKE THEM TO:

PEOPLE WHO CAN HELP ME ARE:

WHEN TOLD I WOULD LIKE THEM TO:



Putting a Stop to Bullying

Dear Parents and Caregivers

As part of ***Kia Kaha***, we have talked about how bullying is unacceptable and how nobody has to put up with it. At school we encourage children to tell a staff member if they are being bullied, so that the school can find a suitable, safe way of sorting it out. We also encourage children who see bullying happening to report it.

Your child has made a bookmark to show the people he or she would feel comfortable telling about bullying. Ask to have a look at the bookmark.

It is important that you also encourage your child to tell you if they are being bullied, if they are bullying someone else or if they know about bullying. Then you can contact the school to find a way of stopping this.

We appreciate your help in making this a safe school.

(Name of Teacher)





Module 4 A Cool Community

Explanation

In this module children 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 their understandings 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 the process of enhancing their everyday environment.

Links with the New Zealand Curriculum

Health Education

Kia Kaha has been developed primarily as Health Education and details of this relationship are provided in **Kia Kaha in Your School - Working Booklet**.

Key Area of Learning

Mental Health: Creating a safe emotional 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

Strands and Achievement Objectives:

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 4 A Cool Community	<ul style="list-style-type: none">· Identify the qualities of a kid-safe environment.· Plan and implement improvements to make their school community a safer place.· Design a bully-free environment.	<ul style="list-style-type: none">· Identifying own qualities· Setting personal development goals· Class Charter· Developing a bully-free zone	2 A 4 2 D 3 3 A 4 3 D 4

Other Curriculum Links

Kia Kaha has also been devised with a cross curricula emphasis, including English, Social Studies, Maths and Technology.

Key Competencies

Key Competencies

Relating to Others

Managing Self

Participating and Contributing

Activity 1 A Kid-safe Community?

Learning Outcome

- 1 Students can identify the qualities of a kid-safe environment

Resources

Copysheet 13 **Post Box Questions** page 72

Copysheet 14 **Template for Developing a Survey Sheet** page 73

Chart paper and felt pens, slips of paper

Teaching

- 1 Write each **Post Box Question** from Copysheet 13 on a large sheet of paper and place these around the room. Place a posting box beneath each one. Put students into seven groups. Each group must move around each Post Box Question, decide on a consensus answer, and write it in a slip of paper and 'post' it.

Note: 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 Allocate each group one of the **Post Box Questions** to collate. This could be done as a graph, a chart, diagram or summary statement. Each group reports back to the class. Refer students back to the chart they made in Module 2, Activity 1 about where bullying occurs and to 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 activity.

Extension

Work with the class to develop a survey sheet that they can use to gather information from people in the community to find out about unsafe places in the community and improvements needed. A template to help develop the survey is provided on Copysheet 14. 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 activity.

Activity 2 *Making Change*

Learning Outcomes

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

Resources

List of problems made by the class in Activity 1.

Art materials

Results of the survey if done as extension work

Teaching

- 1 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 made in Activity 1.

The students can work individually, in pairs or groups for this activity. 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 under-pass, which is very dark.**
Solution: Design better lighting for the under-pass; draw the problem to the attention of the local council.

Note: If the class did the extension as part of activity 1, their survey results may contain useful information they can use as they seek solutions.

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.

Activity 3 *Planet Kaha*

Learning Outcomes

- 1 Students will design a bully-free community.

Resources

Copysheet 15 **Planet Kaha** page 74

Copysheet 16 **Qualities, Skills and Materials** page 75

Copysheet 17 **Features of a Bully-free Community** page 76

Dictionary

Art materials

Teaching

- 1 Explain to students that they are going to design a community, called **Planet Kaha**, which is a bully-free zone. They will need to consider the physical environment as well as what the people are like. They will be using new knowledge and skills that they have gained through out **Kia Kaha**. Invite them to form working groups. Remind them about what they have learnt about respecting others, taking roles, and rights and responsibilities. Give each group Copysheet 15 **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.

The steps are:

- | | |
|---------------|--|
| Step 1 | Choosing the sort of people you want on Planet Kaha .
Copysheet 16 can be used to help groups select qualities and skills. |
| Step 2 | Choosing the materials needed to build Planet Kaha .
Copysheet 16 can be used to help groups select materials. |
| Step 3 | Deciding what Planet Kaha should be like.
Copysheet 17 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. |

Extension

- | | |
|---------------|---|
| 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. |

Note: If all steps are completed, this activity could take a week or more. This time could be justified as this is a cross curricula activity.

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.

Extension

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



Activity 4 *Setting Goals*

Learning Outcomes

- 1 Students can set and work towards individual and class goals.

Resources

Copysheet 18 **Personal Goals** page 77

Copysheet 19 **Class Charter** page 78

Musical instruments, audio tapes and tape recorder (optional)

Teaching

- 1 Review with students some of the qualities that they decided they would like 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 18 **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 Explain to the class that you are all going to work together to make a **Bully-Free Charter** for your class.

Put up Copysheet 19 **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. Ensure that it is reviewed 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 a bit harder on?

- 3 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.

Success Criteria

Students can

- **Work towards making their class a bully-free zone**
- **Set and work towards personal goals**

Post Box Questions

- 1 Where do you feel safe?**
- 2 What things that people do make you feel unsafe?**
- 3 What are the safest places in our community?**
- 4 What are the unsafest places in our community?**
- 5 What are the safest places at our school?**
- 6 What are the unsafest places at school?**
- 7 What things that people do make you feel safe?**

Template for Developing a Survey Sheet

- 1** **List the five unsafest places in your community that were given by the class. Interview five people, at least three of them adults. Ask them to rank the unsafest 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 give four ideas about how this improvement could be made.**

Planet Kaha

Your mission, should you choose to accept it, is to create **A planet where there is NO BULLYING**

Step 1 Choosing the sort of people you want on Planet Kaha

You are allowed to take 20 people. Choose the qualities and skills that you want these people to have. You can use ideas from Copysheet 16 for help, if you need to.

Step 2 Choosing the materials you want to build Planet Kaha

You can take 20 materials with you to get **Planet Kaha** started. You can choose these from the list on Copysheet 16, or come up with your own ideas.

Step 3 Deciding what Planet Kaha should be like

You can choose 20 features that you want **Planet Kaha** to have. You can choose these from Copysheet 17, or come up with ideas of your own.

Step 4 Coming up with a plan of Planet Kaha
Use the features, people and materials you have decided on to draw a plan of your safe, happy, bully-free **Planet Kaha**. You can colour and label things on your plan.

Step 5 Extension: Making a Model
Make a 3D model of **Planet Kaha** using materials suggested by your teacher.

Mission Planet Kaha

Qualities, Skills and Materials

Qualities

Generous
Caring
Brave
Kind
Strong
Helpful
Bossy
Nosy
Selfish
Critical
Leader
Friendly
Humorous
Experienced
Thoughtful
Enthusiastic
Has initiative
Tenacity
Popular
Trendy
Envious
Affirming
Jealous
Responsible
Flexible
Faithful
Athletic
Good looking
Wealthy
Famous
Truthful
Honest
Has integrity
Respectful

Skills

doctor
nurse
teacher
plumber
police officer
gardener
farmer
grocer
baker
taxi driver
pop star
entertainer
professional person
sports person
TV personality
artist
journalist
photographer
firefighter
electrician
shopkeeper
carpenter
minister
tax inspector
florist
counsellor
cook
waiter
computer programmer
professor
designer
train driver
drain layer
accountant

Materials

seeds
blankets
play station
bikes
takeaways
wood
water purifier
generator
batteries
tool box
toilet paper
spades
tinned food
coke
warm clothing
matches
mobile phone
marbles
TV
DVDs
photos
teddy bear
pets
farm animals
fertilisers
nails/hammer
first aid kit
tent
camping equipment
tyres
petrol
cars
watch/clock

books
soil
torch
credit cards
beer
money
computer
toothpaste
candles
solar panel
perfume
sunscreen
deodorant
nit shampoo
cigarettes



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 |
| Motorways | Picnic places |



Personal Goals

1

My five best qualities are:

2

Two qualities I would like to develop are:

4

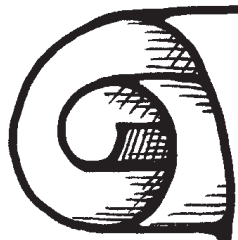
These qualities would contribute to a bully-free community because:

3

I have chosen these qualities because:

5

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



Class Charter



Part C

No More Muesli Bars

By Norman Bilbrough

Ricky didn't want to go to school.

'You're not feeling sick are you?' His mum was rushing to get to work early.

Ricky shook his head. He wished he'd woken up with stomach ache. But his body was fine.



His Mum looked puzzled. 'You like your new school. You've made friends, and you said Mrs Church was the best teacher you've had ... Is there something worrying you?' He shook his head again. He wasn't going to tell what the problem was. He didn't want to look like a wimp, even in front of his mother.

'Okay, see you at five. Don't forget your lunch.'

Ricky pushed the lunch box into the bottom of the bag, and wondered if he'd get to eat it.

His mother ran for the bus and he started down the street, wishing his friend Jason didn't live on the other side of town. They could walk to school together then. And he'd be well away from Matt Arnold.

Matt Arnold, the big Year seven kid who lived at the bottom of the street.

Ricky walked really slow, wishing he had a secret potion that would make him invisible: one that would wear off when he was inside the school gate.



Matt Arnold's house was at the bottom of the street – the place where he lived with his big brothers. Ricky stopped. Now he did feel sick: his stomach gripped-up and he was hardly breathing. Maybe he could go home and hide in his room all day ... But Mum would be sure to find out, she always did. 'How was your day Ricky?' she'd ask.

And he'd have to lie. She always discovered when he was lying. And what about the next day, and the day after? The problem would still be there.

He took a deep breath. The street was empty. He started running. If he ran flat out he might out-run Matt Arnold.

Fat chance!

He reached the end, turned left towards the school – and ran straight into him. The big boy yanked him to a stop.

'What's the big hurry kid?'

'I'm not a kid!'

'What you got for lunch?' Matt Arnold squeezed Ricky's arm.

'I'm buying my lunch today!' he said desperately.

'Give us your lunch money then.' Matt Arnold took a look at Ricky's miserable face and gave a laugh. 'Liar!' He ripped open the zip of Ricky's bag and dug out the neatly wrapped sandwiches from the lunch box. 'Hey, Muesli bar. These suck kid!

Tell your Mum to buy chocolate next time.' And he threw the muesli bar onto the road and shoved the sandwiches in his pocket. He gave Ricky's arm an extra hard squeeze.



'And remember, if you tell anybody I'll thump you so hard you won't be running anywhere.'

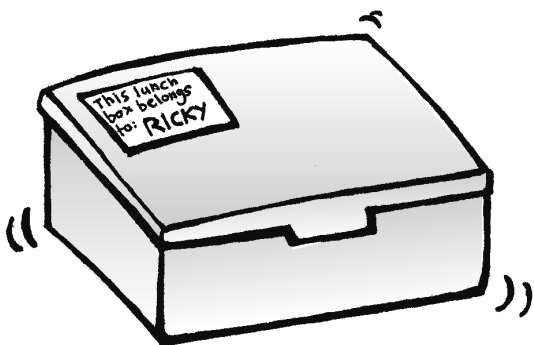
Ricky picked up his bag and when he was well away from Matt Arnold, he started crying. At the school gate he managed to stop, but all morning his throat was tight and he didn't trust himself to speak. And he got his maths all wrong.

At lunch break Jason said, 'Where's your lunch?'

Ricky shrugged, holding back his tears. 'I'm not hungry.'

Jason looked puzzled. 'You said that yesterday.'

Suddenly Ricky couldn't stop himself. 'Matt Arnold pinched it from me.' And he told Jason everything that had happened. 'Promise you won't tell anybody.'



'But you've got to report him. He can't do that! Tell your Mum. Tell Mrs Church!'

'I can't, he'll kill me!'

Jason pushed his sandwiches across and ripped open his bag of crisps for Ricky to share. 'He won't kill you, he wouldn't dare. I'll tell Mrs Church for you.'

'No!'

'I'll come with you then. We'll go to the staffroom now.'

'But what if he sees us going there?' Ricky imagined Matt Arnold breaking his arm – even his leg, so that he wouldn't be able to run to school.

'Look, Jason pointed, 'he's up on the soccer field, he won't see.'

Ricky shivered at the sight of the bigger boy racing after the ball, pushing other kids aside. 'Okay,' he said reluctantly.

But when Jason knocked on the staffroom door Ricky had to stop himself from running off.

'Hullo you two, what's up?' It was Mrs Church.

'I want to report – ' Jason began, then remembered himself and looked at Ricky.

'Ricky?' Mrs Church said, 'What's the problem?'

Ricky felt really scared ... It wasn't too late not to tell. Maybe he could try and take two lunches to school, one for Matt Arnold and the other for himself.

'Come into the office,' Mrs Church said firmly. They followed her into the empty room and she shut the door. 'What's happened Ricky?'

He took a deep breath, then the words rushed out. 'Matt Arnold takes my lunch from me before school and says he'll beat me up if I tell.'

'Ahh ...' Mrs Church nodded. 'Matt Arnold ... His brothers give him a tough time so he picks on somebody too.' She looked quietly at Ricky. 'He won't be taking your lunch again Ricky, and he won't be threatening you either. We'll do some serious talking to him. And to his Mum and Dad.' She smiled then. 'You did the right thing Ricky, coming and telling me. And you're a good mate, Jason.'



Items in the Years 4 - 6 *Kia Kaha* kit

- Teaching Guide PUBL162-12
- Black and White Class Photo - 5 copies
- Colour Class Photo - 5 copies
- **Rights Cards**
- **Responsibility Cards**
- Photo Pack **Interactions**
- Poster **The Birthday Party**
- **Help Cards**
- ***Kia Kaha* in Your School - a working booklet** PUBL151-12
- Pamphlet ***Kia Kaha*** PUBL 150
- Pamphlet **Confident Kids** PUBL 238
- CD pdfs of the Teaching Guide and Photos PUBL149-12
- DVD **At a Distance** - Netsafe
- DVD Fair Go Primary School Anti-bullying Ads