



Our Place

TEACHING GUIDE for the HEALTH MODULES

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Guidelines for Health Teachers

- **A Safe Physical and Emotional Classroom**

Before the sensitive issue of bullying is covered in class, it is important that a safe physical and emotional environment has been established. Safety guidelines should have been established with the class, so that all class members feel valued and respected, and able to safely contribute their ideas. Teachers should check their own behaviour, perhaps using Copysheet 7 from ***Kia Kaha in Your School – a working booklet for secondary schools***, page 54 as a guide.

- **National Qualifications Framework**

The ***Kia Kaha*** Health Modules will assist students and schools to meet the requirements of the following unit standards:

Level 1	14247	3 credits	Demonstrate strategies to manage interpersonal conflict.
level 2	14265	2 credits	Demonstrate understanding of a healthy school.
Level 3	14266	5 credits	Use health promotion to present an aspect of school or community well-being.

- **Prerequisites**

It is recommended that these modules should be taught in the second term. The whole school approach will by then be well underway, and students will be aware of the stance the school is taking with regard to bullying. This will mean that students' attitudes to bullying will have already started to change. For example, they will see that something will be done if bullying is reported.

This time frame will also allow time for such things as the following to have been explored:

- | | |
|------------------------------|---|
| - co-operative group skills | - accepting and acknowledging differences |
| - making and keeping friends | - safe relationships |
| - coping with emotions | - effective communication |
| - anger management | |

- **Teacher as Role Model**

The teacher is an important role model for students and should ensure that he or she demonstrates mutual respect, tolerance and a respect for diversity.

- **Reinforcement**

Teachers will need to ensure that the learning and messages from ***Kia Kaha*** are reinforced throughout the year.

Module Overview

Lesson	Learning Outcomes	Health and Physical Education Achievement Strands
Lesson 1 <i>Bullying Defined</i>	<ol style="list-style-type: none"> Students can define bullying. Students can explain why bullying is unacceptable. 	Personal Health and Physical Development (Safety Management) and Relationships with Other People. <ul style="list-style-type: none"> Considering how bullying influences their own and others' safety.
Lesson 2 <i>Bullying Unravelled</i>	<ol style="list-style-type: none"> Students will describe how bullying makes people feel. Students will analyse a range of behaviours associated with a bullying incident. Students will consider what positive things they can do in bullying situations. 	Personal Health and Physical Development (Safety Management) and Relationships with Other People. <ul style="list-style-type: none"> Understanding how bullying can influence feelings of self-worth. Identifying issues associated with bullying situations and describing options to overcome these. Understanding why people behave as they do in bullying situations.
Lesson 3 <i>Managing Bullying</i>	<ol style="list-style-type: none"> Students will be able to list strategies to manage bullying. Students will explain that everyone has a role in ensuring that bullying cannot flourish. Students will practise appropriate action in bullying situations. 	Personal Health and Physical Development (Safety Management) and Relationships with Other People. <ul style="list-style-type: none"> Investigating strategies to overcome bullying. Developing personal skills to support victims of bullying Planning strategies to respond to bullying.
Lesson 4 <i>Healthy Groups and Relationships</i>	<ol style="list-style-type: none"> Students will identify the characteristics of healthy groups and relationships. Students can explain what it would be like to be in a healthy group or relationship. 	Healthy Communities and Environments - People and the Environment. <ul style="list-style-type: none"> Evaluating features of a healthy classroom.
Lesson 5 <i>Dealing with Cyberbullying</i>	<ol style="list-style-type: none"> Students will describe the misuse of Information Communications Technology and have strategies to minimise the risk. 	Personal Health and Physical Development (Safety Management) and Relationships with Other People. <ul style="list-style-type: none"> Minimising the risk of cyberbullying.

Learning Outcomes

- 1 Students can define bullying.
- 2 Students can explain why bullying is unacceptable.

Curriculum Links

Health Education

This module has been developed as Health Education. Links with **Health and Physical Education** in the **New Zealand Curriculum 2007** are given below.

- **Key Area of Learning**
Mental Health: examine bullying and its impact on people's health
- **Underlying Concepts**
Well-being, Hauora (especially taha hinengaro and taha whanau)
 - expressing feelings associated with being bulliedAttitudes and Values
 - describing why bullying is unacceptable
- **Strand**
Personal Health and Physical Development (Safety Management) and Relationships with Other People.
- **Achievement Objectives**
 - Considering how bullying influences their own and others' safety
 - Understanding how bullying can influence feelings of self-worth

Key Competencies

Relating to Others

Participating and Contributing

Resources

Copysheet A1 **Bullying Situation Cards** pages 6-7 – made into sets

Note: Teachers may choose to select only some of these situations that are especially relevant to their class.

Copysheet A2 **Types of Bullying** page 8

Teachers' Notes

- 1 *This lesson needs to be handled with care. There may well be students in the class who are victims of bullying and they must not be made to feel that any forms of bullying are less harmful than others, or that bullying is their fault.*
- 2 *Identify for yourself bullies in the class. Remember that blaming them is not helpful. They should be supported to learn new ways of behaving.*
- 3 *Choose bullying situation cards from those provided on Copysheet A1 that are relevant to your school and/or class.*
- 4 *Ensure that inclusive methods are used to put students into groups, and that ways of working co-operatively together are reinforced.*
- 5 *For reasons why bullying is unacceptable, refer to **Kia Kaha** in Your School – a working booklet for secondary schools page 12.*

Teaching

- 1 **Either:** Divide students into groups and give each group one of the bullying situation cards, made from Copysheet 1. Walk along a continuum line across the classroom, and indicate that one end is **Most Worrying** and the other end is **Least Worrying**.

Each group discusses their card and decides where on the continuum line it best fits, and why.

One at a time, the spokesperson from each group places their card on the line, justifying its location. When all cards have been placed, provide an opportunity for class members to challenge the position of any card and to move it to a new location, explaining why they have done so.

Or: Divide students into groups. Give each group a set of bullying situation cards made from Copysheet 1 and a set of bullying headings from Copysheet A2. Invite each group to sort the situation cards under the bullying headings of which they are examples.

After either activity:

- Ask: *Which example/type of bullying do you think is worst? Why?*
(all types of bullying are harmful)
- Are any of these examples of bullying okay? Why or why not?*
(there is never any excuse for bullying)
- Are there any situations that make bullying acceptable? Give details.*
(bullying is never acceptable)

- 2 Working in their groups, students come up with their own definition of bullying. These can be shared and a class definition developed. This could be compared with the **Kia Kaha** definition on Copysheet 3, page 49 of **Bullying in Your School – a working booklet for secondary schools**.
- 3 Work with the class to come up with a list of points to explain why bullying is unacceptable behaviour. They should consider:
 - the effect on the victim**
 - the effect on the person who bullies**
 - the effect on the school or class environment**
 - the effect on others, such as families**

Homework

- Students could find definitions of *Assault, Cyberbullying, Homophobia, Bullying because of race or disability, Abuse and Harassment*, and compare these with their definition of bullying.
- Students could complete Bank Activity 8 **It's Illegal?** of the **Activity Bank**

Assessment Opportunities

- Listen to group discussion during continuum and sorting activities.
- Assess class definition of bullying.
- Have students list what they have learnt about bullying.

Bullying Situations

Making someone give up their food or lunch money at the canteen.

Sending a text message to a girl in your class saying she is pregnant because she is putting on weight.

Flicking someone's ear every time they pass by.

Making fun of what someone is wearing.

Making racist remarks to someone of a different ethnic origin.

Isolating someone because of their perceived sexual orientation.

Making younger students give up their seats on the bus.

Being picked on yet again by the teacher.

Preventing a transgender person from going into the toilet because of their gender identity.

Forcing someone to have sex.

Telling someone they will beat up a member of their family, if the person doesn't do as they are told.

Making someone buy alcohol because they look old enough.

Mocking someone because of a speech defect.

Standing over someone and demanding their possessions.

Calling someone a geek because they ride a bike to school.

Being put down by the coach in front of others because the team lost.

Telling someone that if they had another brain in their head it would be lonely.

Posting a hate page about a classmate.

Making someone eat their lunch on their own everyday,
because what they eat smells funny.

Demanding a person's homework.

Snatching someone's books and throwing them away.

Holding your nose and moving away when someone sits next
to you, saying you don't like the colour of their skin.

Locking someone in a cupboard and not letting them out.

Laying wait for someone and beating them up.

Using your mobile to take a video of your drunk friend at a
party and posting it on YouTube without permission.

Knocking someone's crutches out from under them.

Giving someone a hard time every time you see them.

Pressuring someone to give up their skateboard at the bowl.

Arranging to meet someone and then standing them up -
again.

Sticking a label on someone's back saying "homo".

Holding the door shut when someone is trying to get into class.

Pulling someone's chair away when they go to sit down.

Picking on a less experienced user in an online game, making it
hard for them to join in the game.

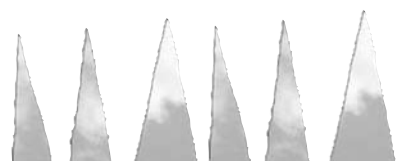
Repeatedly pulling someone's hair.

Always leaving someone out of a team or group.

Making unkind remarks about a member of someone's family.

Making a fist at someone.

Making faces behind someone's back.



Types of Bullying

Gesture

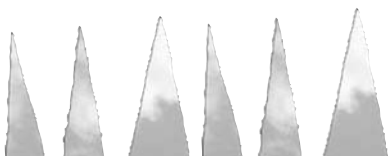
Physical

Cyberbullying

Verbal or Emotional

Extortion

Exclusion



Learning Outcomes

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

Curriculum Links

Health Education

This module has been developed as Health Education. Links with **Health and Physical Education** in the **New Zealand Curriculum 2007** are given below.

- **Key Area of Learning** : Mental Health
- **Underlying Concepts**
 - Well-being, Hauora (especially taha hinengaro and taha whanau)
 - expressing thoughts and feelings about bullying
 - The Socio-ecological Perspective
 - recognising that everyone must play a role in stopping bullying
 - Attitudes and Values
 - developing a sense of social justice
- **Strand**

Personal Health and Physical Development (Safety Management) and Relationships with Other People.
- **Achievement Objectives**
 - Identifying issues associated with bullying situations and describing options to overcome these
 - Understanding why people behave as they do in bullying situations

Key Competencies

Thinking

Participating and Contributing

Relating to Others

Managing Self

Resources

Ten sheets of A3 paper, each with one of the questions from '2' below written at the top, with the remaining space on the sheet ruled into ten sections

Felt pens and blu tak

Teachers' Notes

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

Teaching

- 1 Put students into pairs or small groups. Invite each group to discuss the following questions.

Why do people bully?

Why do others often do nothing to stop the bullying?

Ask some pairs to share their discussion.

- 2 Read the following situation to the class. Choose a name for the situation that is appropriate to the class, while not actually being a class member.

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

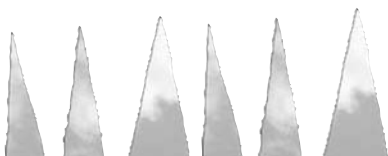
Put students into ten groups. Give each group one of the A3 sheets of paper, with one of the following questions on it.

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

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

Sample Answers Students May Give:

- Q 1 embarrassed, ashamed, stink, isolated, angry, tormented, guilty, frightened, unhappy
- Q2 to get attention, to exercise power, to show-off, popularity, to be cool, to be clever, to get friends
- Q3 to feel they belonged, to get approval, embarrassed, relieved it wasn't them, afraid, nervous, its fun to belong to a group, to conform, it was funny and exciting
- Q4 powerful, in control, a leader, accepted, cool
- Q5 mean, unkind, cool, powerful, frightening



- Q6 walk out, make a comment, tell an adult, make a gesture, tell them to stop, say how it makes her feel
- Q7 afraid, no support, lacking confidence, blaming self, believes what others say, lonely
- Q8 afraid of being identified, could be isolated from the group, uncertain, afraid they might get unwanted attention, thought (name) deserved it, thought the teacher should do something
- Q9 wimpy, didn't care, didn't want to embarrass (name) further, scared, thought it was best to ignore it, didn't know what to do, thought it was funny, would deal with it later.
- Q10 join in, tell the bully to stop, not laugh, pretend I didn't notice, tell (name) I was sorry later, tell an adult

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

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

Homework

- Students write the following questions into their Health Journal and answer them.

What have you personally learnt from this lesson?

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

What has happened to stop you from behaving this way in the past?

What could help you change your behaviour?

Assessment Opportunities

- Consider the answers to the ten questions and summary statements
- Read students' entries in their Health Journals

Lesson Outcomes

- 1 Students will be able to list strategies to manage bullying.
- 2 Students will explain that everyone has a role in ensuring that bullying cannot flourish.
- 3 Students will practise appropriate action in bullying situations.

Curriculum Links

Health Education

This module has been developed as Health Education. Links with **Health and Physical Education** in the **New Zealand Curriculum 2007** are given below.

Key Learning Area: Mental Health

- **Underlying Concepts**
 - Well-being, Hauora (especially taha hinengaro and taha whanau)
 - offering support for those who are being bullied
 - Health Promotion
 - developing personal skills to take action to stop bullying
 - The Soci-ecological Perspective
 - recognising the need for shared responsibility to overcome bullying and support those who are bullied
 - Attitudes and Values
 - developing a sense of social justice
- **Strand**

Personal Health and Physical Development (Safety Management) and Relationships with Other People
- **Achievement Objectives**
 - Investigating strategies to overcome bullying.
 - Developing personal skills to support victims of bullying.
 - Planning strategies to respond to bullying.

Key Competencies

Thinking

Managing Self

Relating to Others

Participating and Contributing

Resources

Cartoons see pages 14-17

Teachers' Notes

- 1 *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.*
- 2 *Choose cartoons that are appropriate for your class.*
- 3 *Opportunity is provided here for students 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 practise begins. De-role players afterwards.*

Teaching

- 1 With the class, brainstorm strategies that can be used to manage a bullying situation. Students should consider this from the point of view of all involved - the person doing the bullying, the person being bullied and the observers. Put suggestions on the board. Work with the class to group them under the following headings. Some strategies may fit into more than one category.

Stop It

Self Help

Share the Problem

Step In

Note: Current overseas research shows that one of the most effective ways secondary schools students handle bullying is by ignoring it.

- Ask: *Are all these strategies safe? Why or why not?*
Would all these strategies work in every situation? Why or why not?
Would all these strategies work for everybody? Why or why not?
Why is it hard for the person being bullied to do anything to stop it?
What is the best strategy for the person being bullied to use? Why?
(tell an adult and keep telling until something is done to stop the situation)

- 2 Students can work in small groups for this activity. Give each group one of the cartoons. Ask them to:
 - (i) Complete the speech bubbles to show how they think the characters are feeling.
 - (ii) Write in the box below the cartoon some appropriate action that characters in the scene other than the victim could do to stop the bullying.

- 3 Put students in the same group as above. Explain that they are to practise (role play) the action that they have suggested for their cartoon, using the following steps.

- (i) Identify characters in the scene
- (ii) Set the scene.
- (iii) Practise the action.
- (iv) Discuss how effective the action was.

Invite some groups to share their role play with the class.

After each:

- Ask: *How effective do you think this action was?*
What could have been done to improve it?
Do you think you could carry out this action in a real bullying situation? Why or why not?

Note: Do not allow students to 'practise' the bullying shown in the cartoons. Ask them to start from a freeze frame.

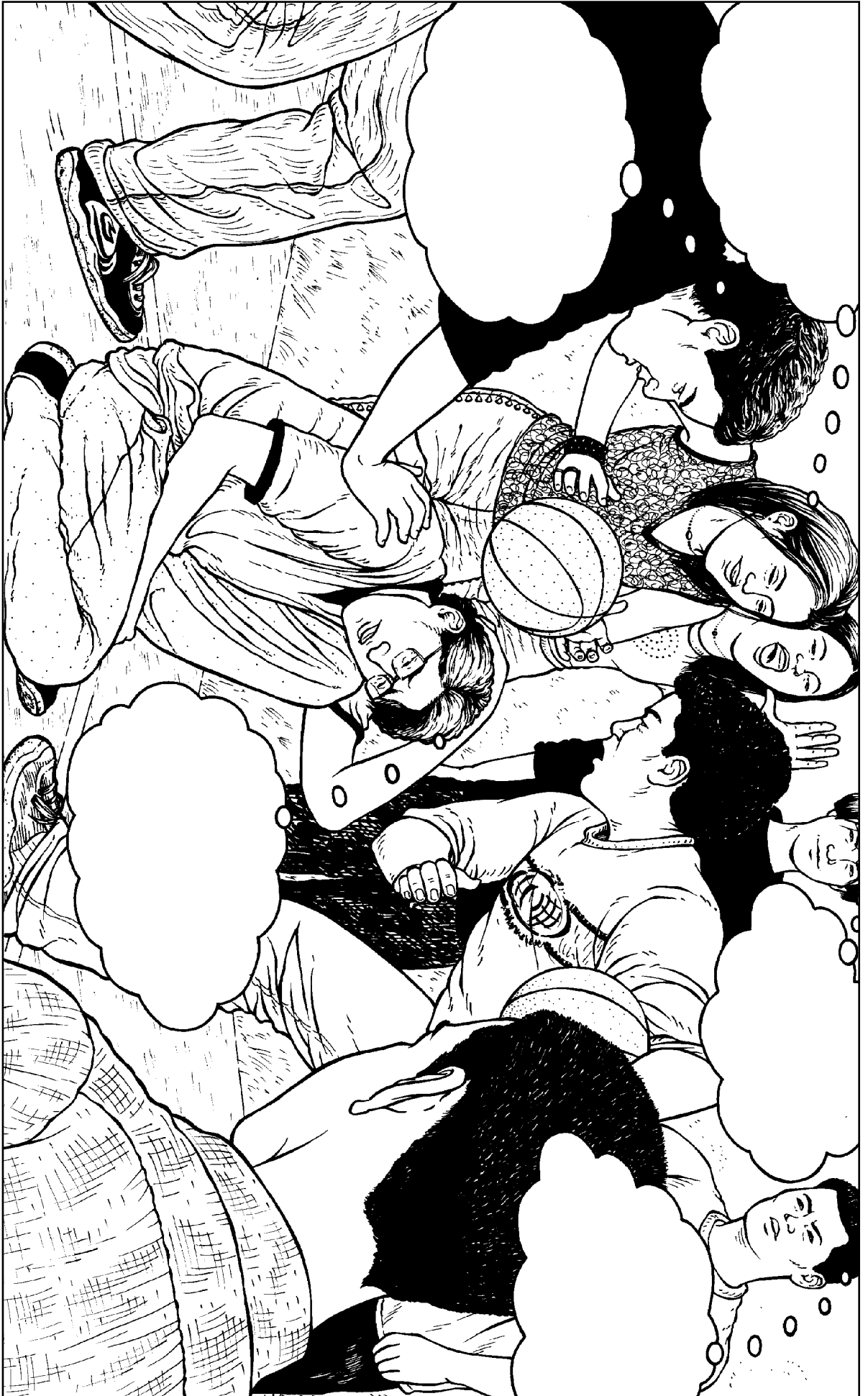
Homework

- Invite students to prepare a statement about the 'telling environment' to overcome bullying, to share with their family.

Assessment Opportunities

- Observe students practise strategies.





What could these people do to stop the bullying?

What could these people do to stop the bullying?



What could these people do to stop the bullying?





Lesson 4 Healthy Groups and Relationships

Learning Outcomes

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

Curriculum Links

Health Education

This module has been developed as Health Education. Links with **Health and Physical Education** in the **New Zealand Curriculum 2007** are given below.

Key Area of Learning: Mental Health

- **Underlying Concepts**

Well-being, Hauora (all aspects)

- identifying qualities of relationships that will lead to a sense of well-being

Health Promotion

- developing guidelines to ensure the emotional safety of their 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

- **Strand**

Personal Health and Physical Development (Safety Management) and Relationships with Other People

- **Achievement Objectives**

- Evaluating features of a healthy classroom.

Key Competencies

Thinking

Managing Self

Relating to Others

Participating and Contributing

Resources

Copysheet A3 **Qualities of Groups and Relationships** page 20

Teachers' Notes

- 1 Copysheet A3 could be used as is, or could be cut up and made into sets for group work. This would allow students to physically group the qualities.

Teaching

- 1 Put the terms 'healthy' and 'unhealthy' on the board. Discuss these 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.
- 2 **Either:** Give each individual student Copysheet A3 **Qualities of Relationships and Groups**. Ask them to circle in red all the qualities listed that would lead to 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 copysheet.

Or: Put students into groups. Give each group a set of cards made from Copysheet A3. Invite the group 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?

- 3 Put students into groups. Using these ideas from '2' above, each group develops a set of guidelines, or code of conduct, that would allow their group/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 the class agreement on this.

The completed code of conduct could be:

- (i) Presented at a special morning tea to invited guests such as:
Principal
Staff
Representatives of the Board
- (ii) Presented to the Student Council who could then work to develop a whole school code of conduct.
- (iii) 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.

Assessment Opportunities

- Assess copysheets completed by individual students.
- Observe how well students follow their guidelines for a healthy classroom.



Qualities of Healthy 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

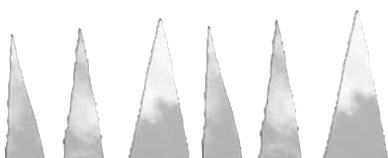
Add other 'healthy' words from the board here:

Complete these sentences:

My description of a healthy group or relationship is

I think people who are in healthy groups and relationships would feel

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





Part B

A Kia Kaha Health Module for Years 11-13

Introduction

The **Kia Kaha** Health Module for Years 11-13 consists of four separate lessons, which can be used as a sequence or individually; can be used to raise awareness at the beginning of the whole programme; or can be used at intervals during the Action Planning Process. (see Part C page 43)

The Lessons Overview

Lesson	Learning Outcomes	Health and Physical Education Strands
Lesson 1 Bullying Revisited	Demonstrate an awareness of bullying in schools and society.	Personal Health and Physical Development (Safety Management) and Relationships with Other People. <ul style="list-style-type: none">• Understanding how individuals and groups may hold different views and beliefs about bullying.
Lesson 2 Societal Bullying	Identify examples of societal bullying reported in the newspaper and suggest changes that could eliminate this.	Personal Health and Physical Development (Safety Management) and Relationships with Other People. <ul style="list-style-type: none">• Analysing societal attitudes, values and behaviours that contribute to societal conflict and feelings of self worth and suggesting ways of overcoming these.
Lesson 3 Rights and Responsibilities	Recognise own and others' rights and responsibilities to minimise the risk of bullying.	Personal Health and Physical Development (Safety Management) and Relationships with Other People. <ul style="list-style-type: none">• Students will plan and evaluate strategies recognising their own and others' rights and responsibilities to avoid or minimise the risk of bullying.
Lesson 4 Deciding on Strategies	Plan strategies and demonstrate interpersonal skills to respond to bullying situations.	Personal Health and Physical Development (Safety Management) and Relationships with Other People. <ul style="list-style-type: none">• Plan strategies and demonstrate interpersonal skills to respond to challenging situations such as bullying appropriately.

Learning Outcomes

- 1 Students will demonstrate an awareness of bullying in schools and society.

Curriculum Links

Health Education

This lesson has been developed as Health Education. Links with **Health and Physical Education** in the **New Zealand Curriculum 2007** are given below.

- **Key Area of Learning**
Mental Health: examine bullying and its effect on people's health.
- **Underlying Concepts**
Well-being, Hauora (especially taha hinengaro and taha whanau)
- expressing feelings about being bullied

Attitudes and Values
- own and societal attitudes to bullying
- **Strand**
Personal Health and Physical Development (Safety Management) and Relationships with Other People.
- **Achievement Objectives**
Understanding how individuals and groups may hold different views about bullying.

Key Competencies

Thinking

Relating to Others

Participating and Contributing

Resources

Copysheet B1 **Types of Bullying** pages 24

Note: Copysheet 1 is used in two ways – it provides the headings which will be written on to A4 paper and it will be cut up for use in the continuum activity.

Copysheet B2 **Bullying Definitions** page 25

Copysheet B3 **Societal Roles** page 26

11 A3 sheets of paper

11 A4 sheets of paper

Felt pens

Teachers' Note

Since people have different viewpoints about what constitutes bullying and how serious its effects can be, it may take time for a school or community to work to a position where all members agree that bullying is unacceptable and wish to adopt zero-tolerance of bullying.

Teaching

- 1 Refresh the class view of what bullying is. You may like to refer to the definition on page 8 of ***Kia Kaha in Your School – a working booklet for secondary schools***.

Put students into 11 groups. Allocate each group one of the A4 pages with one type of bullying written on it (headings taken from Copsheet B1). Give each group a few minutes to write a one-line explanation of their term. They then pass the paper on in a clockwise direction for the next group to write their view and so on. Continue this until each group has responded to each term, and each paper is back at the point of origin. The group then makes a single statement representing all viewpoints. This is written on the left hand side of an A3 page, as shown below.

Type of Bullying:	
Class View	Stated View

Hand out Copsheet B2 ***Bullying Definitions*** to each group. Students write the stated view for their bullying term in the second column of their chart. They compare the two definitions.

The teacher directs questions to the whole class.

Ask: *If these views differ, why might that be?*

Is it acceptable to have different understandings of these terms? Why or why not?

How might these different understandings come about?

How might the consequences of different group's viewpoints about bullying and violence impact on individuals?

What other types of bullying are you familiar with in this school and community?

- 2 Put students into groups. Allocate each group one of the societal roles from Copsheet B3. Ask them to familiarise themselves with the role. Tell them that they will all need to stay in that role and respond as their character for the whole of this activity.

Give each group two of the cards cut up from Copsheet B1. In role, they must decide where they would place this type of bullying on a continuum, one end of which is **less severe**, while the other is **most severe**. They must be able to justify their choice.

Pace the continuum out on the floor. Invite one group at a time to place their types of bullying cards on the line. Once all cards are down, any group, still in role, may change the position of other cards on the line. They must give a reason for doing so.

De-role students.

Ask: *What did this activity tell you about people?*

What did you learn about yourself?

What problems do you think might arise because of these different viewpoints?

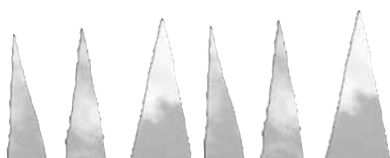
Health Journal

Students can complete the following reflective journal questions as an individual activity.

- 1 *What are three types of bullying you have seen or been involved with in your school or community?*
- 2 *Why do you think different groups may respond to different bullying situations in different ways?*
- 3 *Select two of the societal viewpoints from the last activity. How do you think their views on bullying may impact on the dimension of Hauora?*

Types of Bullying

Intimidation	Teasing
Harassment	Cyberbullying
Exclusion/Isolation	Violence
Put downs	Extortion
Homophobia	Victimisation
Coercion	Bullying because of Disability
Racial Bullying	



Bullying Definitions

Type of Bullying	Definition
Intimidation	To frighten somebody by threats.
Teasing	To bother someone by mocking or poking fun at them.
Harassment	To bother someone with unwanted attention, remarks or comments.
Cyberbullying	The use of ICT, particularly mobile phones and the internet, deliberately to upset somebody else.
Racial Bullying	To bully someone because of their ethnic background.
Exclusion/Isolation	To deliberately leave somebody out or to ostracise them.
Bullying because of Disability	To treat disabled people as inferior and to exclude them.
Violence	To use deliberate force against someone with the intention of harming them.
Extortion	To use threats or violence to get possessions or money from another person.
Put downs	To make hurtful remarks about such things as a person's appearance, race, abilities or family.
Victimisation	To punish, or discriminate against unfairly or selectively.
Homophobia	The fear and hatred of, or irrational and distorted view of homosexuality, or perceived homosexuality.
Coercion	To use force or threats to make another person do something.

Societal Roles

Law Enforcement Officer

You are conscientious. You promote safe, law-abiding behaviour.

You have a strong personal commitment to helping young people.

You witness a lot of criminal violence.

Mother of a Teenager

You are a bit of a rebel.

You rebelled against your strict, conservative upbringing.

You have a trendy, well-paid job.

You can't relate to violence of any sort.

Year 11 Student

Last week you were bullied every day by someone online and by text message. You are feeling desperate about this.

Grandfather

You are retired from the Armed Services after a successful career.

You believe your daughter is being far too lenient with your grandchildren.

Teacher

You don't tolerate bullying amongst your students.

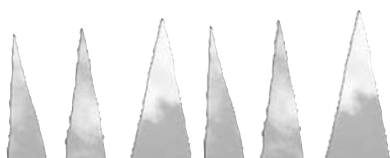
To keep good discipline in class you have all the desks in rows facing the front, with students seated in alphabetical order.

When students don't perform to your standards, you stand them up in class and give them a lengthy reminder about their responsibilities.

Cultural or Religious Leader

You are a caring and protective individual, although some have criticised you for being over protective.

You are very concerned about conflict between your values and the values of the young generation.



Learning Outcomes

- 1 *Students will identify examples of societal bullying reported in the newspaper and suggest changes to overcome this.*

Curriculum Links

Health Education

This lesson has been developed as Health Education. Links to **Health and Physical Education** in the **New Zealand Curriculum 2007** are given below.

- **Key Area of Learning**
Mental Health : examine bullying and its effects on people's health.
- **Underlying Concepts**
The Socio-ecological Perspective
 - identify factors that influence people's choices and behavioursAttitudes and Values
 - developing a sense of social justice
- **Strand**
Personal Health and Physical Development (Safety Management) and Relationships with Other People.
- **Achievement Objectives**
 - Analysing bullying attitudes, beliefs and behaviours that contribute to societal conflict and feelings of self worth and suggesting ways of overcoming these.

Key Competencies

Thinking

Relating to Others

Using language, symbols and texts

Resources

Copysheet B4 **Newspaper Articles** pages 29-31

Newspaper articles brought by students and/or teacher

Note: Prior to this session the teacher may like to gather examples of bullying from local newspapers, or may task students with this, rather than use the examples provided on Copysheet B4.

DVD TV One News Clip

Teachers' Note - Safety online

- Tell an adult as soon as possible.
- Set your Bebo/Facebook/MySpace profile to private.
- Only let real friends on your site.
- Don't put contact details on your profile.
- Use a tricky password and security question.
- If you receive abuse online, write down the name of the bully and take a screen shot of the abuse. Report it to the site administrators.
- Don't reply to abusive text messages or pxts.
- If you receive more than 4 messages from the same number in a week complain to your phone provider
- Block people who bully you and delete mean comments off your page.
- Choose the option to review all comments before they are posted on your profile page.
- Save all bullying.

Teaching

- 1 Put students into small groups. Give each group Copysheet B4 *Newspaper Articles*, or have them work with local newspaper articles. Invite students to read the articles and to group them under headings. Some students may prefer to come up with their own headings. For others you may give them headings such as *racism, homophobia, workplace bullying, cyberbullying, disability bullying and physical bullying*. Some articles may fit under more than one heading.

Ask groups to compare their groupings.

Ask: *Why do you think people behave this way towards others?*
 What does it tell you about their values?
 What could be done to stop this bullying?

- 2 Show students the DVD TV One News clip

Ask: *What sort of bullying is being described?*
 What are the characteristics of cyberbullying?
 What are the effects of bullying on these two girls?
 What could they have done?

Discuss with students how to prevent and manage cyberbullying.

- 3 Students debate the topic ***Bullying is so ingrained in our society that it will never be removed completely.***

Health Journals

Ask students to find an example of bullying in a local paper over the next week. They paste this into their Journal, say what sort of bullying it is and suggest changes that could stop bullying of this sort.

Assessment Opportunities

- Assess students' Journal entries.

Newspaper Articles

Nine-year-old scared of school

Ever morning when she wakes, nine-year-old Angela Stevens begs her mum not to send her to school. School has become a living nightmare as Angela is teased and tormented to the point of despair because of her weight. "Kids sometimes wake up in the morning and say 'I don't want to go to school, I don't feel well', but Angela does that all the time," says her mother Helen.

From the day she started school as an excited five-year-old, Angela has been teased ruthlessly by other children.

During her pregnancy Helen had developed gestation diabetes, which caused Angela to grow bigger than normal babies. Four kilograms at birth, Angela has always been large for her age, but her mother believes she is too young to consider dieting.

Doctors have told the Stevens there is a high chance Angela will develop hereditary diabetes in her teen years.

The shy Oamaru school girl endured years of torment at her first school in Christchurch, and now faces more of the same at Glenarvy School, where she is sick of being called names. She is tired of endless jokes about her weight, and being punched and kicked by older kids.

"It makes me feel stupid. I feel like I'm really dumb," she says, her big brown eyes downcast.

When asked if she hates school, Angela pauses before answering in a soft voice, "I am scared of school."

Copyright courtesy of Woman's Day
21 August 2000

Bullies the bane of workplace existence

Diane breaks into a sweat when she hears someone whistling. Her body stiffens, her heart thumps, her hands go clammy.

It's months since she resigned her job, but the sound transports her right back to that horrific time in the office, her boss whistling cheerily as he approached. What would it be this time, she'd wonder? What would he find to criticise? He'd been on her case ever since he'd invited feedback on a pet project of his and she'd poured cold water on it.

Would he change her job around again? Shorten her project deadline? Tell her that the higher-ups wanted it done differently? Tell her that people had complained about her? Accuse her of being "negative" because she wanted clarification? Chastise her for being late, even though he was often tardy himself? Make fun of her with a curt remark or a roll of the eyeballs?

For a moment, Diane relives the despair, the helplessness, the plunging depression. She remembers the chills and flushes, the insomnia, the tearfulness, the dread, the confusion.

What was she doing wrong? Was she incompetent? Surely not – her colleagues and clients were pleased with her work.

His carping seemed so unfair, but was there a grain of truth there? Sometimes she tried to complain, but taken separately, each incident could seem trivial. Was it her fault? It made no sense. Was she going mad?

No. Diane was the target of what British researcher Tim Field calls "the main, but least recognised, cause of stress in the workplace today": bullying.

Evening Post, Tuesday December 19, 2000

Teen on Bebo hacking charge

By Marty Sharpe

A young woman faced a criminal charge for allegedly hacking into a schoolgirl's Bebo page - an offence punishable by a maximum of seven years in jail.

Police say the prosecution serves as a warning to others who may not realise that tampering with an Internet social networking page carries a stiff penalty.

The prosecution comes after Rachel Boyte, 16, tried to log on to her Bebo and Hotmail pages and was denied access.

"I went to sign into the accounts and they said the password had been changed."

"I had an idea who had done it, but I don't know exactly how they did it," she said.

"It was quite a big deal to me. I lost all my e-mails and quite a lot of private stuff on the Bebo page."

"If it happens to anyone they should let the police know so things can be done about it and people will be aware there are consequences."

"I think it's quite common and people won't know who did it. I know a few people who have had it

happen to them."

Suspecting something was amiss, the Hamilton Girls High School pupil contacted police.

A woman was charged after police made inquiries with the internet service provider. Section 250 of the Crimes Act prohibits intentionally or recklessly damaging a computer system or accessing a computer without authorisation.

Police national e-crime manager Maarten Kleintjes said people who accessed other's internet accounts often did not realise they were committing a crime.

"But ignorance is no excuse."

Mr Kleintjes said the maximum term of seven years' imprisonment for unauthorised access could be extended to 10 years in cases in which the person's actions had endangered lives.

The woman, 19, appeared in Hastings District Court in September, charged under the Crimes Act. She was granted diversion by Police but will not have a criminal conviction if she complies with the conditions imposed by Police.

The Dominion Post Tuesday, 05 August 2008

Too many bullies and liars in workplace By HAYDON DEWES

A THIRD of public servants have witnessed misconduct in the workplace, ranging from lying on timesheets to sexual harassment, theft and abuse.

But only half of them reported it - which a survey commissioned by the State Services Commission says is due largely to mistrust of managers.

The report, by the United States Ethics Resource Centre, says public servants reported high levels of dissatisfaction with how complaints were processed - believing they were covered up or ignored.

It recommends that senior managers "walk the walk and talk the talk" on integrity and conduct.

The Ethics Resource Center surveyed 4642 public servants from 38 agencies for its report. Of the third who had observed misconduct, 18 per cent believed those responsible were breaking the law.

Abusive or intimidating behaviour was the most common complaint, followed by improper Internet or

email use, and lying.

Staff reported age, gender and ethnicity discrimination, sexual harassment, alterations to documents, accepting inappropriate payments or perks, theft, and falsifying records.

Though most employees knew of written standards of integrity and conduct, almost half did not know how to make confidential reports about misconduct.

Only a third knew of the "whistleblower" provisions in the Protected Disclosures Act, which offers legal protection to those who report indiscretions.

Stat Services Commissioner Mark Prebble acknowledged more work was needed "in terms of our report following up, leadership and communication".

"These surveys will from time to time highlight issues that we need to address, and we can't afford to pretend otherwise."

The Dominion Post, Friday 12 October 2007

Teens arrested over 'trophy' video

TWO NEW ZEALAND teenagers have been arrested after allegedly beating a 16-year-old so they had footage to post on the internet as a "trophy".

Hastings police youth services coordinator Sergeant Dave Greig said the alleged assault took place on March 30, and police were told last week that footage had been posted at the YouTube website.

Two boys, aged 14 and 16, who went to the same school as the victim, had been arrested and were due to appear in court on Friday. Other arrests may follow, he said.

He said the incident was particularly alarming because it appeared the perpetrators had specifically arranged the assault, in front of 20-30 children, to post a "trophy" online.

"This is the first incident that I am aware of where

it was specifically arranged then recorded then posted. It appears to have been posted for two reasons. One to give the offenders some notoriety or street cred ... but more importantly to humiliate the victim," Greg said.

"We have been able to establish that the whole thing was premeditated. That basically it was always intended that it would be videoed. It was always intended that it would be posted on YouTube," he said.

The 16-year-old victim suffered cuts to his mouth and bruising but had not contacted police about the alleged assault because he was too scared of the ramifications.

During the police investigation it was learned other school children were distributing violent footage from YouTube, Sgt Greig said.

April 18, 2007 AAP

Note: The youngest boy was sentenced to 6 months supervision. The older boy was ordered to carry out a Supervision with Activity Plan based around a proposed apprenticeship. A third boy had to complete an intensive family group conference plan.

'NO ONE HELPED'

Two 13 year-old girls claim they were dragged along Levin's main street by the hair after being kicked and beaten in the women's toilets by a group of about 20 drunken teenagers without anyone intervening, the woman who eventually rescued them said yesterday.

Victoria Harper and Chantelle Wallace told of their hour-long ordeal on Wednesday that left them so battered and bruised they had to spend a night in hospital.

The assaults were part of a violent week for Levin that prompted calls from police and community leaders to work together to tackle teenage gang violence.

On Sunday, 14 year-old Ben Oxnam was beaten unconscious by at least two youths who stole his skateboard. Later that night a Levin girl was

assaulted by two 15 year-old girls.

Leanne Walsh said yesterday that she was driving through Levin on Wednesday when she saw a girl, in the middle of a group of teenagers, kicking and punching another girl who was lying huddled in a corner.

Mrs Walsh stopped and called police from a nearby shop. A little later as she was driving away, she saw Victoria and Chantelle running away from the group and she stopped and picked them up. It was then that she was told the girls had first been beaten at the public toilets a block away.

Mrs Walsh said she was horrified that the attack could occur in daylight without anyone doing anything. "I find that scary, that people would turn their heads and close their eyes."

The Dominion Saturday October 7 2000

SCHOOLS ACCUSED OF RACIAL BIAS

Education Minister Trevor Mallard accused some schools yesterday of using the former government's education policies to select children on the basis of race.

In Parliament, Mr Mallard said nearly half the Maori parents who had tried to get their children into schools with enrolment schemes under the previous

system were turned away. That compared with only 10 per cent of Pakeha parents who had been unable to enrol a child in a limited-entry school.

The Government has reinstated school zoning and requires schools that use an enrolment scheme to select children from a ballot rather than choose whom to accept. NZPA, 12 October 2000

ERA declines to reinstate sacked paramedic 'bully'

A ST JOHN AMBULANCE area manager sacked after complaints of work-place bullying and sexual harassment were upheld has had his application for interim reinstatement turned down by the Employment Relations Authority (ERA).

John Smith (not his real name), a St John employee of 31 years, was dismissed from his role as Eastern Bay of Plenty area manager in June after being suspended in October last year while allegations against him were investigated.

The Order of St John Midland Regional Trust Board upheld 14 complaints of misconduct against Mr Smith made by staff at the Opotiki and Whakatanu stations.

The ERA released its decision this month saying the overall justice of the case favoured St John.

St John told the ERA although Mr Smith had excellent technical expertise and skills, it no longer trusted him to deal appropriately with other employees and volunteers.

Some workers had threatened to resign if Mr Smith was reinstated.

St John said it would have to go to impossible lengths to accommodate Mr Smith's reinstatement in or to reduce the impact on other people.

It said because of his behaviour he was unlikely to be permanently reinstated.

Mr Smith said the allegations stemmed from polarised reactions to his personal situation and St John had not adequately taken that into account.

He said others misconstrued his words and actions and that any embarrassment and fear caused were intentional.

He believed comments he made were jovial and was surprised they had been interpreted as offensive.

St John had held him accountable for how others interpreted his actions, Mr Smith said.

The ERA said in its report it was not unusual in situations like this for opinions to become polarised.

"It would be surprising if there were not differing views because people will have had a variety of experiences dealing with Mr Smith and different relationships with him."

"What is of concern is that a number of people have had negative experiences."

The lack of trust other St John's workers had in Mr Smith was a "valid concern", the ERA said.

"Issues of trust and confidence are an integral part of the employment relationship. A number of employees and volunteers, not all of them complainants, say they do not trust Mr Smith and are fearful and anxious about the possibility of his return to work."

Complaints upheld against Mr Smith included three counts each of sexual harassment and bullying, inappropriate behaviour, using the work-place to discredit and harass employees.

The sexual harassment complaints arose from a social event in Hamilton in 2005, when Mr Smith allegedly "gyrated" behind an employee while he was dancing, brushed past him and pinched his bottom. He is also said to have "tickled" a paramedic who has since left the Opotiki station.

Thursday, 20 September 2007 NZPA

Family won't be intimidated by girl bullies

A Hawkes Bay family who suspect a gang of bullying girls was behind an arson at their Onekawa home have made it clear they are not intimidated.

"We ain't going to move out", the father of four girls and a little boy, who did not want to be named, said yesterday.

"They want us to move out because they want to own this street. They want to rule this street."

He said "they" were a group of girls aged between about 12 to 17, who had taken a dislike to his daughters.

Their main target was his 15-year-old, who like his other daughters just "wants to get on with her life" and have nothing to do with the bullies.

"This has been going on for about two years," the father said. "It's girly-girly stuff ... It boils down to jealousy. We are a good family ... We try to keep our girls away from it."

But he added his girls had strong spirits and were not prepared to join in the street culture the gang of girls indulged in.

He said the family's Housing New Zealand home and their car had been the target of tagging in the past but the early morning arson on Thursday had gone too far.

"What really ticks me is that my little boy was here asleep. Another few minutes and the fire would have taken off."

Luckily it was spotted by a neighbour across the road who ran over and pounded on the door. The father had been asleep and his wife answered the door, to be told by the neighbour to "grab a bucket".

In the wake of the incident the man's daughter had gone to stay with a relative but would be returning. "I have told her not to react to them. Just stay back. Keep your head on your shoulders and just be yourself."

It was an attitude the whole family had taken, although he conceded his wife was feeling shaken.

"I have been here for six years and I will stand my ground."

The arson is being investigated by the Napier CIB. It appears kerosene may have been used to start the fire.

Saturday January 12, 2008
Hawke's Bay Today

Learning Outcome

Students will recognise own and others' rights and responsibilities to minimise the risk of bullying.

Curriculum Links

Health Education

This lesson has been developed as Health Education. Links with **Health and Physical Education** in the **New Zealand Curriculum 2007** are given below.

- **Key Area of Learning**
Mental Health: examine bullying and its effects on mental health
- **Underlying Concepts**
Well-being, Hauora (especially taha whanau)
The Socio-ecological Perspective
- contribute to their own and others' well-being, by an awareness of individual rights and responsibilities.
Attitudes and Values
- respect for the rights of others
- **Strand**
Personal Health and Physical Development (Safety Management) and Relationships with Other People.
- **Achievement Objectives**
Students will plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise the risk of bullying.

Key Competencies

Thinking

Using language, symbols and texts

Participating and contributing

Resources

Copysheet B5 **The United nations Convention on the Rights of the Child** page 35-37

Copysheet B6 **Code of Students' Rights** page 38

A3 sheets of paper

Teaching

- 1 Students could work in pairs or small groups. They stay in these groups throughout the activity. Ask each group to write a case study of a young person who is being bullied. This could be fictional or based on reality, although you will need to remind them that real names should not be used. The case study should be written at the top of an A3 sheet of paper. The case study should cover:

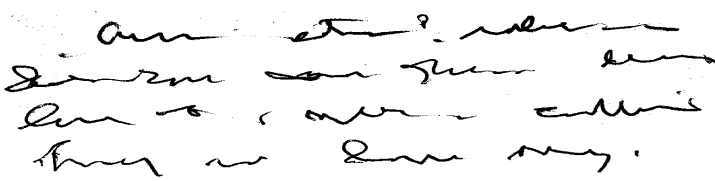
- **the nature of the bullying**
- **the period of time over which it has been going on**
- **who knows about it**
- **the effects that it is having on the person being bullied**
- **anything that has been done to help**

Ask each group to pass their case study to the group on their right.

- 2 Give each group Copysheet B5 ***The United Nations Convention on the Rights of the Child***. Invite them to read and discuss the rights. They then read the case study they have been given and identify any of these rights that are being infringed for the person being bullied. These are recorded on the A3 sheet.

Ask each group to pass their A3 sheet to the group on their right.

3. Ask each group to read the information that has been passed on to them. Discuss with the class that while all young people have rights, each right has a corresponding responsibility. Ask for some examples of this. Remind them that everybody has a responsibility to minimise the risk of bullying. Invite each group to list the responsibilities that young people have to help minimise bullying, on the bottom of their A3 page. The completed sheet should look something like the one below.

Case Study 
Rights that are being infringed Article Article Article
Responsibilities of others to minimise bullying 1 2 3

Display the completed A3 sheets on the wall, and ask groups to read the work of other groups.

Ask: *Why do you think the United Nations developed this Convention on the Rights of the Child?*

Do you think that generally children and young people's rights are upheld in New Zealand? Why or why not?

Do you think that in this school and community young people's rights are upheld? Why or why not?

Do you think the young person who bullies has rights as well? Why or why not?

What would need to happen here to ensure everyone's rights were respected?

What can young people do if they feel their rights are being infringed?

- 4 **Either:** Working in different groups, invite students to compile a Code of Students' Rights that they would like to see operating in their school. These could be checked against the ones on Copysheet B6 for comparison purposes.

Or: Working in different groups, invite students to consider Copysheet B6 **Code of Students' Rights**. They then adapt these to make a suitable code for their school.

The class may like to come up with one definitive Code, which could be taken to the principal for his or her consideration.

Health Journals

Students can complete the following reflective journal questions as an individual activity.

To what extent do you think you respect the rights of others?

To what extent do you think your rights are respected?

What could you do in this school to minimise the risk of bullying?

Assessment Opportunities

- Assess the completed A3 charts according to task criteria.
- Assess students' entries in their Health Journals.

The United Nations Convention on the Rights of the Child - Adopted by the United Nations in November 1989

Here's a brief summary of the Convention. Note it's not the actual wording – contact the Ministry of Youth Affairs if you would like a full copy, or visit the United Nations web site at www.unhcr.ch/html/menu3/b/k2crc.htm.

The Preamble

The Preamble reminds us of the basic principles of the United Nations and relevant treaties and laws.

It emphasises:

- that everyone, including children, has human rights, which are the basis of freedom, justice and peace
 - that children need special care and attention
 - that families are the best place for children to grow up
 - that children need legal and other protection
 - how important it is to respect children's cultural values
 - the importance of international co-operation in ensuring children's rights.
-

Part 1

Definition of a child

ARTICLE 1 A child is a person under the age of 18, unless their country's laws say it is earlier.

Non-discrimination

ARTICLE 2 All UNCROC rights apply to all children, no matter who or where they are. The Government is responsible for protecting them from any type of discrimination and acting to promote their rights.

Best interests of the child

ARTICLE 3 All actions that involve children should consider their best interests. The Government should look after children when their parents – or anyone else responsible for looking after them - do not.

Implementation of rights

ARTICLE 4 The Government must do all it can to implement the rights in this Convention.

Parental guidance

ARTICLE 5 The Government must respect the rights and responsibilities of children's families to provide guidance for them in a way that suits their changing abilities.

Survival and development

ARTICLE 6 Every child has the right to life, and the Government is obliged to make sure they survive and develop.

Name and nationality

ARTICLE 7 Children have the right to a name when they are born. They also have the right to a nationality and – as much as possible – to know their parents and be cared for by them.

Preservation of identity

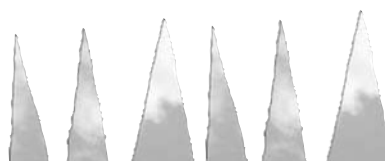
ARTICLE 8 The Government is obliged to protect and, if necessary, re-establish basic aspects of the child's identity. This includes their name, their nationality and any family ties.

Separation from parents

ARTICLE 9 Children have a right to live with their parents unless it is decided that this is not the best option for them. Children have the right to maintain contact with both parents if they are separated from them.

Family reunification

ARTICLE 10 Children and their parents have the right to leave any country and enter their own country to reunite with their families or maintain their relationship with their parents.



Illicit transfer and non-return

ARTICLE 11 The Government is obliged to prevent and act on kidnapping or any other act that keeps a child away from their own country – whether by their parent or anyone else.

The child's opinion

ARTICLE 12 Children have the right to express their opinion freely and to have that opinion considered in anything that affects them.

Freedom of expression

ARTICLE 13 Children have the right to express their own views, get information and tell others about their ideas.

Freedom of thought, conscience and religion

ARTICLE 14 The Government should respect children's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Freedom of association

ARTICLE 15 Children have a right to meet with others and to join or form groups.

Protection of privacy

ARTICLE 16 Children have the right to protection from interference with their privacy, their family, their homes and correspondence, and from illegal attacks on their honour or reputation (slander or libel).

Access to appropriate information

ARTICLE 17 The Government should make sure that children have access to information and material from a wide range of sources. It should also encourage the media to produce and distribute information that is good for children, and take steps to protect children from harmful material.

Parental responsibilities

ARTICLE 18 Parents are jointly responsible for raising their children, and should do what is best for them. The Government should provide appropriate help to parents in bringing up their children.

Protection from abuse and neglect

ARTICLE 19 The Government should protect children from all types of mistreatment – by parents or anyone else responsible for their care – and set up programmes to prevent abuse and mistreatment.

Protecting children who do not have a family

ARTICLE 20 The Government is obliged to provide special protection for children who do not grow up in their family or have to stay with someone else for a while, and to make sure that they have appropriate alternative care according to their cultural background.

Adoption

ARTICLE 21 Governments that allow adoption should only let it happen if it is right for the child, and then only when there are competent organisations to manage it, and appropriate safeguards for the child.

Refugee children

ARTICLE 22 Refugee children or children seeking refuge should be given special protection. The Government is responsible for co-operating with international organisations that protect and help refugee children.

Children with disabilities

ARTICLE 23 Children with disabilities have the right to special care, education and training to help them live a full and decent life with dignity – and achieve the greatest possible level of self-reliance and involvement in society.

Health and health services

ARTICLE 24 Children have the right to the best possible health and medical care. The Government should focus on providing primary and preventive health care and public health education and on reducing infant deaths.

Reviewing placement

ARTICLE 25 Children who are placed away from their parents to get the right care, protection or treatment are entitled to have that placement reviewed regularly.

Social security

ARTICLE 26 Children have the right to social security, including benefits (depending on their circumstances).

Standard of living

ARTICLE 27 Children have the right to a standard of living that is adequate for their physical, mental, spiritual, moral and social development. Parents have the main responsibility for this – the Government has a duty to make sure they can, and do, do it.

Education

ARTICLE 28 Children have the right to education. The Government should make sure that primary education is free and compulsory, encourage different types of secondary education and make higher education available to everyone who has the ability. School discipline should be consistent with the child's right(s), and the Government should encourage children to go to school and not to drop out.

Aims of education

ARTICLE 29 Education should aim to develop children's personality, talents and mental and physical abilities as much as possible. It should prepare children for an active adult life in a free society and encourage respect for their parents, their own cultural identity, language and values, and for others' cultural backgrounds and values.

Children from minority or indigenous populations

ARTICLE 30 Children who come from ethnic, religious and linguistic minorities, or who are indigenous peoples, have the right to enjoy their own culture and practise their own religion and language.

Leisure, recreation and cultural activities

ARTICLE 31 Children have the right to leisure and rest, to play and to take part in cultural and artistic activities.

Child labour

ARTICLE 32 Children have the right to be protected from work that is dangerous to their health, education or development. The Government should set minimum ages for work and set laws for working conditions.

Drug abuse

ARTICLE 33 Children have the right to protection from the use of drugs, and from being involved in producing or distributing them.

Sexual exploitation

ARTICLE 34 The Government should protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Sale, trafficking and abduction

ARTICLE 35 The Government is obliged to make every effort to prevent the sale, trafficking and abduction of children.

Other forms of exploitation

ARTICLE 36 Children have the right to protection from all types of exploitation.

Torture and deprivation of liberty

ARTICLE 37 No child should be tortured, cruelly treated or punished, unlawfully arrested or lose their freedom. People under the age of 18 should not get sentences of capital punishment or life imprisonment without any chance of release. Any child who is locked up (such as in prison) should be separated from adults unless it is not the best option for them. Children who are detained should have legal and other help as well as contact with their family.

Armed conflicts

ARTICLE 38 The Government should do everything it can to make sure that children under 15 years old don't directly take part in wars or armed conflicts. No one under the age of 15 should be asked or able to join the armed forces. The government should also make sure that children who are affected by armed conflict are protected and cared for.

Rehabilitative care

ARTICLE 39 The Government is obliged to make sure that child victims of armed conflicts, torture, neglect, mistreatment or exploitation get appropriate treatment for their recovery and settlement back into society.

Administration of juvenile justice

ARTICLE 40 Children in trouble with the law have the right to treatment that promotes their sense of dignity and worth, takes their age into account and aims to help them get back to a normal life. Special laws and procedures should be set up to do this, including a minimum age for being charged with an offence. Children are entitled to be treated fairly (in accordance with the principles of natural justice) and to get legal or other help for their defence. Judicial proceedings and putting children in some type of institution are to be avoided as much as possible.

Respect for higher standards

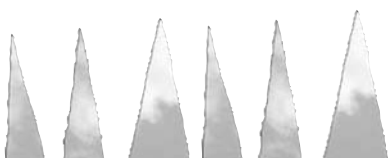
ARTICLE 41 Any standards in national and international law that relate to children's rights and are higher than those in this Convention shall always apply.

Code of Students' Rights

Every student has the right to:

- have their best interests considered when decisions are made;
- have their physical, emotional, spiritual and cultural well-being valued and promoted;
- a high all round standard of educational experience;
- protection from physical, emotional and sexual harassment or abuse from peers or others while in the school environment;
- be treated with respect and dignity by other people;
- be given guidance and help in learning;
- be disciplined in ways which are positive;
- express their views, have a say in matters which affect them, present their side of a story and be treated fairly;
- have matters of privacy protected;
- have opportunities to take part in sporting, creative and other enjoyable activities;
- be free from discrimination of any sort;
- be included in school activities;
- learn and interact in a safe environment;
- associate with other students as they wish within the boundaries of school rules and legal rights;
- retain their own property and have it treated with respect;
- have their family/whanau informed and involved in matters that affect them;
- be taught, and have demonstrated to them, respect for the rights of others and their responsibilities in relation to this.

Office of the Commissioner for Children



Learning Outcome

Students will plan strategies and demonstrate interpersonal skills to respond to bullying situations.

Curriculum Links

Health Education

This lesson has been developed as Health Education. Links with **Health and Physical Education** in the **New Zealand Curriculum 2007** are given below.

- **Key Area of Learning**
Mental Health: examine bullying and its effects on mental health.
- **Underlying Concepts**
Well-being, Hauora (especially taha hinengaro and taha wairua)
The Socio-ecological Perspective
 - choosing strategies to promote their own and other's well-being.Attitudes and Values
 - commitment and courage to make a change in bullying situations.
- **Strand**
Personal Health and Physical Development (Safety Management) and Relationships with Other People.
- **Achievement Objectives**
 - Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.

Key Competencies

Relating to Others

Participating and contributing

Using language, symbols and texts

Resources

Copysheet B7 **Case Studies** page 42

Note: Teachers should choose case studies that are appropriate to their class. Alternatively, local case studies could be written.

Teaching

- 1 Choose one of the bullying situations from Copsheet B7.

Read the case study to the class. Work with students to identify all the people involved in the situation. These should include the person being bullied, the person/s doing the bullying, their supporters, sympathetic onlookers, impartial onlookers.

Note: Avoid using the terms 'bully' and 'victim' with the class. These have the effect of labelling young people, which in turn can lead to behaviour to live up to that label. At times we can all bully or be bullied.

List these people on the board.

Ask: *What could each of these people, or groups of people, do to avoid or minimise the bullying? (strategies)*

List students' suggestions next to the appropriate people.

- 2 Invite students to come and take the role of people (characters) in the case study. Set up the scene, from the end point of the case study.

Note: It is not productive to have students role play actual bullying. Always start from a freeze frame, and action should show positive strategies. Students need to realise that everyone involved in a bullying situation, from person bullying to bystanders, has a role to play to stop the bullying.

Ask each character, or group of characters, to choose one of the strategies listed on the board to rehearse (role play). Each character, in turn tries out their strategy.

After each, consider with the class:

How effective was this strategy?

Would it stop or minimise the bullying? Why or why not?

Was it a safe thing to do? Why or why not?

What else could be tried?

The characters then play the scene in total, with all of them using a positive strategy.

Afterwards, ask the characters:

Ask: *How do you feel about this situation now?*

Do you feel this is an effective solution?

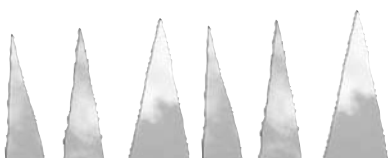
De-role students.

Ask the class:

Do you think you could use these strategies in real life? Why or why not?

What might happen if everyone involved in a bullying incident took positive action?

- 3 Put students into groups. Allocate each group one of the case studies. Each group follows the same steps that have been used above.
 - (i) identify people in the scene and allocate roles.
 - (ii) Decide on positive strategies for each person, or group of people.
 - (iii) Rehearse these strategies.



- (iv) Play the scene, with all involved.
- (v) Analyse the effectiveness of the action.

If desired, some groups could play their scene for the class, for critical analysis.

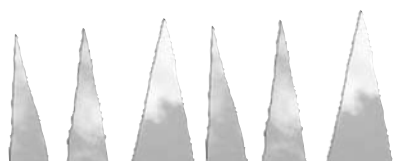
Health Journals

Invite each student to make a personal entry in their journal to cover the following points:

- Things I learnt from this role play.
- Personal skills I developed.
- My future intentions about action in bullying situations.

Assessment Opportunities

- Observe rehearsals (role plays), based on set criteria
- Assess students' entries in their Health Journal.



Case Studies

Case Study 1

It is lunchtime. A student, a recently arrived immigrant, sits alone, dejected. The remains of this person's lunch is strewn on the grass, where it was thrown by a classmate. This classmate is standing not far away, supported by two others, enjoying the misery they have caused. Occasionally they call out racist remarks. Another group of classmates are sitting quite close. Two of them are laughing, but the others look uncomfortable. Another new immigrant is sitting within hearing distance, but is pretending to be unaware of what is going on. Two teachers are on duty in another part of the ground.

Case Study 2

It is evening, in the school hostel. The students are getting ready for bed. Some students are taking showers. A group stand around one person, making comments about body shape and making a barrier to stop the person escaping. They are all laughing. Other students are being very busy, pretending not to notice. One student comes forward and looks as though they might say something, but then loses courage.

Case Study 3

It is after school. A student receives an abusive text message. He looks up and sees a group of students laughing at him. One of these students from the group starts to walk away from the group.

Case Study 4

The teacher has nominated three leaders for a team building activity. The leaders call up team mates in turn. Everyone not yet chosen looks uncomfortable. Finally there is one person left. 'Who wants lard arse' yells someone. Almost everyone erupts in laughter. Those who consider themselves to have been lucky to be chosen keep very quiet.

Case Study 5

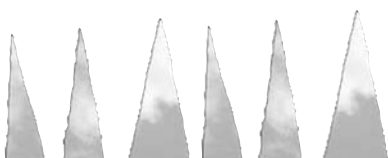
It is lunchtime at the canteen. Students are meant to line up but not everyone respects the queue. Some Year 9 students have just reached the counter. Two year 13 students push their way to the front. They elbow the younger students out of the way and take their place. There is muttering from all round, but no one says anything. Another Year 13 student watches the action, looking annoyed. The canteen manager serves the year 13 students next.

Case Study 6

It is Saturday afternoon, on the back steps leading into the mall. Two young people are heading towards the shops. Suddenly a group of three slightly older youths appear. They push one of the first group to the ground, and help themselves to money and a jacket. One of the others comes to the rescue, but is also punched and kicked. A family group hurry by. Another group of young people lean against a wall, watching, but minding their own business.

Case Study 7

A student who got top marks in an assignment starts getting abuse emails. Then a fake profile is made up about the student. A lot of people are now friends of the fake profile.





Lesson 5 Cyberbullying

Learning Outcome

Students will describe the misuse of information communications technology and have strategies to minimise the risk.

Curriculum Links

Health Education

This lesson has been developed as Health Education. Links with **Health and Physical Education** in the **New Zealand Curriculum 2007** are given below.

- **Key Area of Learning**
Mental Health: examine bullying and its effects on mental health.
- **Underlying Concepts**
Well-being, Hauora (especially taha hinengaro and taha wairua)
The Socio-ecological Perspective
 - choosing strategies to promote their own and other's well-being.Attitudes and Values
 - commitment and courage to make a change in bullying situations.
- **Strand**
Personal Health and Physical Development (Safety Management) and Relationships with Other People.
- **Achievement Objectives**
 - Students will explore rights and responsibilities regarding use of information and communications technology and have strategies to manage misuse.

Key Competencies

Relating to Others

Participating and contributing

Using language, symbols and texts

Thinking

Resources

Copysheet B8 **Bully for You**

Copysheet B9 **Safety Online**

Police Education Officer would be helpful for this session.

Note: Netsafe is negotiating with Childnet International to make available the DVD Let's Fight it Together. This DVD presents a British case study of a student who is the victim of bullying and shows how the situation was resolved. There is a comprehensive Guide available with ideas for using the DVD. The information and advice contained there has been customised for NZ.

This should be available early in 2009 from NetSafe (queries@netsafe.org.nz) or your Police Education Officer. To view the DVD go to the Digizen website: www.digizen.org/cyberbullying

Teaching

- 1 Hand out Copsheet B8, **Bully for You**. Ask students to read it silently and then discuss it with a partner.
Ask: Did anything surprise you about this story?
Was there any information that was new to you?
How common is this sort of bullying in our school and community?
Would anyone like to share an experience of cyberbullying?
- 2 Place a **'hot seat'** in front of the class. Ask students to bring their chairs in close to the hot seat. Place an adult (teacher or Police Education Officer) or a confident student in the hot seat, in the role of Jonelle. The other adult, standing close to the hot seat to provide support, facilitates the session.

Invite the class to ask Jonelle questions to find out more about the cyberbullying and its effect on her. Debrief the person taking the role of Jonelle.
- 3 Ask students who else they would like to talk to in the hot seat. Suggestions could be:
the person who hacked into the Bebo site
Megan, Jonelles' mother
Jonelle's best friend

Repeat the hot seating as outlined in 2 above.
- 4 Invite each student to write down a piece of advice that they would like to give to a person considering hacking in to someone else's social networking site.

Ask students to form two lines facing each other - that is, a **conscience alley**. One of the adults takes the role of the person thinking of doing the hacking. That person walks down between the two lines of students. As they pass each student, that person gives them the advice that they have written down. At the end:

Ask: Do you think the person will still go ahead and hack in?
Which do you think was the best piece of advice? Why?
What advice would you give to a victim of cyberbullying?

Hand out Copsheet B9 **Safety Online**. Stress to the class the importance of reporting cyberbullying as soon as it occurs.

Health Journals

Invite each student to make a personal entry in their journal to cover the following points:

- Personal experience of cyberbullying
- Information gained about ways to avoid cyberbullying
- Who and how to report

Bully for You

BULLY FOR YOU

Last month Hastings police charged a 19-year-old woman with hacking into a 16-year-old's Bebo account. It is thought to be the first prosecution for a practice that is becoming widespread - and causing misery for many a bullied teen.

Catherine Woulfe reports.

"CAN I say the swear words?"

Johnelle Hosking, a 14-year-old from Tauranga, is about to read out a Bebo page, which a school friend put online last year.

Deep breath:

"OK. There's a slut mole bitch slagface whore named Johnelle...since she sucked up to all the teachers she got voted head girl of our school... there's so much we could tell you about her, we don't like her, we never will."

This is the first time Johnelle has seen this page. It was pulled off Bebo, a social networking website, four days after it was set up, but her mother, Megan keeps a printout. Megan says she had been expecting someone to have a go at her "tall poppy" daughter.

But Johnelle had no inkling that anything was wrong until 11am on Saturday, August 18. "I was sitting in my room, on the phone to my friend. She was looking at Bebo at the time. She said, 'Oh, Johnelle, there's this quiz thing on here about you - it says, 'Do you think Johnelle's a two-timing slut?'" The Hosking family didn't have a computer so

Johnelle couldn't look at the quiz, which her classmates were loading on to their Bebo pages.

"Later that day my best friend called me up and said, 'Um, Johnelle, there's something I need to tell you and it's on Bebo,' She said, 'blah-blah and blah-blah [Johnelle's not giving out names] have made a hate page about you'."

"I just went all quiet and stuff."

Johnelle says she thought about the page "every minute". After two days she folded.

"Mum came to me and said, what's wrong, you're not yourself...I just blurted it all out and I started crying and I told her."

Johnelle is a strong, stropky girl; she soldiered on and now, life is back to normal - although she still cringes when people click that she is the "Bebo Girl". But without a few loyal friends and a very watchful mother, she knew things could have turned out much worse. And she has one message for her peers: "I'm telling you this so that it helps other people... If it's happening to you, don't keep it a secret. Even for those two days it just crushed me. Thinking about it minute after minute - I couldn't stop thinking about it. Even if it's going to get you in trouble for maybe starting it or something, you should still tell."

Sunday Star Times / August 17, 2008

Safety Online

Sunday Star Times / August 17, 2008

SAFETY ONLINE

- Tell an adult as soon as anything on the internet, or your mobile phone, upsets you. Then delete bullying messages and photos and block the person from your phone or site.
- Set your Bebo/Facebook/MySpace profile to private. You'll still be able to talk to your friends - but you won't get the random abuse.
- If you receive abusive text messages or pxt, don't reply. Save the messages on your phone as evidence.
- Don't accept friend requests on any site if you're not sure who the person is.
- Don't put any contact details on your profile. If you must, make sure your profile is private, and check the details don't show up in the little box that remains public.
- Use a tricky password for your email and social networking log-ins. Think carefully about the question you use as security - avoid anything that others could guess, or find out. Don't tell it to anyone else!

Ways to deal with bullying:

- If you receive abuse online, write down the name of the bully and take a screenshot of the abuse. Report it to site administrators.
- If you receive abusive text messages or pxts, don't reply, and don't delete the messages.
- Once you have received more than four messages (from the same number) in a week, and not replied, you can complain to your phone company.

Contact NetSafe for free confidential advice:

Email: queries@netsafe.org.nz

Bebo: www.bebo.com/netsafe

MSN: net_safe@hotmail.com

Ph: 0508 638-723



Part C An Action Planning Process for Year 11-13

Taking Action to Create a Safe School Environment

Learning Outcomes

- 1 Students will identify an area of need and develop an action plan to enhance the safety of self and others, to minimise bullying in the wider school community.
- 2 Students will implement and evaluate the action plan identified.

Curriculum Links

Health Education

This unit of work has been developed as Health Education. Links with **Health and Physical Education** in the **New Zealand Curriculum** are given below.

- **Key Area of Learning**
Mental Health: knowledge, understanding and skills to recognise and respond to situations of bullying and harassment.
- **Underlying Concepts**
Well-being, Hauora (especially taha whanau)
Health Promotion
 - helping to develop supportive policies and practices to ensure the physical and emotional safety of all members of the school communityThe Socio-ecological Perspective
 - actively contribute to their own and others' well-beingAttitudes and Values
 - developing positive care and concern for members of the school community through positive involvement and participation
- **Strand**
Personal Health and Physical Development (Safety Management) and Relationships with Other People.
- **Achievement Objectives**
 - Identifying bullying risks within the school community and developing action plans to minimise these.
 - Planning strategies and developing personal skills to respond positively to challenging situations involving bullying.
 - Taking positive steps to identify barriers to a healthy school community and put action plans in place to overcome these.

Key Competencies

Thinking

Relating to others

Participating and contributing

Assessment

This teaching and learning process supports Level 2 Health Education Achievement Standard 90328, worth 5 credits. **Develop, describe and implement a plan of action to enhance hauora/well-being in relation to an aspect of the school or community environment.**

Teachers' Notes

- *To meet the requirements of the Achievement Standard, the teaching and learning about bullying and the planning and implementation of the Action Plan will need to take several weeks of lessons, possibly spread over one or more terms.*
- *Teachers should familiarise themselves with the critical thinking, action planning process.*
- *A safe, supportive classroom is essential for this process.*
- *It is assumed that students will be building on prior knowledge of hauora and specific bullying issues gained through the **Kia Kaha** programme which is available for Years 0-13.*
- *When surveying peers/staff members/members of the school community and implementing an action plan, surveys will need to be endorsed by the principal, senior management team, and guidance network as appropriate.*
- *It is important to acknowledge that it is the process of developing, implementing and evaluating, not the final outcomes, that determine the value of the action plan. The empowerment of young people means the process needs to be owned and driven by the students.*
- *This process will be strengthened where links can be made with the school-wide anti-bullying initiatives, such as the School Year Plan, the Activity Bank, peer support and parent and teacher information and education.*
- *It is anticipated that lesson time will be given to groups to present their progress to date, such as survey findings, action plan, and progress reports.*

Resources

Copysheet C1 **Writing a Survey** page 48

Action Planning Process

Step 1 Clarifying the Issue

This step involves one or two weeks of background teaching and learning. This will provide students with stimulus for the later action plan process. This step could include:

- Revisiting the terminology of bullying and other terminology related to violence and victimisation, such as harassment, cyberbullying, homophobia, racism, teasing, exclusion... (See Lesson 1 **Bullying Revisited** pages 22-26)
- Examining the school policy on anti-bullying, anti-harassment procedures
- Exploring the impact of bullying on Hauora. (See Lesson 3 **Rights and Responsibilities** pages 32-38)
- Looking at research findings on bullying in New Zealand on the Internet. Checkout www.youth2000.ac.nz/publications/reports.
- Brainstorming what is known about bullying situations in their own school community (see school wide survey carried out as part of the school's year 1 plan)

Find out – **what, where, who, why, consequences, impact on hauora, legal aspects** (see Bank Activity 8 of **Activity Bank**)

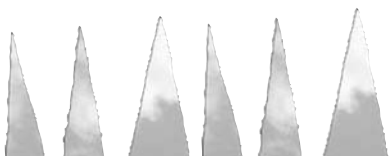
Step 2 Identifying the Need

- (i) Groups of students identify an aspect of bullying relevant to their school community that appears to need to be addressed. This identification will be based on research and discussion to date.

Note: Students can work in groups for this action planning process. However, individual students will need to keep a careful record of work done for assessment purposes.

Examples of Needs to be Addressed:

- Homophobia gay/lesbian name-calling, labelling, exclusion, gay bashing
- Sexual pressure to conform to group expectations



- Party scene – pressure to conform to group expectations
 - Social exclusion – ‘in-crowd’ issues
 - Standover tactics – money, food, clothing, use of other’s equipment
 - Body image – hair cuts, colour of hair, skin colour, disfigurement, disability, size or any form of perceived difference
 - Tall poppy syndrome – pressure not to succeed, intimidation when recognised for success
 - Racial – pecking orders, exclusion
 - Perceived non-conformist behaviours – boys doing drama or ballet, students attending Christian or religious groups
 - Perceived ‘class’ system
 - Brands/labels – permission to wear, acceptance
 - Cyberbullying – email, text messaging, social networking sites
 - Ability differences – academic, sporting, creative
 - Teachers who bully
 - Workplace bullying
 - School insitutional bullying –‘unfair’ systems
 - Location – bullying may occur in quite specific parts of the school or community
- (ii) The group designs a survey to find out more about their issue. See Copsheet C2 ***Writing a Survey.***
- (iii) The survey is administered. In a group of five members, each student could administer 10 surveys, giving a total of 50 samples for the group.
- (vi) The survey data is compiled, analysed and presented in a visually appropriate format.

On the basis of the findings from the survey, each group decides on a particular area of need – that is they will narrow the focus. Students may need to be guided on this, as it will need to be something they can design an achievable action plan around.

It would be useful for teachers to provide some structured lessons to further explore some of the specific areas that students are working on.

Examples could be:

- Homophobia - see ‘Safety in our Schools Ko te Haumaru i o Tatou Kura’ (NZ Aids Foundation Out there / Rainbow Youth 2005)
- Workplace bullying
- Safe Schools – school policies, Education Review Office documents, National Education Guidelines
- Cyberbullying - see www.netsafe.org.nz
- Party Scene pressures – using drug, alcohol and sexuality resources
- Stories depicting bullying (see **Activity Bank** pages 17, 24-27)
- Societal Bullying –see Lesson 2 page 27-31)

Step 3 Developing an Action Plan

Recall with students the essential features of action planning.

- Achievable – steps to be taken defined
- Barriers identified and addressed
- Resources (people or materials) identified

- Realistic time frame set
- Evaluation procedures identified

Examples of Action Plans:

- A visual display of posters and related material produced by students in
 - school foyer
 - library
 - student centre
 - community venue
 - other
- Advocating for
 - a support group to be established for students, such as gay/straight alliances
 - lunchtime activities
 - a private area within changing rooms for intersex and transgender/questioning students
 - more duty teachers/seniors in 'unsafe' areas
 - redesigning or improving unsafe areas in school or community
- Writing a report for the principal and/or Board of Trustees making recommendations for improvements to:
 - a safe school/anti-harassment, anti-bullying policy, or ICT use policy
 - anti-harassment procedures, contact people or peer mediation
- Contributing to newsletters that go out to the school community
- Prepare a powerpoint presentation for parents/caregivers on cyberbullying.
- Performing roleplays, song (check out the **Kia Kaha** music video), dance or rap with anti-bullying messages at school assembly or parents' meetings as part of the school wide programme
- Making a DVD for use with students (see the DVD **Ivan** as an example)
- Facilitating a bank activity with junior classes or taking part of the Year 9-10 **Kia Kaha** Health Module

Step 4 Implementing the Plan

The group puts their plan into action.

It is recommended that for the purposes of assessment, students individually keep a journal or diary of their work, along with a folder of survey responses, planning drafts, photographs of displays and so on. This is the necessary evidence of their individual contribution to the group initiative.

In addition, it would be useful for peers to assess aspects of each other's involvement throughout the process. Helpful information could be taken from *Caring for Yourself and Others* unit G1-3.

Step 5 Evaluation

Students will need to collect some further information after implementation to decide:

- if all parts of the action plan have been implemented;
- which parts of the plan were successful and which were not;
- which aspects didn't go as planned, with reasons;
- what things could be done differently next time;
- how the Senior Management Team have endorsed the plan;
- recommendations for future developments, such as a follow-up survey and adapting the process to meet new criteria.

Note: Teachers should be reflecting on Achievement Standard 2.3 requirements and adapting the process to meet the criteria.

Writing a Survey

Consider the following set of questions when designing your survey.

- What do you want to find out?
- Who is your survey designed for?
- What questions will you need to ask to get the information you need?
- Will you do a face to face survey, a telephone survey or an online survey?
- Should your questions be open or closed?
- Will the surveys be completed anonymously?
- How many questions will you need to ask?
- Will the respondent write the answers or will you?
- Will answers be written, or tick the box or marking a place on a continuum?
- Is your survey user friendly?
- Are any questions misleading?
- Are your questions safe, not too personal, threatening, discriminatory or insensitive?
- Have the principal, senior management or guidance network endorsed your survey?
- Will the responses provide useful and useable information?
- How many people do you want to survey?
- Have you tried your survey with others in the class first?
- How will you manage your data?
- Will you analyse your data or do it collectively with your group?
- How will you present your findings?
- To what audience will you present your findings?
- What time do you want to complete each stage of the survey process?