

Kia Kaha

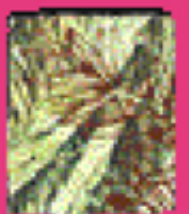
Safer Communities Together

Senior Primary - Years 7 - 8

TEACHING GUIDE



New Zealand Government



Items in the Years 7 - 8 *Kia Kaha* kit

- Teaching Guide PUBL164-12
- Photo Pack **Profiles** PUBL173-12
- **Senior *Kia Kaha*** Disks PUBL165-12
 - DVD ***Kia Kaha***
 - CD pdf of Teaching Guide and Photo Pack: **Profiles**
- ***Kia Kaha* in Your School - a working booklet** PUBL151-12
- Pamphlet ***Kia Kaha*** PUBL150-12
- **Confident Kids** PUBL238-12

Contact your local Police Education Officer for details. Resources such as the Teaching Guide and Working booklet are available to download from New Zealand Police YES internet resources site.

Please refer to **<http://www.police.govt.nz/service/yes/downloads.html>**



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Foreword

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

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

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

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

Young people need our help more than ever.

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



Part A Introduction

Kia Kaha

Kia Kaha is a series of programmes designed to cover school Years 0-13.

The programmes to date are:

Year 0-3	<i>Building a Safe, Happy Classroom</i>
Years 4-6	<i>A Bully-Free Zone</i>
Years 7-8	<i>Safer Communities Together</i>
Years 9-13	<i>Our Place</i>

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

Feelings of self-worth

Respecting differences

Acknowledging similarities

Identifying bullying

Cyberbullying

Strategies to overcome bullying

Working co-operatively

Building a safe, bully-free classroom and community

Rights and Responsibilities (Years 4-6)

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

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

Kia Kaha in Your School – a Working Booklet

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

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

Ministry of Education - Information and bullying resources website. Please refer to http://www.tki.org.nz/r/governance/positive_behaviours/ for up-to-date information on bullying.



Aim

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

General Objectives

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

Definitions

- **Bullying**

The identifying features of bullying.

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

Bullying can take a number of forms:

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

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

- ***Kia Kaha***

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

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

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



Kia Kaha Senior Primary

Safer Communities Together

Acknowledgments

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Nelson

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Story *Once Bitten* by David Hill

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Using the Programme

- **A Safe, Happy Classroom**

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

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

- **A needs-based programme**

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

- **A Sequential Programme**

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

- **Planning for the Year**

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

- **Use the Whole Programme**

Some teachers may see **Kia Kaha** as just 'a bullying programme' and therefore would see Module 1 **No More Bullying** as having the most relevance. It is inadvisable to concentrate on this, however, as all modules are needed if a bully-free classroom is to be achieved.

- **Reinforcement of Learning**

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

- **Children with Disabilities**

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

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

Guidelines for Teachers

Criteria	Yes	No	Partly
Are you aware of the importance of the teacher as a role model?			
Do you demonstrate pro-social behaviour, such as empathy and effective listening?			
Do you attend to the person being bullied first in a bullying incident?			
Have you created zero-tolerance for bullying in your classroom?			
Do you act on disclosures of bullying?			
Do you enforce the rights of the child?			
Have you worked with students to make and display a Class Charter?			
Do you encourage an 'It's okay to tell' ethos?			
Do you give opportunities for co-operative play and learning activities?			
Do you find alternative, positive ways for students who display bullying behaviour to be involved?			
Do you encourage students to be confident and feel good about themselves?			
Do you praise students who support and empathise with one another?			
Do you provide a 'cooling off' or peace corner for students?			
Do you take time to personally speak to each child each day?			
Do you use a sharing circle where students can express their feelings?			

If you answered 'no' or 'partly' to some of these questions, you may like to set goals to achieve these things over the year. It may also be helpful to seek support and help from your senior teacher or health co-ordinator. There is also helpful information for teachers on the Ministry of Education - Supporting Positive Behaviours website.

http://www.tki.org.nz/r/governance/positive_behaviours/

Links with the New Zealand Curriculum

The Essential Learning Areas

Kia Kaha has strong links with the essential learning area Health and Physical Education. The programme contributes to the Key Area of Learning: Mental Health. The learning activities arise from the integration of the four concepts. (Hauora, Attitudes and Values, The Socio-ecological Perspective and Health Promotion) and the strands specifically Relationships with Other People and Healthy Communities and Environments. Each module in **Kia Kaha** has been linked to the appropriate Achievement Objectives. Details of these links are shown on page 18, as well as at the beginning of each module.

Key Competencies

Kia Kaha will support children in the continued development of the key competencies, specifically:

- Relating to Others
- Managing Self
- Participating and Contributing.

Confident Kids

Confident Kids is the practical component of **Keeping Ourselves Safe** and **Kia Kaha**. It gives children opportunities to practise safety skills that they will use in their interactions with people they know or people they meet when they are out and about. Get the **Confident Kids** teaching guide and posters from your Police Education Officer.

Confident Kids has been developed in collaboration with the Kidpower Teenpower Fullpower Trust.

kidpower™ **Kidpower** offers personal safety training that complements the **Confident Kids** programme.

For more information contact: Kidpower Teenpower Fullpower Trust (NZ)

Website: www.kidpower.org

Email: newzealand@kidpower.org

Free Phone: 0800 KIDPOWER (543 769)

Phone: (03) 543 2669 Fax: (03) 543 2659

Assessment and Evaluation

Needs Assessment

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

Module 1

- Can students identify bullying and its effects?
- Do they have positive strategies for handling it?

Module 2

- Can students explain that we are all the same yet different?
- Do they respect differences within their class?
- Do they avoid stereotyping people?

Module 3

- Can students identify their own bullying behaviour which they might want to change?
- Can they explain the concept of Well-being, Hauora?
- Do they help to make their class and school a bully-free zone?

Assessment of Students

Assessment criteria are listed at the end of each module. Teachers can use these, and the assessment chart on page 12 to monitor children's progress. This could be done at intervals after the programme has been completed. This will indicate what follow-up and reinforcement is required.




Programme evaluation

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

Evaluation Form for Teachers Page 13

Evaluation Form for Parents and Caregivers Page 14

Assessment of Students

Key:  Just beginning  Sometimes  Mostly

[illegible]

Evaluation Form for Teachers

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

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

- Discuss your difficulties with the health co-ordinator or syndicate leader.
- Consider changes you might like to make before teaching the programme again.

Evaluation Form for Parents and Caregivers - *Kia Kaha*



- 1 How were you consulted before the ***Kia Kaha*** programme began?

- 2 Were you involved in the programme as much as you would have liked to be?
Give a reason for your answer.

- 3 Did you have opportunities to talk to your child about what they were doing in ***Kia Kaha***? Give details.

- 4 Did your child enjoy the ***Kia Kaha*** programme?

- 5 What changes did you notice in your child's behaviour as a result of the programme?

- 6 What other comments would you like to make?



Involving Parents and Caregivers

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

For this reason, it is important that the school involves parents as much as possible in ***Kia Kaha***. It is recommended that the school send home a letter and the survey form from Copy-sheet 9 of ***Kia Kaha in Your School - a Working Booklet*** before teaching begins, giving parents and caregivers an opportunity to be involved. A sample letter is given on the next page.

Two pamphlets are also available from the Police Education Officer:

PUB - L150-12 ***Kia Kaha Pamphlet***

PUB - L146 ***Stop Bullying - advice for parents and caregivers***

Copysheets or information to be shared with parents and caregivers have been suggested in each module. These inform parents about progress and also suggest things to do and discuss with their child. Homework activities are marked with the symbol



Opportunities for parents and caregivers to come to class have also been built into the programme. It is hoped that the school will take advantage of these. Parents and caregivers can also be involved in evaluation at the end, providing helpful feedback for teachers on the child's progress.

Additional Resources

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

PUB - L145 ***Stop Bullying - advice for young people***

PUB - L147 ***Stop Bullying - poster***



Letter for Parents and Caregivers

Dear Parents and Caregivers

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

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

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

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

Return slip for **Kia Kaha**.



Child's name: _____

I would like to be involved in classroom activities:

Yes

☐

No

☐

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

being able to identify bullying

having strategies to stop bullying

understanding that bullying is wrong

respecting peoples' differences

fostering a sense of well-being in their class

cyberbullying

respecting school and family rules

dangers of stereotyping

personal behaviour that they may need/want to change

Signed: _____





Part B The Teaching Programme

Programme Overview - Years 7- 8

Part B

Module	Activity 1	Activity 2	Activity 3
1 No More Bullying <i>page 22</i>	Bullying is... 1 Explain what bullying is.	The Effects of Bullying 1 Describe the effects of bullying.	Dealing with Bullying 1 Identify and use strategies to stop bullying.
2 Knowing and Respecting Others <i>page 39</i>	Different but the Same 1 Identify differences. 2 Explain that though we may appear different, we all have the same needs.	Respecting Difference 1 Explain that all individuals need to be respected.	Stereotyping 1 Explain why it is unfair to stereotype people.
3 Bully-Free Zones <i>page 59</i>	Taking Stock of Myself 1 Identify behaviour they want to change. 2 Set and work towards personal goals.	Hauora, Well-being 1 Identify features that make their class a place where everyone has a sense of well-being.	A Bully-Free School 1 Work towards making their school bully-free.
4 Concluding Activity <i>page 71</i>	A Gathering in Our Bully-Free Zone 1 Share what they have learnt in <i>Kia Kaha</i> .		

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

Kia Kaha Modules	Health and Physical Education Achievement Objectives	Contexts
Module 1 No More Bullying	3 A 3/4 3 C 3 4 A 3 4 C	<ul style="list-style-type: none"> • Effects of bullying. • Strategies to stop bullying. • People who can help stop bullying.
Module 2 Knowing and Respecting Others	3 C 2 4 C 2	<ul style="list-style-type: none"> • Respecting self and others. • Stereotyping. • Discrimination.
Module 3 Bully-Free Zones	3 D 4 4 D 4	<ul style="list-style-type: none"> • Identifying own behaviour. • Goals for personal behaviour change. • Well-being, Hauora. • Working for change at school.



Planning Guide - Years 0 - 3

Module	Activity 1	Activity 2	Activity 3
1 No More Bullying <i>page 22</i>	Bullying is...	The Effects of Bullying	Dealing with Bullying
2 Knowing and Respecting Others <i>page 39</i>	Different but the Same	Respecting Difference	Stereotyping
3 Bully-Free Zones <i>page 59</i>	Taking Stock of Myself	Hauora, Well-being	A Bully-Free School
4 A Concluding Activity <i>page 71</i>	A Gathering in Our Bully-Free Zone		

Messages

The following messages should become part of students' thinking as they work through Kia Kaha.

It's okay for me and for other people to think, look and act differently.

I have the right to feel safe.

I know I need to behave responsibly to keep me and others safe.

I am not the only one who has rights. I need to respect the rights of others too.

Rules are there to protect me and keep me safe.

I know what bullying is.

I know that bullying is unacceptable.

I know that both actions and words can hurt.

There are things I can do to stop bullying.

I accept that if I bully others there will be consequences.

I will not take part in bullying by others.

I can take part with pride in creating a safe, bully-free environment.



Copysheets

	page no.
1 Kia Kaha Card	31
2 Types of Bullying	32 - 36
3 Exposing the Girl Bullies	37
4 Put a Stop to Bullying	38
5 Dear Bobby Letters	48 - 52
6 Profile	53
7 Completed Profiles	54- 57
8 Knowing and Respecting People	58
9 Could You Sometimes Bully Other People?	67
10 Friendship Flag	68
11 Whare	69
12 Submission	70

Note: The copysheets that relate to a module are located directly after the module.



Module 1 No More Bullying

Explanation

Bullying is a problem that will not go away unless addressed effectively. The school must use a whole school approach to deal with the problem. The principal should ensure that students and parents are aware of what is contained in the school's policy on bullying and with how bullying will be handled. In the classroom, through this module, students identify bullying, realise that it is unacceptable and take positive steps to create a bully-free environment. All forms of bullying should be considered including cyberbullying, homophobia, racial bullying, sexual harassment and bullying because of disability. They learn that everyone has a responsibility to do this – the person who bullies, the person being bullied and the bystanders - those who often watch a bullying incident but do nothing to stop it.

Note: When working through the activities in this module it is important to refer to the bullying behaviour, rather than to label children as bullies. Refer to Kia Kaha in Your School – a Working Booklet, pages 32-33.

Links with the NZ Curriculum

Health Education

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

Key Learning Area

Mental Health: knowledge, understanding and skills to recognise and respond to situations of abuse and harassment

Concepts

Well-being, Hauora:

responding constructively to bullying; social support

Health Promotion:

developing personal skills to take action to improve own and others' well-being

The Socio-ecological Perspective:

making safe choices about bullying

Attitudes and Values:

non-tolerance of bullying

Strands and Achievement Objectives

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 1 No More Bullying	<ul style="list-style-type: none"> · Explain what bullying is. · Describe the effects of bullying. · Identify and use strategies to stop bullying. 	<ul style="list-style-type: none"> · Effects of bullying · Strategies to stop bullying · People who can stop bullying 	3 A 3/4 3 C 3 4 A 3 4 C

Key Competencies

Relating to Others

Managing Self

Participating and Contributing

Activity 1 *Bullying is...*

Learning Outcomes

- 1 Students can explain what bullying is.

Resources

Strips of paper and felt pens.

Copysheet 1 **Kia Kaha Card** page 31

Copysheet 2 **Types of Bullying** pages 32 - 36

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

Paste

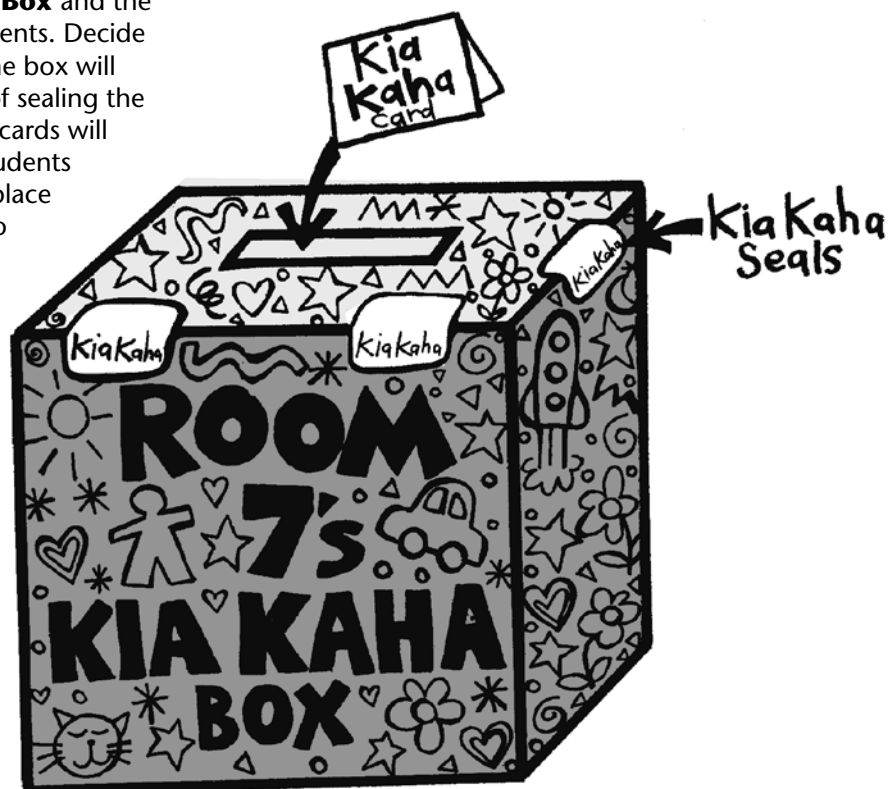
Six pieces of large chart paper, each with one of the headings from Copysheet 2 placed at the top.

*Note: For the **paste shop** activity six types of bullying have been given on Copysheet 1. If some of these types are not happening in your school, you may decide not to introduce these terms. 'Emotional' has been grouped with "Verbal". However, all types of bullying effect the emotions.*

Teaching

- 1 Explain to the class that over the next few weeks they will be doing **Kia Kaha**, an anti-bullying programme.

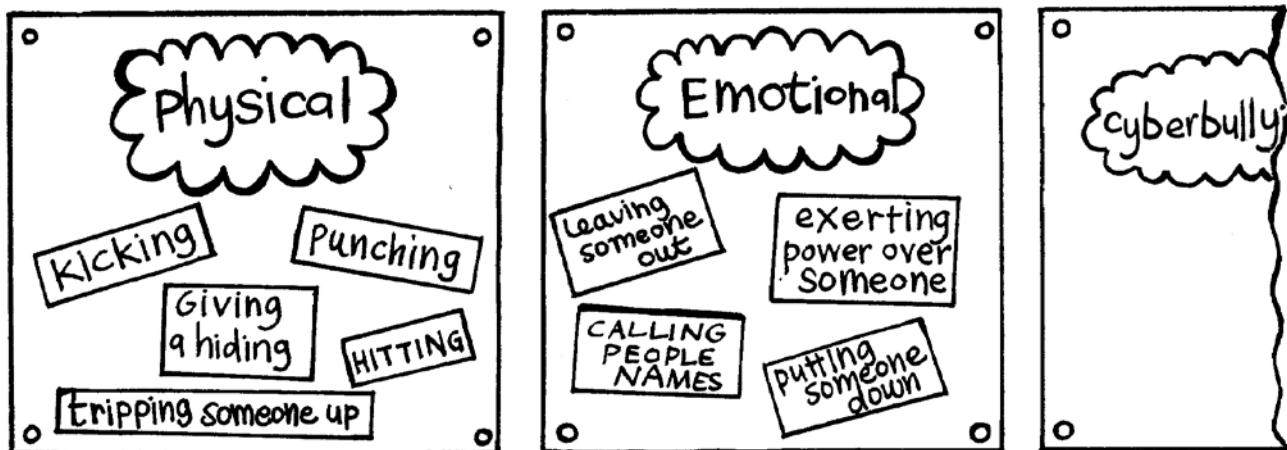
Introduce the **Kia Kaha Box** and the **Kia Kaha Cards** to students. Decide where in the classroom the box will be kept. Devise a system of sealing the box. Explain that a pile of cards will remain beside the box. Students can complete a card and place it in the box if they wish to report bullying, or ask for help. Talk about private times when this could be done. Explain that you will take some action to help. The **Kia Kaha Box** should be continued throughout the year.



2 Do the following **paste shop** activity with the class.

Put students into groups. Give each group a number of strips of paper. Assign roles to the group, such as recorder, resource person, organiser, encourager. Ask them to brainstorm all the things that they think constitute bullying. Each one should be recorded on a separate strip of paper.

3 Place the 5 large charts around the room, each headed with a type of bullying. Ensure that the class understands the terms written on each. Each group now pastes each of their strips of paper on the appropriate chart, that is under the heading where they think it best fits.



Bring the class back together.

Ask: Which chart has the most examples on it?

Why do you think this might be?

If some of the charts have few examples, return students to their original groups to think of examples of these. These are then pasted up.

Ask students to view all the charts.

Ask: Do you think any of these types of bullying are worse than the others? Explain your answer. (all types of bullying are damaging)

Do you think any of the examples of bullying you have given are acceptable behaviour? Why or why not? (there is never any excuse for bullying; it is unacceptable)

Do you think anybody deserves to be treated this way? Why or why not? (no-one deserves to be bullied)

3 Return students to their groups. They work together to come up with a definition of bullying. These can be shared and a class definition agreed upon. This should be placed on the wall. Ensure that the following points are covered.

- Bullying is deliberate and hurtful.
- Bullying is usually repeated over a long period of time.
- It is difficult for the person being bullied to defend themselves.
- It is difficult for the person who bullies to learn new social behaviours.
- The bully has, and exercises power over the person being bullied.
- Cyberbullying can be 24/7, it can invade home and personal space, and the audience can be very large and reached rapidly

Note: Refer to the material on pages 5-6.

4 Work with the class to develop a **Bully Observation Sheet**, using ideas from the charts around the room. Explain that over the next two-three weeks the class will, at intervals, make playground observations to find out the extent of bullying at the school and the type of bullying. Decide on a roster of teams for the following parts of the survey process:

Gathering the data

Collating the data

Making the conclusions

Reporting back to class, syndicate, assembly

Talk about the need to be discreet when surveying, so that students in the playground are not aware of being observed. Explain that the results of the survey will be used in Module 3.

*Note: If a series of Year 7-8 classes are working on **Kia Kaha** the survey could be done as a syndicate exercise.*



Homework

Invite each student to complete the two following sentences, which they then take home to share with family members.

Bullying is.....

I think it is unacceptable because...

Activity 2 *The Effects of Bullying*

Learning Outcomes

- 1 Students can describe the effects of bullying.

Resources

Copysheet 3 **Exposing the Girl Bullies** page 37

Materials for publishing the class book

Computer

Teacher Note

Cyberbullying is often accompanied by other forms of bullying, such as physical. Some cyber-bullying incidents can themselves act as evidence. Advise students to:

- refrain from responding
- save the content/message/pictures/online conversations as evidence
- inform the provider of the service if the content is abusive or repeated more than once.

Teaching

- 1 Read the story **Exposing the Girl Bullies**.

- Ask:
- What two types of bullying were used in this incident? (physical & cyberbullying)*
- What do you think of the behaviour of the ringleader and her accomplices?*
- Why do you think nobody did anything to help the girl?*
- Who could have done something?*
- Do you think the girl deserved to be bullied? Why or why not?*
- Why do you think so many people passed on the copies?*
- How did this bullying make the victim feel?*
- Do you think the attacker's punishment was enough? Give a reason for your answer.*
- Do you think that this was an isolated incident? Why or why not?*
- What long term effects might the victim suffer?*
- Why do you think girl - on - girl violence has increased?*
- What do you think about this?*

2 Hot Seat

Note: This activity allows students to explore the feelings of all the people that may be involved in a bullying incident, such as the perpetrator, the assistants or reinforcers, the bystanders, the victim and the victim's defenders, and others involved such as parents and school staff.

Place a chair in the front of the room. Group students close to the chair. Either the teacher or the Police Education Officer takes the hot seat. The other adult is the facilitator.

Ask students to think back to the newspaper article and invite them to identify all the people involved. These could be listed on the board and might include people such as the principal, victim, mother of the victim, perpetrator, perpetrator's supporter, bystanders, students who passed the copies on, parent of the perpetrator.

Ask students to choose one of the people that they would like to question. The person in the hot seat takes that role. Students can ask questions to find out more about the situation.

For example the bystanders might be asked questions such as:

How did you feel about the incident?

Why didn't you do anything to intervene?

How would you have felt if it was you being bullied?

What could you have done to stop the bullying?

What could you do now to support the victim?

This process can be repeated with other characters in the hot seat.

- 3 Each student prepares an email or a letter of support that could be sent to the victim.



Activity 3 Dealing with Bullying

Learning Outcomes

1 Students can identify and use strategies to stop bullying.

Resources

DVD **Kia Kaha**

Copysheet 4 **Put a Stop to Bullying** page 38

Teaching

- 1 Show the DVD **Kia Kaha** to the class. There are four different bullying scenarios shown. Put the class into groups of four or five. Each group is to choose one of the scenarios. You may like to play the DVD through again to help them make their choice.
- 2 Each group discusses their scenario and brainstorms some strategies that could be used to stop the bullying. They choose one of these and develop a role play to demonstrate it. The role play should start with a freeze frame showing the bullying situation, and then the positive solution or strategy is shown. It is important that they concentrate on the positive solutions rather than the negative bullying behaviour.
- 3 Each group in turn presents their role play to the class. After each:

Ask: How effective do you think this strategy was?

Was it a safe thing to do?

Would the same strategy work every time? Why or why not?

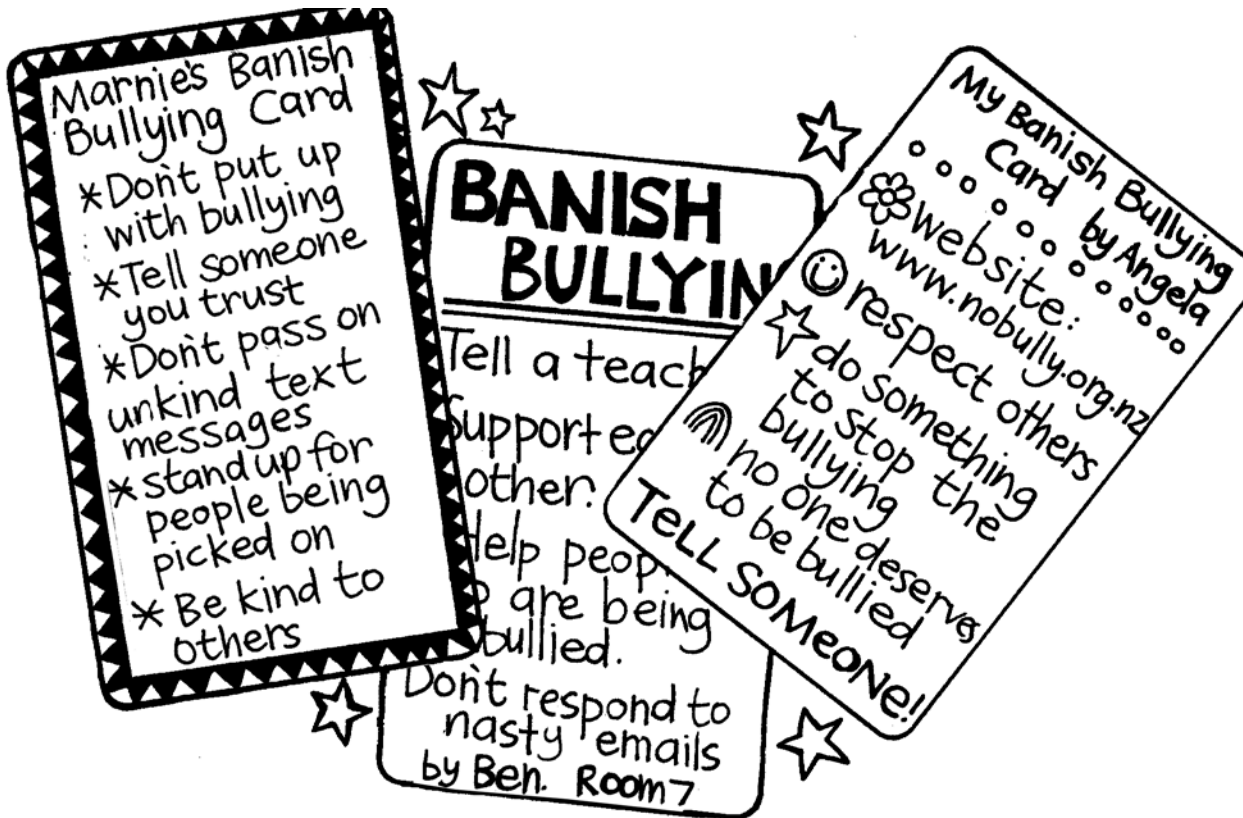
Will the same strategy work for everyone? Why or why not?

What could you do if the bullying continues?

Talk about how everyone has a responsibility to make the bullying stop. Brainstorm on the board who these people might be – **the person who bullies, parents, bystanders who watch the bullying, friends, the person being bullied, teachers, principal, police education officer, brothers and sisters, neighbours, community.**

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

- 5 Each student completes a **Banish Bullying Card**, to show strategies to use if they, or someone else is being bullied. This should be small enough to fit into a pocket or wallet.



Hold a debate. This could be between syndicates, or between groups in the class. Invite parents and caregivers to attend. Suitable topics might be:

Cyberbullying is worse than any other forms of bullying.

That it's best not to get involved in someone else's bullying.

That bullying is the victim's fault.

That *Kia Kaha* means to fight your way out.

Homework

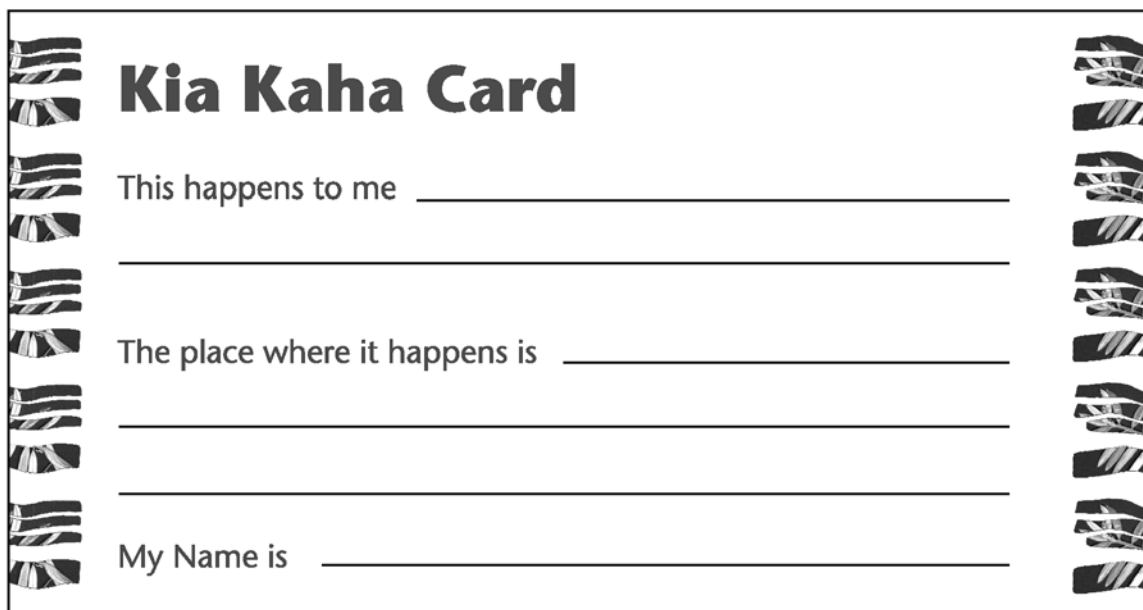
Students take home Copysheet 4 **Put a Stop to Bullying** to be completed with a parent or other adult. It should be brought back to school by the date given for filing with the student's other ***Kia Kaha*** work.

Assessment Criteria

Students can:

- **identify bullying**
- **take steps to stop bullying**

Kia Kaha Card

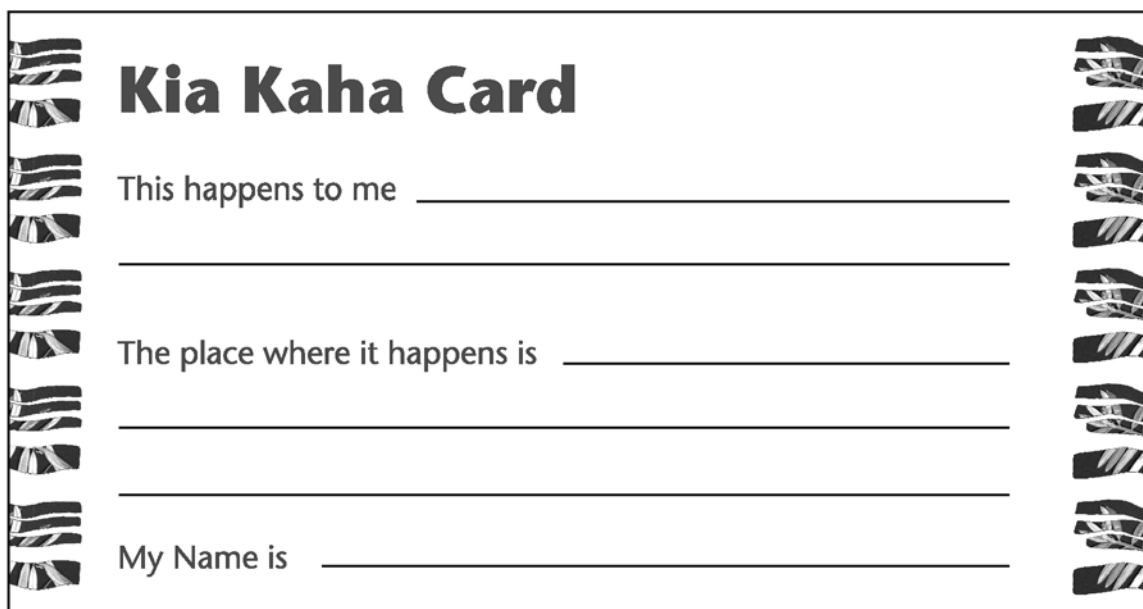


Kia Kaha Card

This happens to me _____

The place where it happens is _____

My Name is _____

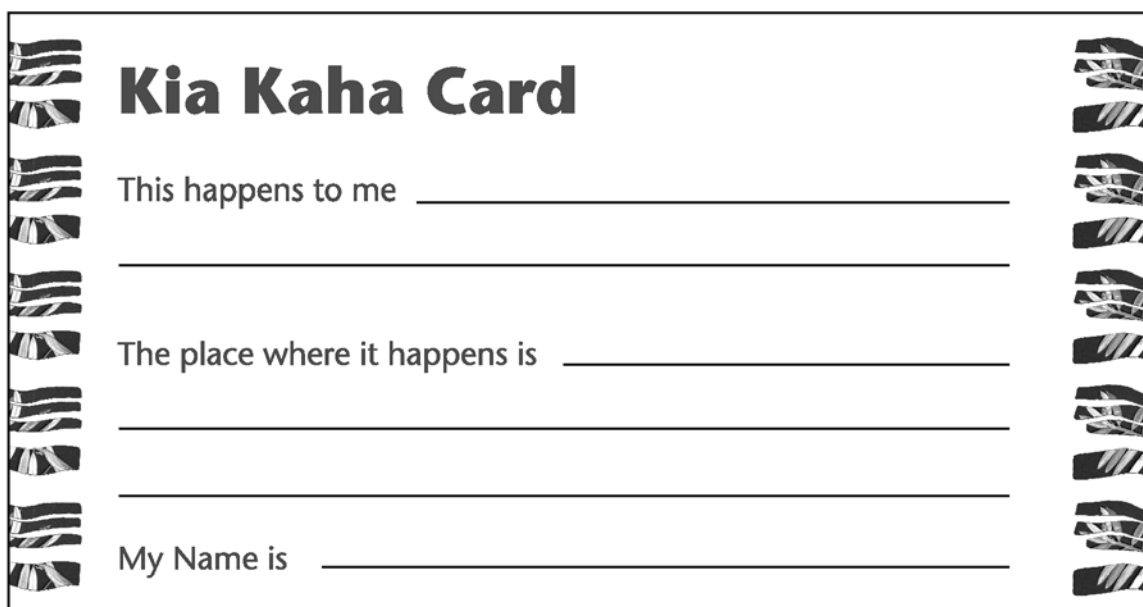


Kia Kaha Card

This happens to me _____

The place where it happens is _____

My Name is _____



Kia Kaha Card

This happens to me _____

The place where it happens is _____

My Name is _____

Types of Bullying

Cyberbullying

Verbal or Emotional

Physical

Use of Violence or Threats to Get Money or Possessions

Exclusion

Exposing the Girl Bullies

Exposing the Girl Bullies

SUNDAY MAY 10 2009 A schoolyard assault filmed on a cellphone and posted on YouTube has raised fresh fears about cyber-bullying and girl-on-girl violence.

Footage obtained by the Herald on Sunday shows a group of students from a High School in South Auckland surrounding a 16-year-old girl on the school field.

After a verbal altercation, a female ring leader, also 16, repeatedly hits her victim around the head while her accomplices look on laughing.

The victim was later escorted to the school office for medical attention.

"All I could do was cry and say my face hurt," she said.

A student filmed the incident on a cellphone and the footage was posted on YouTube.

Although quickly removed from the internet site, copies were passed around the school, with one presented to the Board of Trustees.

After an internal investigation, the attacker was suspended for seven days and has returned to school. The victim's mother is 'disgusted' the girl was allowed back so soon.

"I would have suspended that student for longer. It would have given her a chance to think about her actions. It

would have made an example for other students about this sort of behaviour," she said.

The principal said the Board of Trustees did all it could. The attacker had signed a good behaviour agreement on her return and was closely monitored.

"The girl was suspended for seven days, the maximum a board can give," said the principal.

"On hearing the evidence, there were aggravating circumstances. I'm not going to condone what happened, it definitely was wrong, and the girl has been punished."

The attacker apologised but the victim said she still feels terrified and won't walk between classes on her own. Her mother picks her up early each day so she can avoid her attacker, but defended her decision to keep her daughter at school.

"If she leaves it will feel like she's running away from the problem, rather than facing it. I don't want her to live her life like that."

The principal said the number of violent altercations at school had risen steadily and the most noticeable trend was a rise in attacks involving girls.

"You go back 15 years ago, violence between girls was pretty rare. More of our disputes are between girls than boys."



Put a Stop to Bullying

Dear Parents and Caregivers

In ***Kia Kaha***, we have been looking at different types of bullying and how it makes people feel. Your child has thought of, and practised, different ways of handling bullying. As a school we won't tolerate bullying, and we encourage students and parents to report it.

Could you please complete the following with your child.

1 Some examples of bullying that our family has seen are:

*

*

2 What our family thinks about bullying is ...

3 If we suspect bullying, a positive thing we could do is ...

If you would like to discuss bullying, and the school's policy on bullying, in more detail, please contact me, or the Principal.

Thank you for your help. Please return this copysheet to school by ...

(Name of Teacher)





Module 2 Knowing and Respecting Others

Explanation

In this module students appreciate that although there are differences between individuals, we all have the same need to be respected. They consider discrimination that may occur in their school and community, such as that linked to cultural difference, sexual orientation, gender, academic ability, personal growth, age and disabilities. They identify the hurt attached to such discrimination and make suggestions as to how it can be overcome.

Students come to understand that we all, at times, make judgements about people based on their external appearance and preconceived ideas we have. They know that this is often unfair and misleading. They explore reasons why people behave this way.

Links with the NZ Curriculum

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

Health Education

Key Area of Learning

Mental Health: knowledge, and understandings and skills to examine discrimination and stereotyping, and to evaluate their impact on people's health.

Concepts

Well-being, Hauora:

inclusiveness, feelings of belonging

The Socio-ecological Perspective:

a better appreciation of how and why individuals differ.

Attitudes and Values:

respect for the rights of others; sense of social justice



Strands and Achievement Objectives

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 2 Knowing and Respecting Others	<ul style="list-style-type: none"> · Identify differences. · Explain that though we may appear different, we all have the same needs. · Explain that all individuals need to be respected. · Explain why it is unfair to stereotype people. 	<ul style="list-style-type: none"> · Respecting self and others · Stereotyping · Discrimination 	3 C 2 4 C 2

Key Competencies

Managing Self

Relating to Others

Participating and Contributing

Activity 1 *Different but the Same*

Learning Outcome

- 1 Students can identify differences.
- 2 Students can explain that though we may appear different, we all have the same needs.

Resources

Story ***Don't Cry for Billie*** School Journal 1982 Pt4:1 page 72

Teaching

- 1 Seat students in groups of 6-8. Give each person three minutes to talk about themselves – their background, pets, hobbies, favourite music, food, favourite social networking sites, TV programmes and so on. Bring students back to the full group.

Ask: What were some interesting things you learnt about members of your group?

What things did you all have in common?

What were some of the differences?

- 2 Introduce the story ***Don't Cry for Billie*** to the class. This could be done in a variety of ways such as a group, class or individual reading. The questions below could be asked of the whole group or used for paired discussion.

Ask: Why didn't the girls like Billie?

How did they treat her?

How did this make Billie act?

How do you think Billie might have been feeling?

Why do you think Billie behaved the way she did after her father died?

Did the other children understand this? Give a reason for your answer.

Why do you think Billie couldn't stop laughing?

What did the other children learn about Billie?

What did the children learn about people who seem different?

What did they learn about themselves?

Ensure that students understand that although there are differences between us, we are all essentially the same. We have the same feelings and needs, including the need to be respected.

- 3** Working individually, in pairs or small groups students complete one of the following to illustrate the slogan ***The Same but Different***.

Poster, TV advertisement, radio advertisement, banner, role play, mime, cartoon, speech, essay, poem.

Extension

Individually, or in groups students could search for other newspaper articles about bullying online. These could be discussed in class.



Homework

Students could take some of the newspaper articles home to discuss with family/whānau.



Activity 2

Respecting Difference

Learning Outcomes

1 Students can explain that all individuals need to be respected.

Resources

Copysheet 5 **Dear Bobby Letters** page 52

Note:

i) For the purposes of this activity it is important that the **Dear Bobby Letters** represent a range of situations which are relevant to the class. These could include differences of gender, sexual orientation, appearance, academic ability, disability, body shape, sickness, culture, religion, mental illness. Choose ones from those provided that meet the needs of the class. Alternatively, the teacher could write some additional ones.

ii) This whole section needs to be handled with great sensitivity, especially if there are students in the class who are different in the ways outlined in the **Dear Bobby Letters**. However, since the point of the exercise is to make students aware of the unfairness of picking on characteristics of some students, perhaps these issues need to be met head on.

Teaching

- 1 Explain to students that some people ridicule or bully others because they see them as different, and somehow they think this makes it all right. They will know of examples of this. Remind them that everyone has the same needs, which include the need to be respected.
- 2 Choose one **Dear Bobby Letter** to use with the whole class. Read the situation out and discuss the questions below.

Ask: What is the problem?

What are the differences that have caused this person to be badly treated?

Did the person deserve to be treated in this way? Why or why not?

How did it make the person feel?

Is this bullying? If so, what kind?

What does this tell us about how we should treat people who seem different?

- 3 Put the students into groups and give each group one of the **Dear Bobby Letters**. Together they work on the questions above. Take reports from each group and encourage more class discussion around each problem.

Extension

- i) Select some of the **Dear Bobby Letters** for the class to reply to. The replies should show empathy (you may need to teach this word) and suggest some way to handle the problem.
- ii) Students could individually select a **Dear Bobby Letter**. They write a reply and have it published in the class or school magazine.



Activity 3 *Stereotyping*

Learning Outcome

1 Students can explain why it is unfair to stereotype people.

Resources

Story **Once Bitten** D Hill School Journal 1994 Part 4 No 3 page 75

Photopack **Profiles**

Copysheet 6 **Profile** page 53

Copysheet 7 **Completed Profiles** page 54 - 57

Copysheet 8 **Knowing and Respecting People** page 58

Note: The information contained in the Completed Profiles was correct at the time of original publication.

Teaching

1 Read the story **Once Bitten** to the class. Stop after the line *into the sugar bowl or something.*

*Ask: How does the boy telling the story feel?
 What makes him feel like this?*

Continue the story to the end of the line *I made up my mind.*

Ask: What do you think he made up his mind to do?

Continue the story to the end of the line *open 6 cm.*

*Ask: What do you think the bikie is going to do?
 Why do you think he will do that?*

Continue to the end of the story.

*Ask: Who ended up bullying who?
 How do you think the bikie felt?*

How did the boy feel?

What surprised you about the way the bikie behaved? Why?

What surprised you about the way the boy behaved?

Introduce the term **Stereotype**. Explain that sometimes people have fixed ideas about other people. Usually they have got these ideas from someone else and not from personal experience. The boy in the story had probably never met, or spoken to a bikie, and yet he thought he knew what they were like.

- 2 Pin the profile photos around the classroom. Put students into 8 groups and give the group one profile sheet from Copsheet 7. Allocate a starting photo for each group and allow them a set period of time to come up with a profile of that person. Each group then moves on to the next photo, completes a profile sheet and so on, until they have worked with all the photographs.

Note: There may be some people in the class who say that they cannot complete this exercise because they don't know these people and it wouldn't be fair. They are to be commended because they are not prepared to make inaccurate judgements about people. Ask them to sit quietly and prepare their own profile sheet, and profile sheets for other people that they know really well.

Later, give these people an opportunity to explain to the class why they didn't do the activity.

- 3 Bring the class back together. Explain that the people in the photos have written their own profile (see Copsheet 7 **Completed Profiles**) and you are going to read these to the class. Ask them to compare the real profile with the one their group has written. Alternatively, students could stay in their groups and be given one completed profile at a time to compare with their own.

Ask: How accurate were your profiles?

What sort of things did you make mistakes about? (age, hobbies...)

Why do you think your profiles weren't always accurate?

What information did you use to make your profiles?

(the look of the person, what they were wearing, their culture, their age, what you think you know about people like that..)

Is this a fair thing to do? Why or why not?

What should you do before you make decisions about what a person is like?

(really get to know them, find out about their personality, talk to them..)

- 4 Work with the class to make a list of the dangers of stereotyping people into categories. Make sure that things such as the following are covered:

you judge them unfairly, you might miss out on a friendship, you might patronise them or be frightened of them, you might treat them unfairly, you would appear ignorant...

Explain to the class that all people are basically the same, with the same basic needs of love, shelter, food and security, even though they may meet these needs in different ways. Every one deserves to be treated with respect for who they are, not who we think they are.

We should not make up our minds about people before we know them well.

- 5** Give each student Copsheet 8 **Knowing and Respecting People**. Finished copsheets can be discussed, displayed on the wall or filed in the student's personal recordings.



Homework

Students take home completed Copsheet 8 to discuss with an adult.

Extension

Students can make up a song about respecting differences and getting to know people before making up their minds about them. Decide on a well-known tune. Put students' into groups. Each group writes a verse for the song. Come together to work on the chorus. Musical instruments can be introduced and a tape made of the finished song.

Assessment Criteria

Students can:

- **treat everyone with respect**
- **get to know a person before deciding what they are like**

Dear Bobby Letters

Dear Bobby

I am a 12 year-old boy who enjoys wearing nail polish. The kids at school have found out that I do this at the weekend. They are teasing me and calling me names like faggot.

How can I get them to accept me for who I am?

Dear Bobby

My friends, well I thought they were my friends, are not letting me know what is going on. They keep secrets from me and talk about me behind my back. I feel they don't want me as part of the group any more. All this is because they have found out that my brother is sick and in an institution. Do they think they'll catch something from me, or what?

What can I say to them?

Dear Bobby

We have got new neighbours and they have a 12 year-old daughter who has special needs. My mum says I must not go near her because she's strange. I want to be friends, because I think she needs a friend.

How can I make mum see that it is okay to be different?

Dear Bobby

I am a 13 year-old boy. I have a group of friends that I get on really well with most of the time. One thing that bothers me is what they do to old Mr Telofa, when we're passing his house after school. They yell out insults and play tricks on him. I sometimes join in too, to be part of the group. Mr Telofa has never done anything to us. He's just old.

What can I do to make this stop?

Dear Bobby

My family are from Cambodia. We are different from New Zealanders in lots of ways – our food, our religion and the language we speak at home. The other children in my class can't seem to accept this. They laugh at me and tell me we should go back to where we came from. I like New Zealand and I am proud to be Cambodian, but this is making me very unhappy.

What can I do to make them understand?

Dear Bobby

I am so unhappy. The other girls in my class are really mean to me. They pick on anything to laugh at – like my clothes and my hair and the fact that I'm flat chested. The boys all join in too. I don't want to go to school ever again.

Do I have to put up with this?

Dear Bobby

It's no fun having arthritis. Most of the time it is really, really painful and I have to use my crutches. Some days are better days though, and I can manage without them. The kids at school say I am just pretending to be sick and use my crutches to get out of playing sport.

How can I make them understand?

Dear Bobby

I'm Māori and proud of it. We always speak Te Reo at home and sometimes I forget and say things in Māori at school. The other kids think I'm showing off and trying to be better than them. They don't seem to understand how important my culture is to me.

What should I do?

Dear Bobby

My problem is that I'm not very good at school work. I find reading really hard, and often can't understand what the teacher is talking about.

The worst thing though, is that the other kids laugh at me when I can't do things, and call me 'dumbo'. This is not my fault.

What should I do?

Profile

Age:

Occupation:

Marital Status:

Children:

Hobbies:

Pets:

Favourite TV programme:

Favourite Music:



Completed Profiles

Person 1

I'm 28 years old and I work as a recruitment consultant. I have recently come back from a few months overseas. I'm single.

I've got a lot of hobbies and really enjoy outdoors and sports. The main sports I play are netball, touch rugby, tennis and skiing, and I go to the gym. I also really enjoy music, my favourites being classical, Robbie Williams and Moresheba. I also enjoy going out and socialising with friends. I don't have any pets, mainly because I travel quite a lot. My favourite TV show is ER.

Person 2

I'm 55 and I'm now retired so I've got more time to play golf, which I love. I used to be a businessman. I'm married and have two children. My daughter is 21 and she lives in Australia. My son is 23 and he lives in New Zealand. I also enjoy reading. My favourite TV shows are the National Geographic ones. I like music, especially classics and Country and Western. We don't have any pets.

Person 3

I'm 38, married with two children, both girls, aged 3 and 5. I'm a trained vet and practised for 10 years. Then I had a change in occupation and I am now a graphic designer. My husband is an illustrator, and we have our own design company.

We live in the country and have lots of pets – 3 goats called Stella, Arfa and Twinkle, 9 hens, 16 sheep with names like chop and roast, and a horse called Pete. I really love horse riding, including hunting and trail riding. My other hobbies are gardening, creating and putting on puppet shows, raising money for the kindergarten and petitioning local council on issues such as the need for cycle paths. I also enjoy reading. My favourite TV programme is Sunday Night Montana Theatre and favourite music is Gregorian Chants and Blues.

Person 4

I'm 55 and I'm a sergeant with the New Zealand Police. I was in the Navy before. I'm single. I'm very keen on fishing, both in sea and freshwater. I am also into weightlifting, both Power and Olympic.

I also enjoy cooking, especially all that fresh fish.

My favourite TV programmes are on the sports channel. I watch all sports, but especially rugby. My favourite music is Country and Western.

Person 5

Hi. I'm 22 and my birthday is on 13 of February. I have been married for a year. When I was at school, I worked part time at a home for elderly people and I really enjoyed that. So now I am working full-time as a caregiver at a retirement village. I am studying hard to be a nurse.

I don't have any pets at the moment, but I like puppies and kittens. My hobbies are dancing, drawing and swimming. I don't get a lot of time for TV, but my favourites are 90210 and Funniest Home Video. I enjoy Indian music, but I also like Janet Jackson, the Back Street Boys and Aqua.

Person 6

I'm 75 and retired. I used to be the Research Director for an educational group. I'm still very interested in young people and I promote a lot of youth projects, such as the DARE Foundation and I am on various committees. My hobbies are gardening and walking to keep fit. I also enjoy computer searches on the internet and going to public lectures at the university. I'm a member of Rotary.

I'm married and have two daughters and 7 grand children. We've got one cat called Phoebe. She's grey with a white spot under her chin.

My favourite TV programmes are sports, TV news and Blue Heelers. I mainly listen to the national radio, though. I like light classical music.

Person 7

I'm 21 and I'm a waiter. I've just finished my degree at university, coming back after nearly a year overseas in Europe. I had a terrific time there with friends, travelling around and living in a van. I'm single. My hobbies are all to do with music. I play guitar, and I'm a singer and a songwriter. My favourite TV show is the Simpsons. My favourite music is Jeff Buckley and pop and rock.

Person 8

I'm 48 years old and live in the centre of the city with easy access to movies, theatre and restaurants. I spend a lot of time at the gym and am a rugby fanatic. I work for a big company, where I manage typists and secretaries. I have a 20 year-old son, who is 6 foot 4 and 120kg- he's huge! I like to watch the news, walk everyday and spend a lot of time in the garden at the weekend. I don't get much time to listen to music but when I do I like 'Black' music. I travel a lot and will travel more in the future. I don't have a pet. We did have a big back lab, Winston, but I gave him away to a good home when I moved into the city, when my son went to France. My favourite TV is the news.

Knowing and Respecting People

1 Before I make a judgement about a person I should:

i)

ii)

iii)

iv)

2 It is unwise to stereotype people because:

i)

ii)

iii)

3 Ways that we can make people in our school and community who we think are different feel welcome are:

i)

ii)

iii)

iv)

4 In future when I meet new people I will try to:





Module 3 Bully-Free Zones

Explanation

In this module students consider the importance of a sense of well-being, with freedom from bullying. They take stock of themselves, to find out if there is any behaviour they would like to change, and they set goals to change this. They decide on features of a bully-free class and school and take steps to put these things into practice.

Links with the New Zealand Curriculum

Health Education

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

Key Learning Area

Mental Health: Values and attitudes that support the enhancement of mental health for the students themselves, their class and school.

Concepts

Well-being, Hauora:

Working towards well-being for self, school and class

Health Promotion:

Creating supportive physical and emotional classrooms and school

Socio-ecological Perspective:

Actively contributing to their own, their class and school well-being

Attitudes and Values:

Developing attitudes and values that promote the well-being of self and school.



Strands and Achievement Objectives

<i>Kia Kaha</i> Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 3 Bully-Free Zones	<ul style="list-style-type: none"> · Identify behaviour they want to change. · Set and work towards personal goals. · Identify features that make their classroom a place where everyone has a sense of well-being. · Work towards making their school a bully-free zone. Share what they have learnt in <i>Kia Kaha</i>. 	<ul style="list-style-type: none"> · Identifying own behaviour · Goals for personal behaviour change · Well-being, Hauora · Working for change at school 	3 D 4 4 D 4

Key Competencies

Managing Self

Relating to Others

Participating and Contributing

Activity 1 Taking Stock of Myself

Learning Outcomes

- 1 Students identify behaviour they want to change.
- 2 Students set and work towards personal goals.

Resources

Copysheet 9 **Could You Sometimes Bully Other People?** page 67

Copysheet 10 **Friendship Flag** page 68

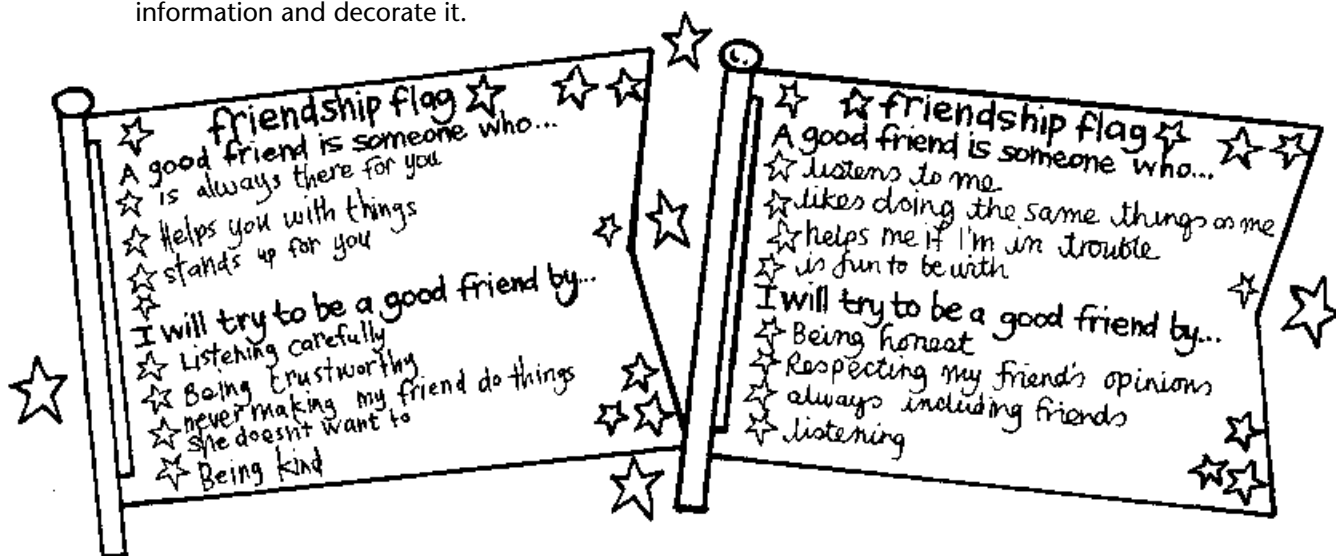
Teaching

- 1 Explain to students that they have found out that everyone has a responsibility to do some thing to make sure that bullying doesn't occur. Sometimes we need to look at ourselves to make sure we are not behaving in ways that do nothing to stop bullying.

Give each student Copysheet 9 **Could You Sometimes Bully Other People?** Explain that this is personal and they do not need to share it with anyone, unless they want to. They should be honest.

Note: While this is basically a fun exercise, and should be treated as such, students will, nonetheless end up thinking about bullying behaviour and about themselves. This is the beginning of the process of change.

- 2 Hand out Copysheet 10 **Friendship Flag**. Students cut out the flag, fill in the necessary information and decorate it.



Homework

Completed flags could be taken home and shared with the family.



Activity 2

Hauora, Well-being

Learning Outcomes

- 1 Students identify features that make their classroom a place where everyone has a sense of well-being.

Resources

Copysheet 11 **Whare** page 69

(Taken from *Health and Physical Education in the New Zealand Curriculum*, after Dr Mason Durie)

White sheeting or calico

Crayon and dye

Rods or dowelling

Old sheet or large piece of calico or canvas

Squares of calico, canvas or heavy paper for each student

Hot glue gun

Art materials – acrylic paint

Teaching

- 1 Introduce the concept of Hauora or a sense of well-being to the class. This means that a person can develop fully because all aspects of the person are being cared for. They feel safe and happy. They are not being bullied.

Show students the whare from Copysheet 11. Explain the ideas below, using the whare. The Māori terms could be introduced also.

(See page 31 *Health and Physical Education in the New Zealand Curriculum*.)

Physical well-being Taha tinana

- for example: your physical body, its growth and development, ways of caring for it.

Mental and emotional well-being Taha hinengaro

- for example: can express your own thoughts and opinions, free from abuse, can identify own feelings, respond well to others, able to reach your potential, feel good about yourself.

Social well-being Taha whanau

- for example: have friends and family to support you, feel as though you belong, care and support of others, get on well with other people.

Spiritual well-being Taha wairua

- for example: have worked out your values and what you believe in, free to worship as you wish, sure of your personal identity, understand what life is all about.

2

Either:

Working in groups, students brainstorm a list of things that would make their class a place where everyone had a sense of well-being, and where there was no bullying.

Work with the whole class to group their ideas on to the appropriate wall in the whare. If there are few suggestions in one wall, the class could come up with examples.

Or:

Ask the students what everyone in their class would be like if they have a sense of well-being. List these things inside the whare. For example: ***feel good about themselves, treat other people with respect, is cared for and cares for others, accepts difference, doesn't bully anybody else, isn't being bullied, thinks before they act.***

Completed whares should be displayed on the classroom wall. Move students to the understanding that each and everyone of them can work towards making sure that everyone in their class has a sense of well-being, Hauora.



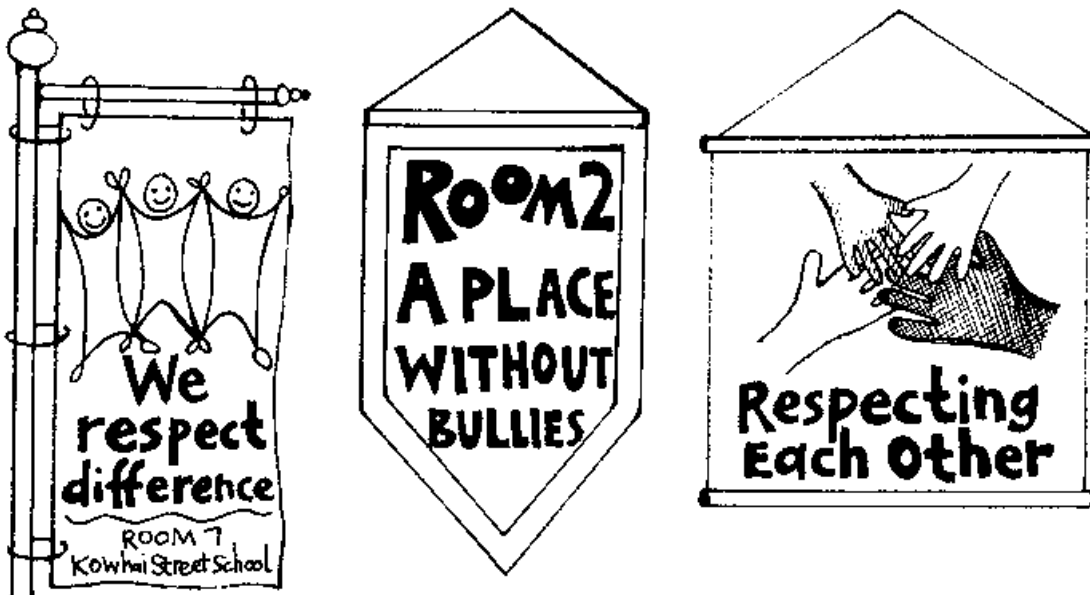
3

Either: Class Banners

Put students into groups. They are to come up with an idea for a banner that they think would sum up what they want their classroom to be like. That is somewhere that everyone feels safe and happy and where there is no bullying. Refer them back to the whare they have created and to the other ***Kia Kaha*** work they have done.

The rest of the session is spent in designing and creating the banners. These can be completed over the next week. Designs could be done in dark crayon on to the calico and then dye is painted on.

Completed banners can be displayed hanging from the roof, in the hall or perhaps on poles in the grounds.



Or: A Class Wall Hanging

Explain that the class is going to make a wall hanging entitled **Our Bully-Free Class**.

Each student makes a small square of the wall hanging, which includes their name, a short statement about what they are going to do to stop bullying, and decorates it. This can be done on a square of calico or canvas with acrylic paint. All completed squares are then attached to the sheet with either a hot glue gun or by sewing. This will look especially effective if students all use the same colour tonings, such as green and blue, with a touch of yellow.

Invite the principal to view the finished products.

Reinforcement

Refer back to the where, wall hangings or banners at intervals to remind class about the ways they have decided they would like their classroom to operate. For example:

Ask: Did we respect everyone's opinions today?

Did we make sure that everyone felt included?

Have we had any instances of bullying this week?

How should we handle this?

Homework

Remind students to tell parents and caregivers that their banners are on display at the school and that they are invited to view them at a convenient time.



Activity 3

A Bully-Free School

Learning Outcomes

- 1 Students work towards making their school bully-free.

Resources

Data collected from the observations in Module 1 Activity 1

Copies of school policies relating to violence, bullying, harassment

Copysheet 12 **Submission** page 70

Teaching

- 1 Arrange for a presentation of the data from Module 1 Activity 1. The form this takes will depend on how the original activity was set up. It could be group or syndicate presentation, or a presentation to a whole assembly.

Ask: Is there bullying in our school?

Are there all five types? (Refer back to the Paste Shop activity on page 25)

Which types are most common?

Where does it mainly take place?

What can we do about it?

Put students into groups. Ask each group to come up with a set of simple playground rules or guidelines that they think would stop bullying in the school. Encourage them to state these rules in positive terms, rather than as negatives. For example:

Don't be mean to others becomes ***Treat others with respect.***

Each group reports back and a class list is developed.

Ask: What do you think should happen if these rules are broken?

Now give each group a copy of the relevant policies that the school has which deal with bullying. Ask them to compare these with the rules they have developed.

Ask: What things are the same?

What things are different?

What things do you think should be added to the school policies?

What changes need to be made about the way these policies are enforced?

If there are many differences, work with the class to develop a submission to be sent to the principal and/or Board and School Council. A suggested format for the submission is presented as Copysheet 12 **Submission**.

Assessment Criteria

Students can:

- **help make their class, school and families bully-free.**

Could **You** Sometimes Bully Other People?

For each question circle the answer (a), (b), or (c) that you think best applies to you. Be honest!

1 Someone has made you cross.

Do you:

- a ☐ Hit or kick them
- b ☐ Take a walk to cool off
- c ☐ Shout at someone else to make you feel better?

2 You get left out of a game because too many people wanted to play.

Do you:

- a ☐ Go away and do something on your own
- b ☐ Sulk and say you won't ever play with them ever again
- c ☐ Start a game with some other people?

3 You always go round with the same group of people.

Do you:

- a ☐ Always make the group do what you want to do
- b ☐ Sometimes decide what the group will do
- c ☐ Refuse to join in if you don't get your own way?

4 You see your friend being bullied.

Do you:

- a ☐ Go and help
- b ☐ Pretend you don't notice
- c ☐ Laugh with everyone else?

5 There is a new kid in your class. He comes from somewhere overseas and speaks in a funny way.

Do you:

- a ☐ Stay well clear of him
- b ☐ Make fun of the way he talks
- c ☐ Try and be friendly?

6 You get a text message saying nasty things about someone in your class.

Do you:

- a ☐ Send it on to others
- b ☐ Delete it and tell the sender this is wrong
- c ☐ Delete it?

7 Lots of people are giving someone in your class a really hard time. Do you:

- a ☐ Try not to get involved
- b ☐ Join in so they don't pick on you
- c ☐ Tell the teacher?

8 Your little brother is very proud of the drawing he has done.

Do you:

- a ☐ Make fun of it
- b ☐ Say you think it's great
- c ☐ Not bother to look?

9 This little kid walks to school your way. You can tell she's frightened of you.

Do you:

- a ☐ Smile and say hullo
- b ☐ Ignore her
- c ☐ Give her something to be frightened of?

10 Your friend has a new bike.

Do you:

- a ☐ Insist on riding it, although you know they don't want you to
- b ☐ Ask if you can have a turn
- c ☐ Sulk if you aren't offered a ride.

Score

- 1 (a) 0, (b) 2, (c) 1
- 2 (a) 1, (b) 0, (c) 2
- 3 (a) 0, (b) 2, (c) 1
- 4 (a) 2, (b) 1, (c) 0
- 5 (a) 1, (b) 0, (c) 2
- 6 (a) 0, (b) 2, (c) 1
- 7 (a) 1, (b) 0, (c) 2
- 8 (a) 0, (b) 2, (c) 1
- 9 (a) 2, (b) 1, (c) 0

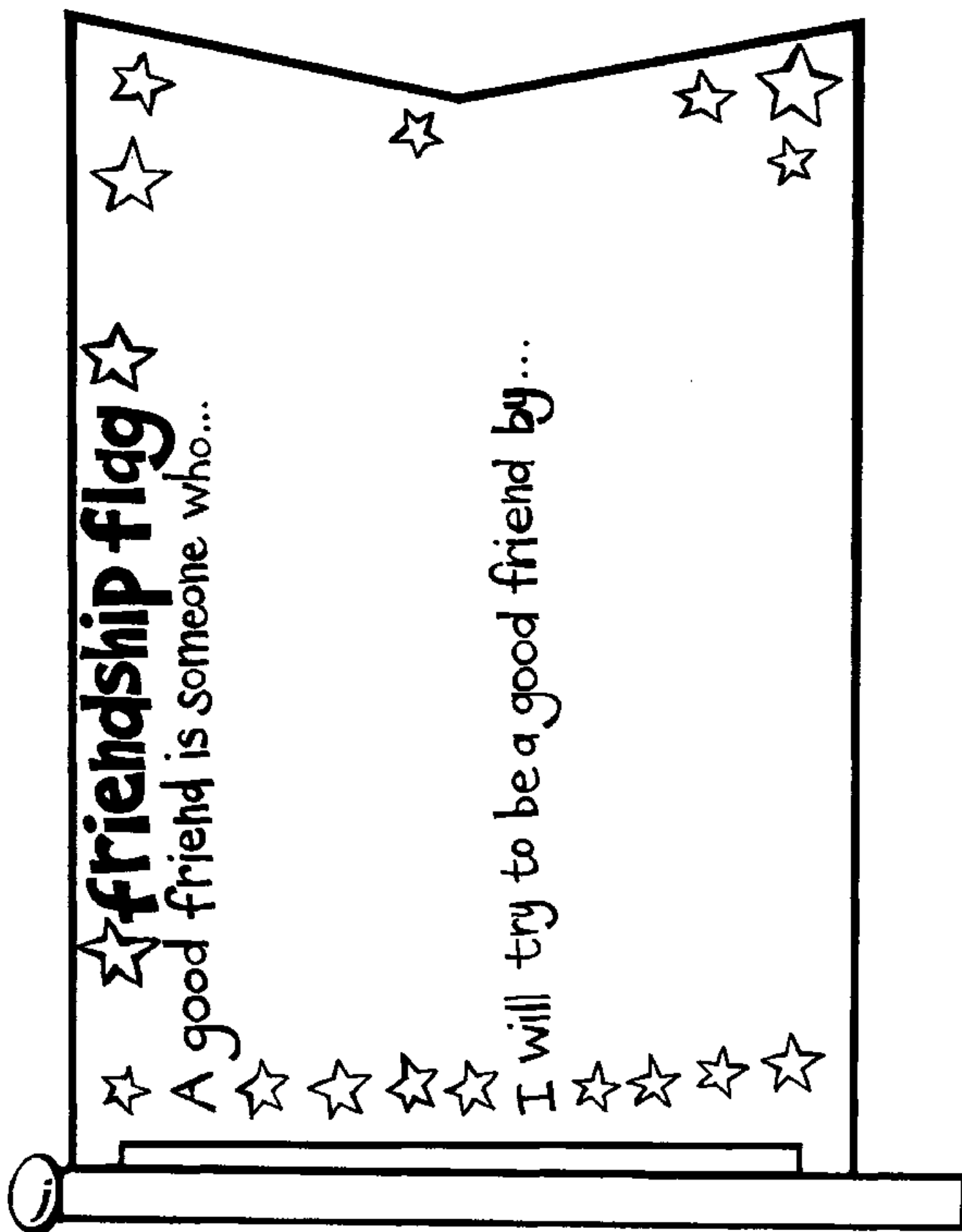
Add up your score.

If you scored lots of 0's you might be bullying other people quite a lot of the time. You might like to try thinking before you act, and respecting other people more.

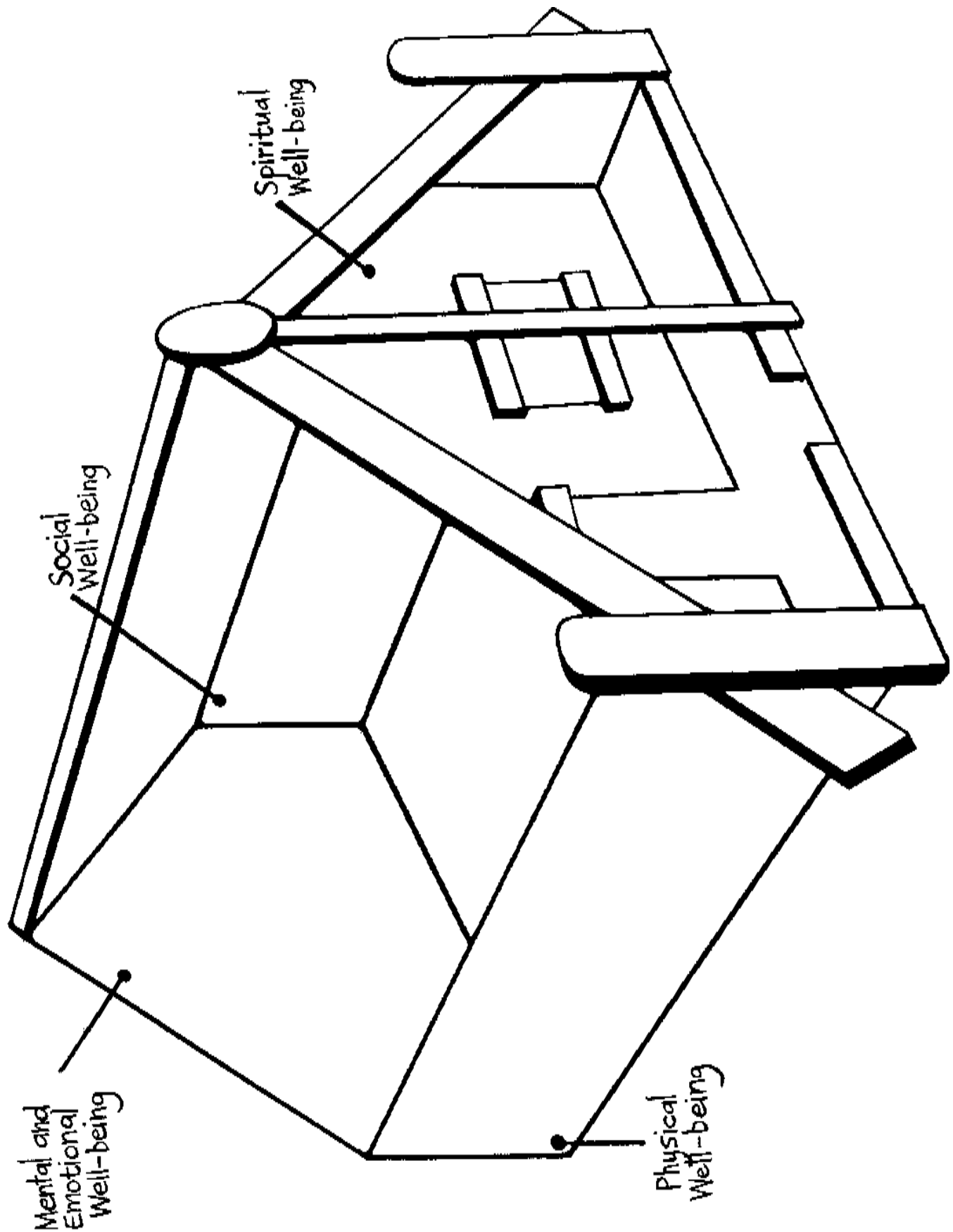
If you got lots of 1's, you might not be bullying other people, but you are not doing much to stop bullying. You might like to try thinking more about how other people think and feel.

If you scored lots of 2's you don't bully other people at all. In fact, you make a point of getting on well with people. **Well done!**

Friendship Flag



Whare



Submission

Submission to _____ **of** _____ **School**
 (Name of principal) (Name of school)

Class: _____
 (Name of class)

This is a submission to the Principal and the Board of Trustees with regard to changes in school policies that we think are necessary in order to make our school bully-free. As this is the wish of the majority of the class we, the undersigned, feel strongly enough to present this submission to the Principal for further action. We would be pleased to assist further in any way we could.

We request that the following changes be made to school policies: _____

The advantages of these changes would be:

1

2

3

Signed by the class below.

Witnessed: _____
 (Teacher)

 (Police Education Officer)



A Concluding Activity

A Gathering in Our Bully-Free Zone

Learning Outcome

- 1 Students share what they have learnt in *Kia Kaha*.

Invite parents and caregivers along for **A Gathering in Our Bully-Free Zone**. This could be scheduled at a time that suits local parents/caregivers. Suggestions for activities include:

The winning debaters

Sing the Bully-Free Song

Display the class banners

Display the Our Bully-Free Class wall hanging

Explanations of all the work on the walls.

An explanation of the whare

Role plays

Showing the DVD *Kia Kaha*

Parents and their children might like to sign a charter, agreeing to promote zero-tolerance of bullying.

The gathering could be concluded with refreshments.





DON'T CRY FOR BILLIE

by Beverley Dunlop

Billie Anderson was a big, noisy girl who lived with her father on a farm near the school. Billie's mother had died when she was a baby.

Billie would wrestle and fight like a boy. She could smash a cricket ball so hard that it flew away high over the school fence. The boys were mad to get Billie in their teams at games time.

We didn't like Billie much. We thought she was a real tomboy. We poked fun at the stringy ribbons that tied back her wild hair. We talked about her odd socks. Billie had to help her father milk the cows before she came to school in the mornings. Sometimes she had milk stains on her dress and cow-dung on her shoes. Then, we'd all run along behind her holding our noses and calling her "Smelly Billie."

Billie would get angry. "One day I'm going to be a farmer like my father," she'd yell. "Who wants to be a stupid girl and dress up all day?"

"Who wants to drive that noisy tractor!" one of the girls would yell back. Sometimes we'd seen Billie driving the tractor in the paddock while her father fed out the hay to the cows from the back of the wagon.

Because Billie was so rough, she took some terrible tumbles. Once she got in a fight with Graham Jones, the biggest boy in school. They rolled over and over on the stones until our teacher, Miss Pitt, came out and broke it up. Billie was a mess. She was bruised and her nose was bleeding. Her dress was dirty and torn. Billie didn't howl, though. She never did. She just stuck her chin out and looked fiercely at Graham as if she'd like to fight him again.

"Go and clean up, the pair of you," said Miss Pitt. She was very strict and didn't like kids fighting in the playground. Miss Pitt shook her finger at Billie. "And you should be ashamed of yourself – a girl fighting with a boy like that!"

Billie slunk off. But she didn't look sorry. We hung around, giggling behind our hands. We always egged Billie on to have fights for the sport of it. Her fighting made the girls feel superior and lady-like.

"That Billie is as tough as old boots," sniffed my girlfriend Mary.

But one day, Billie didn't come to school. The news spread around like wildfire. Billie's father had been crushed under the wheels of the tractor. He was dead.

We all talked quietly amongst ourselves. We didn't know much about death. "My mother said that Billie might have to go away and live with her aunt that's come to stay with her," said Mary. "She lives up north."

"Dad says that the Anderson farm will have to be sold," said Graham. "It's right next to ours, so Dad might buy it himself."

"I bet Billie is really upset," said a girl called Jennifer. "If my father died, I'd cry and cry."



We felt so sorry for Billie that we decided to do something about it. The kids put their pocket money together. Some of the girls went down to the store and got a beautiful blue sympathy card. Everyone signed the card, even Miss Pitt.

When Billie came back to school the next Monday, we gathered around her. Jennifer began to cry. She liked crying about things.

"We're all sorry about your father," I said to Billie. I handed her the card. I felt embarrassed and sad.

Billie took the card. I thought she might have looked different with her father being dead, but she looked just the same as usual. She stuck the card in her pocket without looking at. "Thanks," she said. She looked at Jennifer. "Don't cry for Billie," she said, rudely and fiercely.

Then she punched Graham on the arm. "How about a game of rounders," she said, and without waiting for an answer she ran off down the playground.

We were shocked. "What a horrid hard thing that Billie is," said Jennifer.

"She didn't even look at our beautiful card," said Mary.

"I wish we hadn't been nice to her," I said. I felt disappointed and angry that Billie hadn't acted more upset. She didn't give a fig for her father, I decided.

"Let's give her the cold shoulder," suggested Mary.

"That'll serve her right for not looking at our card."

So, for the rest of the week, we didn't speak to Billie. We didn't even egg her on to fight with the boys. Billie didn't seem to mind. She didn't need egging on to fight, either. She laughed and shouted as usual. She fought and sky-larked with the boys. She played rounders and hit the ball harder and fiercer than ever.

On Friday, Miss Pitt made an announcement. "Billie is leaving today and going to live in the city with her aunt," said Miss Pitt. "I'm sure we wish her well in her new school."

We sat silent. Someone tittered nervously. We were glad that Billie was leaving. "I bet she won't find a tractor to drive in the city," Mary whispered to me, spitefully.

I grinned. "I bet it takes her aunt a week to get the cow-dung off her shoes," I whispered back.

Miss Pitt rapped the table with the chalk. "Stop whispering down there," she ordered, "and turn to page two." Miss Pitt's voice droned away over the heads. I looked at the clock and winked at Mary. I was dying for the bell to go so that we could get out into the playground and discuss the news about Billie.

Then Miss Pitt made a joke. Miss Pitt was always making jokes. But they were never very funny. We all smiled politely to please Miss Pitt. Billie didn't smile, though. She began to giggle loudly.

Miss Pitt rapped the table again. "My joke's not that funny, Billie," said Miss Pitt, rather sharply. "Now stop giggling and pay attention."

Billie didn't stop giggling. She just giggled louder.

"Billie!" said Miss Pitt. She was beginning to look wild.

Billie giggled and laughed, louder and louder. It was as if she had a great well of laughter inside her. The laughter bubbled out of the well.

Miss Pitt scratched her head. She looked at her watch.

"You can go early," she told us quietly, "I'll attend to Billie."

We dashed out of the room and around to the window.

"Boy, I bet she catches it," said Graham, gleefully. He had it in for Billie because she was always beating him in fights.

"Serves her right if she gets the strap, carrying on like that," said Mary.

We pressed our noses against the classroom window. Billie was still laughing, louder and harder than ever. Only Miss Pitt wasn't hitting her. Miss Pitt's arms were around Billie's shoulders. Billie's head was on Miss Pitt's knee.

We moved away from the window and went and sat under a willow tree. No one said anything. I felt sick inside, and sad. My eyes began to water. Somehow I wanted to cry for Billie.





The first time I got paid for my paper round, I went to a coffee bar.

It's a coffee bar that Mum and I have been to quite a few times before. It's up two lots of stairs, over a shoe shop and an art gallery on our town's busiest corner. You can sit at tables beside the window, eat the best fudge cake I've ever tasted, and enjoy watching all the little short people scuttling across the street like beetles when the CROSS NOW buzzer goes. Except that I don't know if I'll ever go there again.

It felt weird walking in. The place was nearly full. Everyone else was a grown-up, and they all seemed to be staring at this kid coming in by himself. I pretended to inspect the food under its plastic covers. I chose a piece of fudge cake and put it on a plate on my tray. It looked a bit lonely by itself.

"Can I have a banana milkshake, please?" I asked the woman at the counter.

"Certainly, sir," she said. "Will sir be dining alone? Would sir like anything else?"

She was smiling at me, and I knew she wasn't trying to put me down. But it made me feel embarrassed. "I'll have one of those apricot muesli bars, too, please," I told her, in as grown-up a voice as I could.

When I picked up the tray, the milkshake and the plate with the fudge cake kept sliding around on it. I was trying to balance them, and hold the cellophane-wrapped muesli bar, and stuff the change into my pocket, and look for a place, all at the same time. The woman at the counter was still smiling at me. There was only one empty seat by the window, so I headed for it.

I was watching my tray to make sure things didn't slide off, and I didn't dare look up till I got to the seat. I lowered the tray onto the table and sat down. Then I saw the guy sitting opposite me.

He was a bikie. Man, what a bikie! He had a tattoo on one hand saying DEATH RULES, and a tattoo on the other hand saying HI MUM. There was a dotted line tattooed across his forehead, with a message above it, LIFT TO INSPECT BRAIN.

He wore a leather jacket with zips and chains, and a studded dog collar hanging from it. He must sound like a heavy metal rock band when he moves, I thought. One of his legs was sticking out the side of the table, and I could see his black jeans were ripped and torn above his big black leather boots. I wondered if he'd ridden his motorbike up the stairs into the coffee bar.

The bkie was drinking a cup of coffee. He was eating a cream doughnut, and he had something else on his plate. I'd never been this close to a real live bkie before. I wondered if he'd lean across and bite me, or pick me up and squash me into the sugar bowl or something.

He didn't. He looked at me and gave me a "hiya" sort of nod.

I was just going to nod back when a voice began calling. "Sir? Sir, do you want a straw for your milkshake?" It was the woman at the counter.

I hurried over, embarrassed again. I said "thanks", took the straw, and started heading back to my table.

Halfway there, I stopped and stared. No, he couldn't be!

Yes, he was! The bkie had stopped eating his doughnut. He was eating my apricot muesli bar. He'd peeled off the cellophane wrapping, and he was taking a bite from one end!

For a second I felt scared. Then I felt angry. It was my muesli bar. I'd paid for it with my newspaper money. As I reached the table, I made my mind up.

I sat down again. I picked up the muesli bar from where the bkie had put it back on his plate. (The cheek of the guy!). I took a bite from it – from the end he hadn't touched. Then I put the bar back down on the plate, just like he had.



He slowly raised his head and looked at me once more. He stared thoughtfully for a moment. He gave another nod, picked up the muesli bar and took another bite (a smaller and neater bite than mine) from his end. He put the bar back down on the plate again.

It felt like a movie. One of those Wild West movies where the Good Guy and the Bad Guy stand facing each other along an empty street, hands ready over their guns, waiting to see who draws first.

I reached for the shrinking apricot muesli bar a second time. I picked it up, and I looked steadily at the tattooed terror across the table. I bit another bite, and I returned the bar to the plate.

He gave me a third nod. He took up the remaining piece of muesli bar and held it between his thumb and one finger. His little finger was bent in the air like some terribly polite person does when holding a nice cup of tea. He carefully bit the final piece of bar exactly in half. I noticed for the first time that one eyebrow had a little tattoo above it saying UNZIP HERE. He held the last little bit of muesli bar across the table towards me.

I'll never know where my next words and idea came from. But they came. It was just like being in a movie, all right.



"No, it's OK," I told him. "You can have it. Tell you what – you can have these, too, if you're so hungry." I pushed my fudge cake and banana milkshake across the table towards him. The bkie's mouth dropped open three centimetres.

"And in return" – I went on. Then I reached across, grabbed his doughnut, and (from the untouched end, again) I took the biggest, most massive bite I could. The bkie's mouth dropped open six centimetres.

I stood up, bits of doughnut cream still sticking to my chin, and I walked as calmly as I could out of the coffee bar. I half expected people to start cheering: "Yay! It's the Muesli-Bar Kid!" I also half expected a motorbike to come roaring through the tables and down the stairs after me.

At the bus-stop a few minutes later, I could hardly believe I'd done it. My legs were beginning to shake and my heart was bumping, but I felt great. OK, I hadn't eaten either of the other things I'd paid for, but I'd won, all right. I'd really given that bkie something to chew on.

Paper-boys 1, bikies 0, I thought, and started laughing. The other people waiting for the bus looked at me in surprise.

As the bus arrived, I reached for the change I'd stuffed into my pocket in the coffee bar. My fingers closed on the cool metal coins. They closed on something else as well. Something thin and light and crackly.

What's this? I wondered and pulled it out. There in my hand, still in its cellophane wrapping, lay my own, untouched, apricot muesli bar.