

Keeping Ourselves Safe

Years 11–13

Focus area 3

This section of the KOS programme contains one of the following focus areas for students at years 11–13 (ages 15–17):

1. Is that legal?
2. Wrongdoing or moral dilemma?
- 3. Anger and violence**
4. Violence and the media

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

Focus area 3: Anger and violence

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Focus area 3: Anger and violence

Notes for the teacher

Ensure that safety guidelines are in place. All school staff (not just the teachers concerned) must know what to do if a student discloses abuse to them during or after *Keeping Ourselves Safe*. Parents should also be made aware of what to do. See the Child Protection Guidelines available on the School Portal.

Curriculum links

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

Learning area: Levels 6–7 Health and Physical Education – Strand A: Safety Management; Strand C: Identity, sensitivity and respect; Strand D: Rights, responsibilities, and laws

Key area of learning: Mental health: Knowledge, understanding and skills to recognise situations of abuse and harassment

Underlying concepts:

- Well-being, Hauora (all aspects) – how violence can affect social, mental, emotional and physical well-being
- Health promotion – helping to develop supportive policies and practices to ensure the physical and emotional safety of all members of the school community
- Socio-ecological perspective – identifying factors that perpetuate violence
- Attitudes and values – care and concern for people in their community

Resources

Students' learning journals

Video: ***Silent All These Years*** (available from your School Community Officer)

Learning intention

At the end of this focus area students will be able to describe factors that perpetuate violence in New Zealand society.

Activities

Instances of violence

Divide students into seven groups. Each group searches for an online article related to violence. The students discuss the following questions and prepare a summary to feed back to the class.

Questions

What violence has occurred?

Who initiated the violence; who is the perpetrator?

Who are the victims?

Why has the violence occurred?

What are the gains and losses in this situation at an individual, interpersonal and societal level?

Why is the violence allowed to occur?

Was there a resolution to the situation?

Was this resolution satisfactory?

After all groups have reported back, ask:

Why do people use violence?

Is there a stereotype of violence in New Zealand?

If yes, who perpetrates violence and who are the victims?

What initiatives are happening locally, nationally and internationally to reduce violence and abuse?

Video

Ensure you have previewed this video *Silent All These Years*. Note that it is now a very old video, but it is appropriate.

Show the video *Silent All These Years* to the students.

Ask: What violence has occurred?

Who initiated the violence; who is the perpetrator?

Who are the victims?

Why has the violence occurred?

What are the gains and losses in this situation at an individual, interpersonal and societal level?

Why is the violence allowed to occur?

Was there a resolution to the situation?

Was this resolution satisfactory?

Optional activity

Have students investigate types of violence that occur at school and advocate for action to reduce or eliminate the violence.

Learning journal

Ask students to find one article depicting violence in a local newspaper and answer the following questions:

What violence has occurred?

Who initiated the violence; who is the perpetrator?

Who are the victims?

Why has the violence occurred?

What are the gains and losses in this situation at an individual, interpersonal and societal level?

Why is the violence allowed to occur?

Was there a resolution to the situation?

Was this resolution satisfactory?