

# Tag Free Kiwi

## Years 7–8

## Focus area 6

This section of the **Tag Free Kiwi** programme contains one of the following focus areas for students at years 7–8 (ages 11–12):

1. Our community
2. Graffiti – what does it mean?
3. Rock art
4. Consequences
5. Solving the problem
6. **Proud to be me**

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

## Focus area 6: Proud to be me

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## Focus area 6: Proud to be me

### Curriculum links

**Key Competencies:** Thinking; Using language, symbols and texts; Managing self; Relating to others; Participating and contributing

**Learning areas:** Art; English; Drama

### Resources

Art materials

### Success criteria

Students will be able to:

- explain how they can exert positive peer pressure on others
- express themselves in a positive and creative way.

# Learning experience 1: Influencing others

## Activities

### 1. Positive peer pressure

Explain to students that they will be thinking about how each of them can apply either positive or negative peer pressure to someone their own age. Talk about why it is important to exert positive pressure to help friends make good decisions.

#### Either:

Place a chair in the front of the class and ask a strong, confident student to sit there. Seat students on the floor around the chair. Explain that this person has a decision to make in the following situation:

Someone has asked you to help them steal cans of spray paint from the art room.

Invite two students to come and stand one on each side of the chair. One is Positive Peer Pressure and the other is Negative Peer Pressure. Each in turn must try and influence how the student makes their decision.

Other students can be invited to come and take over any of these roles. At the end, ask the student on the chair what decision they have made and why they decided this. If after hearing the advice the student on the chair makes a poor decision, ask the class what the consequences of this decision might be.

This process can be repeated with other situations such as:

- you have been invited on a tag fest at 3 am
- you have been dared to climb on to the roof of the school hall to leave your tag
- your friend wants you to wag school.

#### Or:

Divide students into pairs. Ask each pair to consider each of the situations above in turn. One person in the pair then tells the other person all the reasons why they should **not** be involved in this activity.

#### Or:

Give students one or more of the above situations. Working individually, they write down all the reasons why they should **not** be involved in this activity.

Ask: Why do you think it is a good thing for you to use positive peer pressure to stop someone tagging?  
How would this make you feel about yourself?

### 2. Being creative

This activity can be completed over a week or longer.

Brainstorm with the class ways in which people express themselves. Some possible ways are dance, song, clothes, hair and make-up, poetry, or visual arts. Ask students to form themselves into groups of three, with each group choosing a way to express itself. Stress that the possibilities do not include graffiti vandalism.

Students could:

- create a collage
- design clothes and dress a doll or a group member
- prepare a dance
- write and rehearse a rap or other song
- create a papier mâché object.

Each group presents their creative work to the rest of the class. After each presentation:

Ask:   How did it feel to express yourselves in this way?  
          What have you learnt about yourself?  
          What might you do differently in the future?

Students could choose one group's work to enter in a competition with other classes working on Tag Free Kiwi.

## **Optional learning experience**

Each student chooses a positive word that describes them as a person. They prepare a page in their book that illustrates this word.

## **Assessment**

Ask each student to describe two things that make them proud of who they are.