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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, working in close association with the Specialist Education Services (SES).

The SES Eliminating Violence programme and the **Kia Kaha** programmes are complementary. Eliminating Violence is a systems approach that supports schools as they undertake an analysis of violence and bullying issues and then work to create environments that encourage positive non-violent interactions. **Kia Kaha's** strength is as a classroom curriculum programme, available for all school levels.

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.

Both Police and Specialist Education Services urge all school staff to do their utmost to create peaceful, non-violent environments. Using the Eliminating Violence programme to deal with the whole school environment issues and **Kia Kaha** as a classroom programme is an effective way to do this. If a school has been unable to take up the Eliminating Violence programme, then the procedures set out in the booklet **Kia Kaha in Your School - a Working Booklet** constitute the minimum necessary to create a positive environment for **Kia Kaha**. Schools are welcome to approach both Specialist Education Services and the Police Youth Education Service to decide which mix of the two programmes will best meet their needs.

Police are pleased to acknowledge the support and assistance of the Crime Prevention Unit in the development of **Kia Kaha**. The Crime Prevention Unit, like Police and Group Special Education, is concerned that students have good relationships with those around them both for their present happiness and to ensure they have the best chance of a positive adult future.

Owen Sanders

Manager, Youth Education Service

Peter Cowley

Chief Executive Specialist Education Services

Bronwyn Somerville

Director Crime Prevention Unit



Part A Introduction

Kia Kaha

Kia Kaha is a series of programmes designed to cover school Years 0-13. They replace the original ***Kia Kaha*** programme, developed in 1992.

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

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.

Completion of ***Kia Kaha in Your School – a Working Booklet*** is especially important if your school has not completed the Specialist Education Services Eliminating Violence programme.

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.**
- 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.**



Definitions

• **Bullying**

There are five 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.**

Bullying can take a number of forms:

- **Physical violence, for example hitting and kicking.**
- **Emotional and/or verbal, for example name calling, exclusion, threatening and coercion.**
- **Damage to property, for example taking lunches or destroying school books.**

All forms can be damaging to the victim.

(Definition after that produced by Group Special Education)

• ***Kia Kaha***

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

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

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

• ***Confident Kids***

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



Kia Kaha Junior Primary

Building a Safe, Happy Classroom

Acknowledgments

Constable Ian Anderson	Police Youth Education Service, Masterton
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Development co-ordinated by Gill Palmer, Police Youth Education Service, Wellington.

Police would like to thank all those schools who were involved in the trials of ***Kia Kaha***, especially the children whose displays of work have been an inspiration for some of the illustrations. Thanks also to those families and to the children of Newtown School who agreed to be photographed.

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Illustrations by Jo Maxwell

Stories *Happy Spring* and *Crocodile on the Roof* by Diana Noonan

Stories *Lion Heart* and *A Special Friend* by Jennifer Beck

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Using the Programme

- **A Safe, Happy Classroom**

Kia Kaha will be effective in helping to establish a happy and safe classroom environment, where children feel valued and can value others. They will learn what acceptable behaviour is and the consequences of behaving in both acceptable and unacceptable ways. It will help establish an environment where bullying cannot flourish.

For this reason, teachers should teach **Kia Kaha** early in the school year.

- **Alternatives for Years 0-1 and Years 2-3**

Because of the developmental differences between Years 0-1 and Years 2-3 children, many of the activities offer alternatives for both levels. Teachers will be able to choose those which best suit their class and may choose to mix and match between the two levels.

Activities for Years 0-1 are marked 

Activities for Years 2-3 are marked 

- **A Sequential Programme**

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

- **Planning for the Year**

Kia Kaha for Years 0-3 is a long programme.

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 3 **Let's all be Friends** as having the most relevance. It is inadvisable to concentrate on this, however, as all modules are needed if a safe, happy classroom and playground 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.

Guidelines for Teachers

The teacher has an important role in helping to establish a classroom that is safe and healthy and free from bullying. The teacher will need to consider carefully classroom practices and organisation, and the way he or she interacts with the children and other adults in the classroom. Consider the following:

Do You.....	Yes	No	Partly
1 Make sure that everyone in your classroom feels safe and happy?			
2 Demonstrate that bullying will not be tolerated in your classroom or in the playground?			
3 Look for opportunities to reinforce aspects of Kia Kaha?			
4 Provide opportunities for co-operative work and play?			
5 Affirm diversity?			
6 Celebrate the uniqueness of each class member?			
7 Give positive, genuine feedback to children?			
8 Look for positive outcomes to negative solutions?			
9 Respect all contributions from the class?			
10 Involve parents and caregivers where ever possible?			
11 Involve older students in class activities?			
12 Provide opportunities for children to make individual and class decisions?			
13 Assist children to solve their own problems?			
14 Praise children who you see making healthy, safe choices?			
15 Ensure follow-up if a child asks for help?			
16 Take action if you are concerned about a child's behaviour?			
17 Establish an exciting learning environment?			
18 Make space available on the wall to display all the work children produce during Kia Kaha?			
19 Choose activities that are appropriate to the age and abilities of children in your classroom?			
20 Consider how you interact with children? Teachers can behave in bullying ways, too.			
21 Attend to the victim first in a bullying incident?			

If you answered 'no' or 'partly' to a number of these questions, you may like to look to your senior teacher or health co-ordinator for support and guidance. There is also helpful information for teachers on the No Bully Internet Site: www.nobully.org.nz

Acceptable and Unacceptable Behaviour

Police are concerned that children learn to distinguish positive behaviours from negative behaviours. For example children need to know that bullying is wrong and that others are being told not to accept it. They also need to know that behaving in caring, helpful, supportive, respectful, safe and health enhancing ways is acceptable behaviour.

Teachers will need to use language to describe these behaviours that is easily understood by children in the Year 0-3 age group. Some may choose to use the words 'good' and 'bad' while others may feel more comfortable with 'OK' and 'Not OK'.

Teachers in the trials reported that when the terms 'acceptable' and 'unacceptable' were introduced, children could quite readily use these terms correctly and could identify behaviour in both categories when it occurred.

For more information about talking with children about behaviours please refer to Part C of ***Kia Kaha in Your School - a Working Booklet***.

Children with Disabilities

Children with disabilities are often the targets of bullying, because they are seen as different and physically vulnerable. 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.

Links with the New Zealand Curriculum Framework

The Essential Learning Areas

Kia Kaha has strong links with the Essential Learning Area Health and Physical Well-being. The programme contributes to the Key Area of Learning: Mental Health and to all four underlying concepts of ***Health and Physical Education in the New Zealand Curriculum***. Each activity of ***Kia Kaha*** has been linked to the appropriate Achievement Objectives. Details of these links are shown in the diagram on page 19, as well as at the beginning of each module.

In addition, the integrated approach used in ***Kia Kaha*** meets achievement objectives in a number of other curriculum statements. These links are indicated at the start of each module.

The Essential Skills

Kia Kaha can be used to develop a number of the Essential Skills, listed in Part C on page 100. Details of the essential skills relevant to each module are listed at the beginning of the module.

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 children identify things that are special about themselves?
- Do they respect diversity in their class?
- Do children include all class members?

Module 2

- Can children identify acceptable and unacceptable behaviour?
- Do children demonstrate safe, sensible behaviour in the classroom and playground?
- Do children respect classroom guidelines?

Module 3

- Do children know what bullying is?
- Do they know that it is wrong and unacceptable?

Module 4

- Do children make sensible, safe choices?
- Do they understand the consequences of choices they make?

Module 5

- Do children know when to ask for help?
- Do they know who and how to ask for help?
- Do they offer help to their peers?

Module 6

- Can children work and play co-operatively with others?

Assessment of Students

Assessment criteria are listed at the end of each module. Teachers can use these, and the assessment chart on page 12-13 to monitor children's progress. This will indicate what follow-up and reinforcement is required. In addition, teachers may like to observe children's behaviour in the playground and may also involve children in their own assessment.

Programme evaluation

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

Evaluation Form for Teachers Page 14

Evaluation Form for Parents and Caregivers Page 15



Comments



Evaluation Form for Teachers

	Yes	No	Partly
1 Do you think <i>Kia Kaha</i> helped to establish a safe and happy classroom?			
2 Did you create a classroom where bullying cannot flourish?			
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 a helpful colleague.
- Consider changes you might like to make about the way you operate before teaching the programme again.

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 sends home a letter, the Kia Kaha pamphlet and the survey form from Copsheet 9 of ***Kia Kaha in Your School - a Working Booklet*** before teaching begins. This will give parents and caregivers an opportunity to be informed and involved. A sample letter is given on the next page. There are also two pamphlets for children to take home. These are PUB-L146 **Stop Bullying - advice for parents and caregivers** and PUB-L145 **Stop Bullying - advice for young people**.

Copsheets to be sent home have been provided in each module. These have been identified by the symbol



These should be returned to class and discussed, shared or displayed.

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

Helpful information for parents is available on the No Bully Internet Site: **www.nobully.org.nz**



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 children are getting and help your child to use his or her new skills with confidence. We all need to work together to eliminate bullying.

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

Thank you for your help.

(Name of Teacher)



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

Child's name: _____

I would like to be involved in classroom activities: Yes No

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

Self awareness; accepting differences in other people; knowing what bullying is;

Behaving well; knowing safe places to play; making safe choices;

understanding the consequences of behaviour; asking for help;

playing well with others; working well with others.

Signed: _____





Part B The Teaching Programme

Programme Overview - Years 0 - 3

Module	Activity 1	Activity 2	Activity 3
1 The Same but Different	Who am I? 1 Describe special things about themselves and other members of their class. 2 Can explain how members of their class are different, but the same.	Size and Shape 1 Describe themselves in relation to other class members. 2 Describe similarities and differences within their class.	Families 1 Describe similarities and differences within families.
2 A Happy, Safe Classroom	Behaving Well 1 Demonstrate acceptable ways of behaving in the classroom and at home.	Our Classroom 1 Explain the advantages of a safe, positive classroom and school. 2 Demonstrate sharing and co-operative skills in groups.	Our Class Slogans 1 Accept and practise positive, safe classroom behaviours.
3 Let's all be Friends	Bullying 1 Explain what bullying is and recognise it in relation to themselves and others. 2 Explain that bullying is wrong and unacceptable.	Safe Places to Play 1 Identify places that are safe for them to play in.	Survey 1 Identify bullying and non-bullying behaviour that affects them.
4 I have Choices	Making a Choice 1 Explain that they have choices. 2 Identify choices that they and other people can make.	Putting Choices into Practice 1 Make a good, safe choice and put it into practice.	Consequences 1 Explain that all behaviour has consequences.
5 Helping Hands	Needing Help 1 Identify times they could ask for help. 2 Identify whom they could ask for help.	Asking for Help 1 Ask for help.	Helping Each Other 1 Demonstrate ways of helping others.
6 We have made a Difference	Playing Co-operatively 1 Play in a positive way with others.	Working Together 1 Work and play co-operatively with older students.	Sharing Food and Learning 1 Share what they have learnt. 2 Behave in appropriate ways. 3 Enjoy sharing a meal with others.

Links with Health and Physical Education

<i>Kia Kaha</i> Modules	Health and Physical Education Achievement Objectives	Contexts
Module 1 The Same but Different	Strand A L1.1, L1.4 L2.1, L2.4 Strand C L1.1, L1.3 L2.1, L2.3 Strand D L1.1 L2.1	<ul style="list-style-type: none"> • Size and shape. • Describing self. • Skills and goals. • Families and peers are the same and different. • Expressing ideas and feelings effectively.
Module 2 A Happy, Safe Classroom	Strand C L1.1, 1.3 L2.1, 2.3 Strand D L1.1 L2.1, 2.3, 2.4	<ul style="list-style-type: none"> • Behaving appropriately. • Showing care and consideration for others. • Sharing and working co-operatively. • Building a safe, positive classroom environment.
Module 3 Let's all be Friends	Strand A L1.3 L2.1, 2.3 Strand B L1.4 Strand D L1.2, 1.3 L2.1	<ul style="list-style-type: none"> • Identifying bullying and knowing that it is wrong. • Identifying safe places to play.
Module 4 I have Choices	Strand A L2.3 Strand C L1.1, 1.3 L2.1, 2.3 Strand D L1.1, L2.1, 2.3	<ul style="list-style-type: none"> • Making good, safe choices. • Managing potential conflict situations. • Consequences of behaviour.
Module 5 Helping Hands	Strand A L1.1 L2.1 Strand C L1.1, 1.3 L2.1, 2.3 Strand D L1.2	<ul style="list-style-type: none"> • Problems they need help with. • Who to ask for help. • Asking for help. • Helping others.
Module 6 We have made a Difference	Strand B L1.1, 1.3 L2.2, 2.4 Strand C L1.1, 1.2 L2.1 Strand D L2.3	<ul style="list-style-type: none"> • Working and playing with peers. • Working together to solve problems. • Sharing knowledge. • Behaving in appropriate ways.



Planning Guide - Years 0 - 3

Module	Activity 1	Activity 2	Activity 3
1 Different, but the same	Who am I?	Size and Shape	Families
2 A Happy, Safe Classroom	Behaving Well	Our Classroom	Our Class Slogans
3 Let's all be Friends	Bullying	Safe Places to Play	Survey
4 I have Choices	Making a Choice	Putting Choices into Practice	Consequences
5 Helping Hands	Needing Help	Asking for Help	Helping Each Other
6 We have made a Difference	Playing Co-operatively	Working Together	Sharing Food and Learning

Messages

I can say how I feel.

I'm proud to be me.

I know what bullying is and that it's wrong.

Bullies get into trouble.

I don't bully.

I know what I can do if I get bullied.

I can help others who are being bullied.

I know where to get help.

I know what acceptable behaviour is.

Acceptable behaviour is rewarded.

I enjoy coming to school.

I feel safe and want others to feel safe too.

I have choices.

I can make good choices.

We are all special.

I care about other people.

My feelings can help me keep safe.

It's good to take turns.

Listen and think before I speak.



Copysheets

- 1 Who am I?**
- 2 When I was Small**
- 3 My Family**
- 4 How We Behave**
- 5 Bullying**
- 6 Safe Places**
- 7 Survey**
- 8 Making Good, Safe Choices**
- 9 Questions for the Choices Photo Pack**
- 10 My Choice would be..**
- 11 Leaves**
- 12 Apples**
- 13 Sun Badge**
- 14 Asking for Help**
- 15 Helping Hands**
- 16 Daisy Chain**
- 17 Come for Lunch**
- 18 Star of the Week**

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



Module 1 The Same but Different

Explanation

In this module, children come to understand that although each of them is different, unique and special, and may come from very different families, they share similarities with all members of the class. This will assist them to accept and celebrate diversity, rather than to single out children who are different, to ridicule. They will come to empathise with other members of the class and to realise that the ways we are the same are more important than the ways we are different.

Curriculum Links

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**. However, within each module of each programme, links are provided with **Health and Physical Education in the New Zealand Curriculum**.

Health Education

Key Area of Learning

Mental Health: Strengthening personal identity and enhancing a sense of self worth
Acknowledging and respecting individual and family difference

The Concepts

Well-being, Hauora: Social well-being
Attitudes and Values: Valuing themselves and others
Respecting the rights of others

Strands and Achievement Objectives

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 1 The Same but Different	<ul style="list-style-type: none"> · Describe special things about themselves and about other members of their class. · Explain how members of their class are different but the same. · Describe themselves in relation to other members of the class. · Describe similarities and differences that exist within their class. · Describe similarities and differences between families. 	<ul style="list-style-type: none"> · Size and shape · Describing self · Skills and goals · Families and peers are different but the same · Expressing ideas and feelings effectively 	Strand A L1.1 L1.4 L2.1 L2.4 Strand C L1.1 L1.3 L2.1 L2.3 Strand D L1.1 L2.1



Other Curriculum Links

Kia Kaha has also been devised to have a cross curricula emphasis, as shown below.

English

Oral

Interpersonal listening and speaking L 1 and 2
Processing information L 1 and 2

Visual

Viewing L 1 and 2
Presenting L 2

Written

Exploring language L 1 and 2

Mathematics

Estimating and Measuring L 1 and 2

Social Studies

Culture and Heritage L 1.1

Social Organisation L 1.1, 1.2

Arts

Music

Performing different styles.

Drawing

Essential Skills

Communication 1, 2, 3

Numeracy 1, 2, 3, 4

Information 1, 2, 3, 4

Problem solving 1, 5, 8, 9

Self-management and Competitive 1, 6, 8

Social and Co-operative 1, 2, 3, 5, 6, 7, 8

Physical 2, 4, 5

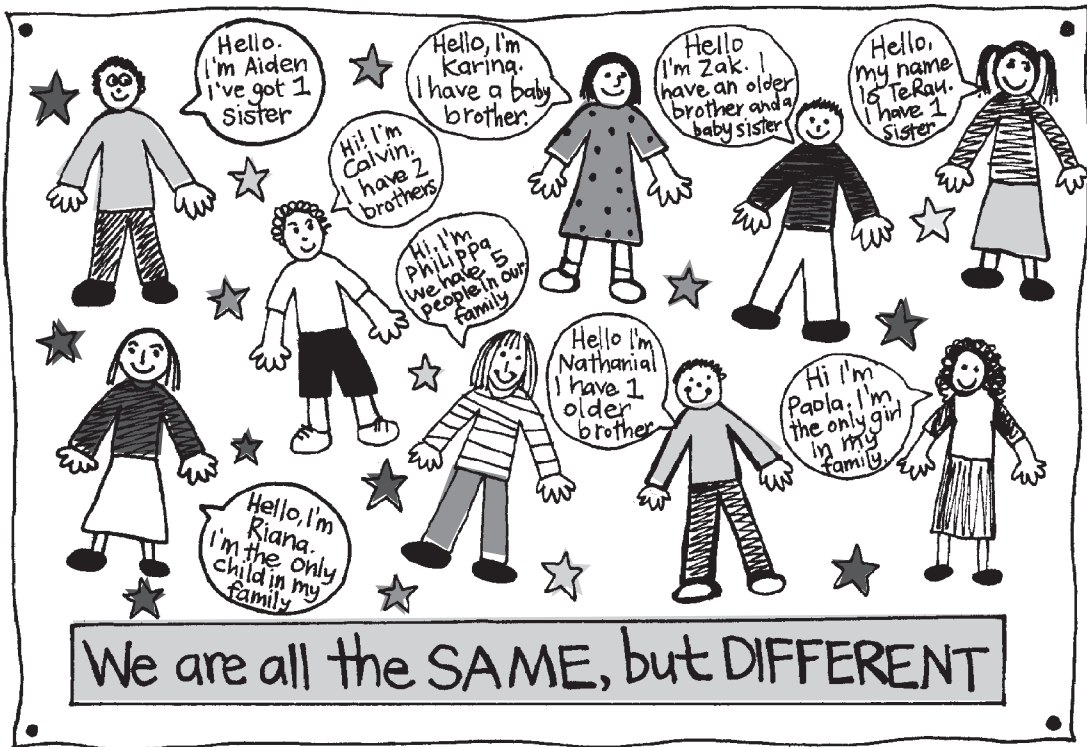
Work and Study 1, 2, 4, 5



Homework

Children can take their drawings home to talk about with a parent or another adult, along with Copysheet 1 **Who am I?** This should be completed at home and returned on the date specified, to be discussed on class.

Later, each drawing could be placed on the wall with the child's name, around the caption **We are all the Same, but Different.**



Years 2-3

Each child makes a **Who am I?** Card like the one below. These could be shared with a partner or displayed on the wall.

Note: A photograph could be taken of each child, or one brought from home. If this proves difficult, use only the self portrait.

☆☆☆ Who am I? ☆☆☆

name: _____

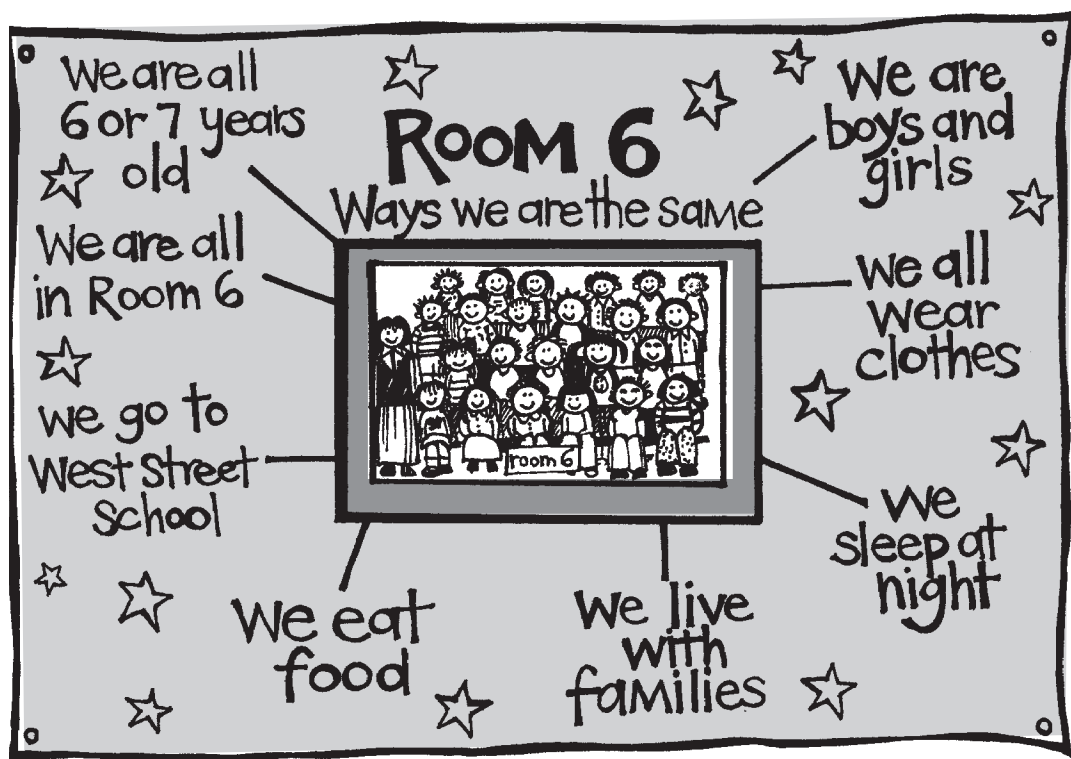
photo


thumb print

I am special because: _____

self portrait

Talk about how each of us is quite unique and special, yet we are the same as others in lots of ways. Brainstorm with the class how we are all the same and build up a class diagram like the one below.



Children could write a sentence in their books beginning:

I think our class is special because.....



Homework

Children can take home their **Who am I?** Card, to share with their family.

Activity 2 *Size and Shape*

Learning Outcomes

- 1 Children can describe themselves in relation to other class members.
- 2 Children can describe similarities and differences that exist within their class.

Resources

Years 0-1

Parent and pre-schooler

Chart paper and pens

Years 2-3

Tape measure

Copysheet 2 **When I was Small** page 34

Newspaper pictures of local or national sports teams (Extension).

Teaching

Years 0-1

- 1 Arrange for a parent to bring a pre-schooler to class. Compare the size of some or all of the following, for the pre-schooler and members of the class:

height, weight, foot size, hand size, head size, length of hair

Alternatively, this could be done by comparing the most recent class entrant to a 6 year-old.

Ask: How have you changed since you were pre-schoolers?

Are you still changing?

Do we all change and grow exactly the same?

- 2 Put children into small groups. Each group chooses one person to have their outline traced onto a big sheet of paper. Help children to name the body parts.

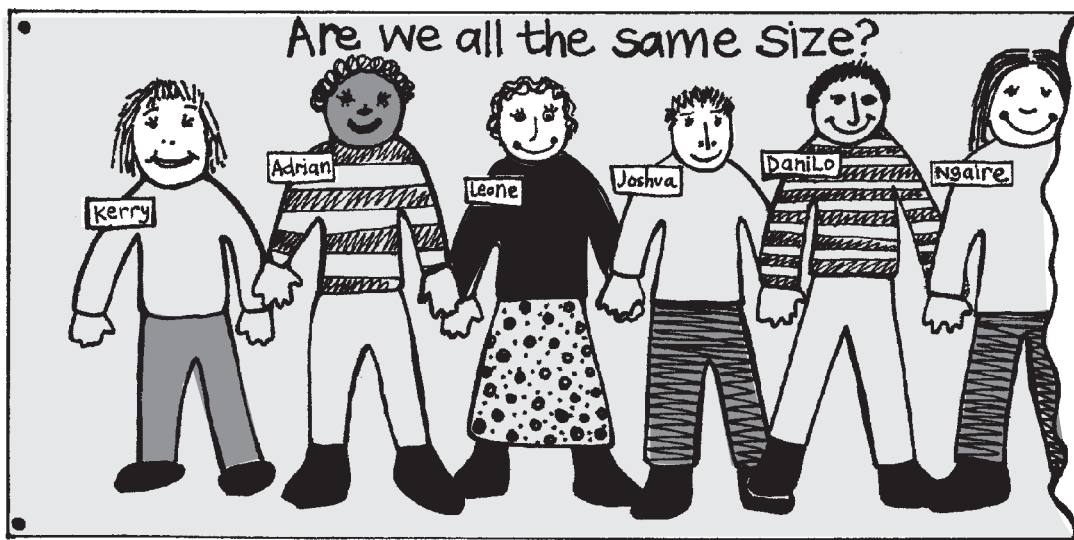
Note: If the class is small each child could have their outline traced.

Display the body shapes along a long wall, for example in the corridor. Walk along them with the class.

Ask: How are we different?

How are we the same?

Note: You may need to teach the words different and same.



Years 2-3

- 1 Talk to the class about how everyone grows at different rates and while it may look as though we are all different shapes and sizes, our size and shape varies only slightly.

Note: The following exercise will need to be handled with care, as children can be sensitive about their body shape. The objective is to help them respect the differences and know that it is okay to be different. It is important that children understand that people are really just variations on a common size and shape.

Working in small groups or pairs, children can measure some or all of the following: length of hair, foot size, hand size, height, length of arm...These could be done first as estimations.

Ask: What have we found out about our class?

Why is it good that we are not all the same?

What things are the same about us all?

Extension

- 1 Show the class photos of local or national sports teams. Talk about how teams need players of different shapes and sizes to take different roles. Use examples from the photos.
- 2 Put children into groups. Explain that soon the class is going to play a game involving teams. Each team will have a team leader. Every team leader is going to have a team.

The task of the group is to work out a way for a team leader to pick their team so that nobody feels left out and not included.

Note: The game could be an outside game, or something such as a spelling game.

When each group has discussed the problem and come up with a solution, get them to try out their method of selecting a team.

Ask: Was your way of picking a team a fair one?

How did you make sure that everyone felt included?

When every group has had a turn, choose one of the methods for picking teams and proceed with the game.

Ensure that in future when teams or groups are picked, a fair, inclusive method is used.



Homework

Give students Copysheet 2 **When I was Small** to take home and work on with an adult. Completed copysheets should be returned by the date given, discussed and displayed.

Activity 3 Families

Learning Outcomes

Children can describe similarities and differences within families.

Resources

▲ Years 0-1

Picture Pack **Families**

Art materials

▲ Years 2-3

Picture pack **Families**

Copysheet 3 **My Family** page 35

Teaching

▲ Years 0-1

1 Choose three photos from the **Picture Pack** to show children.

After each:

Ask: Who do you think these people are?

What are they doing?

Why do you think they are together?

What other things do you think they do together?

Introduce the term **family** to the class. Talk about your own family. If the police education officer is present, he or she can talk about their family as well. Then invite children to talk about their families, using the starter questions below.

Ask: Who is in your family?

What things do you do together?

Invite each child to draw a picture of their family. Help children to write their names on their drawings. Display completed drawings, with the caption **Our Families**.

Years 2-3

1 Display the family pictures around the classroom.

Invite children to walk round and view each picture.

Explain that these are all families. Check children's understanding of the term **families**.

Ask: What things are the same in all these families?

What things are different?

Which family photo looks most like your family?

Ask children to turn to a neighbour and describe their own family.

Extension

· Read children stories of different families such as the following from Learning Media:

A Quilt for Kiri

A Gift for Aunty Nga

Uncle Timi's Sleep

The Safe Place

The Big Surprise

- Play music from different cultures for music appreciation
- Play Rhada tapes of greetings in different languages

Homework



Give each child Copsheet 3 **My Family**, to take home and complete with a parent or other adult. It should be brought back to school on the date given. Ask children to report back on Copsheet 3 and build up responses into a chart headed **Things Families do Together**.

Assessment Criteria

Children can:

- **Accept others in the class**
- **Value themselves as individuals**
- **Appreciate differences in families**



Who am I?

Dear Parents and Caregivers

Today in ***Kia Kaha*** we talked about the size and shape of our bodies and your child drew a picture of themselves. Please listen while your child talks about their picture with you.

Can you talk about the following things with your child and fill in the gaps.

_____ **is special because** _____

(Name of child)

_____ **is good at** _____

(Name of child)

One thing _____ **is still learning is** _____

(Name of child)

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

(Name of teacher)





When I was Small

Dear Parent/Caregiver

Today in ***Kia Kaha*** we talked about how everyone is a different size and shape and how this makes us special and interesting. Please ask your child what he or she found out.

Together can you look at your child's Plunket Book, and /or photos of your child when they were small. Help your child to complete the following:

One thing I noticed about when I was small was _____

_____.

One thing I liked about me when I was small was _____

_____.

Two ways I have changed are:

1. _____

2. _____

One thing I really like about me now is _____

_____.

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

(Name of teacher)





My Family

Dear Parent/Caregiver

Today in ***Kia Kaha*** we talked about how families are the same yet different.

Please help your child to complete the following:

Three things that our family does together are:

1. _____

2. _____

3. _____

Here is a drawing or photograph of our family doing one of these things.

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

(Name of teacher)





Module 2 A Happy, Safe Classroom

Explanation

In this module, children identify what is acceptable behaviour and what is unacceptable behaviour, within the class, the school and at home. They consider the things that make their classroom a nice place to be and identify other things that they can do to make it even better.

Curriculum Links

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**.

However, within each module of each programme, links are provided with **Health and Physical Education in the New Zealand Curriculum**.

Health Education

Key Area of Learning

Mental Health: Establishing a safe, supportive classroom

Concepts

Well-being, Hauora: Feelings of belonging, support and caring

Health Promotion: Taking steps to improve their own classroom environment

The Socio-ecological Perspective: Contributing to their own and others feelings of well-being

Attitudes and Values: Care and concern for classmates

Strands and Achievement Objectives

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 2 A Happy, Safe Classroom	<ul style="list-style-type: none"> · Demonstrate acceptable ways of behaving in their classroom and home. · Explain the advantages of a safe, positive classroom and school. · Demonstrate sharing and co-operative skills in groups. · Accept and practise positive, safe classroom behaviours. 	<ul style="list-style-type: none"> · Behaving appropriately · Showing care and consideration for others · Sharing and working co-operatively · Building a safe, positive classroom environment 	Strand C L1.1 L1.3 L2.1 L2.3 Strand D L1.1 L2.1 L2.3 L2.4

Other Curriculum Links

Kia Kaha has also been devised to have a cross curricula emphasis, as shown below.

English

Visual

Presenting L 1 and 2

Viewing L 1 and 2

Written

Writing L 1 and 2

Reading L 1 and 2

Oral

Speaking L 1 and 2

Listening L 1 and 2

Social Studies

Social Organisation L 1.2, L 2.2

Arts

Drawing

Essential Skills

Communication 1, 2

Information 1, 2, 3

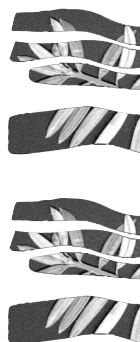
Problem-solving 1, 2, 3, 7, 8

Self-management and Competitive 2

Social and Co-operative 1, 2, 3, 4, 5, 6, 7, 8

Physical 2, 5

Work and Study 1, 2



Activity 1 *Behaving Well*

Learning Outcome

1 Children can demonstrate acceptable ways of behaving in the classroom and at home.

Note: See explanatory note in the Introduction on page 10, and in Part C of the booklet ***Kia Kaha in Your School - a Working Booklet***.

Resources

▲ Years 0-1

Story **Happy Spring** by Diana Noonan page 96

Copysheet 4 **How We Behave** page 45

Art materials

Teaching

▲ Years 0-1

- 1 Explain to the class that you are going to read them a story about a class much like their class. Read the story **Happy Spring** to the class.

Ask: Whose behaviour did you like in the story?

Why did you like it?

How did it make other people in the class feel?

Record ideas on a chart like the one overleaf.

Ask: Whose behaviour didn't you like in the story?

Why didn't you like it?

How did it make other people in the class feel?

Record ideas on the chart overleaf.

Ask the class for other examples of behaviour they like and behaviour they do not like. These could be added to the chart.

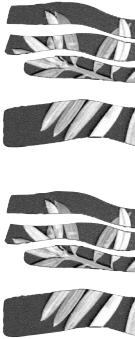
Ask: *How do we feel when we behave well?*

How does it make other people feel?

How do we feel when we don't behave well?

How does this make other people feel?

~ HOW WE BEHAVE ~		
Whose behaviour did you like?	What did they do?	How did this make others feel?
<ul style="list-style-type: none"> - Jeremy & Alice - Jessie - - 	<ul style="list-style-type: none"> - Helped put things on the art table - Helped Alisha - - 	<ul style="list-style-type: none"> - Mrs Kapua was pleased - Mrs Kapua was pleased - Alisha felt happy - -
Whose behaviour didn't you like?	What did they do?	How did this make others feel?
<ul style="list-style-type: none"> - Sunil - Abraham - - 	<ul style="list-style-type: none"> - Pushed Abraham - Said Sunil was 'useless' - - 	<ul style="list-style-type: none"> - Abraham went red - It made Sunil sad. - -



Extension

Children can work co-operatively to make spring (summer, winter, autumn) cards. Afterwards, comment about children you saw behaving well and not so well.



Homework

Give each child Copsheet 4 **How We Behave**, to take home to be filled out by a parent or other adult. This should be returned to school by the date given.

Collect the copysheets in and choose some examples to read out.

For example:

Jacob's mum likes it when he helps with the dishes.

Rinah's parents like it when she is polite.

Jasmine's dad doesn't like it when Jasmine answers back.

 **Years 2-3**

- 1** Ask children to think, pair and share their ideas about acceptable (OK, good...) behaviour that makes their class a safe, happy place.

Note: You may need to teach the terms acceptable and unacceptable.

Follow these steps.

- i** Each child thinks about the issue.
- ii** They find a partner.
- iii** Each partner shares their thoughts.

Take reports and build up a list of acceptable behaviour.

Ask children to think, pair and share with a new partner about unacceptable (bad, not OK..) behaviour that could make their classroom an unsafe, unhappy place. Take reports and build up a list of unacceptable behaviour.

Ask: What would our classroom be like if we behaved in the unacceptable way all the time?

What would our classroom be like if we behaved in an acceptable way all the time?

What can we expect to happen if we behave in an unacceptable way?

What can we expect to happen if we behave in acceptable ways?

In what other places are you expected to behave in an acceptable way? (at home, in the playground, on the school bus....)?

Invite each child to either draw a picture using one of the following captions, or to finish the sentences:

I like it when.....

A way I like to be treated is.....

I like to treat my classmates.....

When I behave well.....

Activity 2 Our classroom

Learning Outcomes

- 1 Children can explain the advantages of a safe, positive classroom and school.
- 2 Children can demonstrate sharing and co-operative skills in groups.

Resources

▲ Years 0-1

Art materials

▲ Years 2-3

Art materials

Teaching

▲ Years 0-1

Refer children back to the chart from the last activity about behaviour they like and don't like. Ask each child to draw a picture of themselves behaving in a way that they, and other members of the class like. Work with the children to give their drawings a caption, for example **Harry is looking after Jade because she is sad, John is reading quietly**. Put all the drawings together to make a class mural, with a heading **Our Safe and Happy Classroom**.



Invite parents and caregivers in to class, perhaps at home time, so that their children can show them the mural of what a safe, happy classroom is like. Alternatively older students could be invited to class.

Years 2-3

1 Either:

Put students into small groups. Ask each group to prepare a role play to show them working in a safe, happy way in the classroom, for example playing a game together, working co-operatively in a group, helping a classmate, sharing toys....

After each role play, ask the rest of the class:

What was the group doing?

What made this a happy time?

What would our classroom be like if we behaved like this all the time?

Or:

Cut a large sheet of paper into shapes, one for each member of the class. Each person draws a picture or uses words, to show a happy classroom scene, such as reading quietly, putting your hand up, listening to others, helping a friend. The 'jigsaw' drawings are then put together to make a mural. Gather the class round to look at the mural.

Ask: What acceptable (good, OK..) behaviour can you see?

What would our classroom be like if we behaved like this all the time?

What can we do to make sure our classroom is always happy and safe?

Activity 3 *Our Class Slogans*

Learning Outcomes

1 Children accept and practise positive, safe classroom behaviours.

Resources



Years 2-3

Art materials

Teaching



Years 2-3

1

Ask: What would we like our classroom to be like?

Write all the children's ideas on the board.

Put children into groups, each with a role such as recorder, reporter, time keeper, art director, resource person. Invite each group to come up with a class slogan that they would like their class to follow. Completed slogans are placed all round the room. Invite the Principal, representative of the Board of Trustees and/or parents and caregivers along to hear the groups explain their slogans.

Ask: What will our classroom be like if we practise these slogans?

What will happen if we forget about them?

How can we make sure we remember?

Extension

The class could come up with a class song or rap that describes the behaviour that is important to them as a class.





Assessment Criteria

Children can:

- Use acceptable behaviour in the classroom and playground
- Help make their classroom a safe, happy place



How We Behave

Dear Parents and Caregivers

Today in ***Kia Kaha*** we read a story called **Happy Spring** and we talked about behaviour we liked and behaviour we didn't like.

Ask your child about the story.

Talk about and complete the following:

How do you like your child to behave at home?

1

2

3

What behaviour don't you like?

1

2

3

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

(Name of Teacher)





Module 3 Let's all be Friends

Explanation

In this module children identify what bullying behaviour is and know that it is wrong and unacceptable. They know some strategies to overcome it. They identify places in their school environment where they feel safe to play.

Curriculum Links

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**.

However, within each module of each programme, links are provided with **Health and Physical Education in the New Zealand Curriculum**.

Key Learning Area

Mental Health: Recognising bullying

Learning rights and responsibilities regarding bullying

Concepts

Well-being, Hauora: Non-acceptance of bullying

Health Promotion: Developing skills to eliminate bullying

Socio-ecological Perspective: Developing mutual care and responsibility

Attitudes and Values: Respecting others

The Strands and Achievement Objectives

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 3 Let's all be Friends	<ul style="list-style-type: none"> · Explain what bullying is and recognise it in relation to themselves and others. · Explain that bullying is wrong and unacceptable. · Identify places that are safe for them to play in. · Identify bullying and non bullying behaviour that affects them. 	<ul style="list-style-type: none"> · Identifying bullying and knowing it is wrong · Identifying safe places to play 	Strand A L1.3 L2.1 L2.3 Strand B L1.4 Strand D L1.1 L1.3 L2.1

Other Curriculum Links

Kia Kaha has also been devised to have a cross curricula emphasis, as shown below.

English

Oral

Interpersonal listening	L1 and 2
Speaking	L1 and 2
Listening to texts	L1
Interpersonal speaking	L1 and 2
Using texts	L1

Written

Transactional writing	L 2
Close reading viewing/presenting	L2

Mathematics

Statistics	L1 and 2
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Social Studies

Social Organisations	L2.2
Place and Environment	L1.1

Art

Drawing

Essential Skills

Communication 1, 2, 3, 4

Numeracy 1, 2, 3, 4, 5, 6

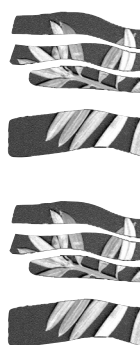
Information 1, 2, 3

Problem-solving 1, 2, 3, 5, 6

Self-management and Competitive 6, 7, 9

Social and Co-operative 1, 2, 3, 6, 7, 9

Work and Study 1, 2, 3, 4



Activity 1 Bullying

Learning Outcomes

- 1 Children can explain what bullying behaviour is and can recognise it in relation to themselves and others.
- 2 Children can explain that bullying is wrong and unacceptable.

Note: See page 6 for a definition of bullying.

Resources

Years 0-1

Story **The Crocodile on the Roof** by Diana Noonan page 98

Picture Sequence Cards

Note: Suggested sequence for cards:

- 1 One girl kicks the other.
- 2 The girl who has been kicked is sad. A friend comes to support her.
- 3 She tells the teacher what has happened.
- 4 The teacher talks to the victim and to the girl who did the kicking.
- 5 The girls shake hands and agree to be friends.

Years 2-3

Copysheet 5 **Bullying** page 55

Teaching

Years 0-1

- 1 Read the class the story **The Crocodile on the Roof**.

Ask: What happened in the story?

How did Zoe and Aroha make Cherry feel?

Was this behaviour that we like?

Do you think Cherry should have told Liam what happened? Why or why not?

Do you think Liam should have told Mr Argus? Why or why not?

What did you think of the ending to the story?

How do you think Zoe and Aroha will treat Cherry next time?

Work with the class to define this sort of behaviour as **bullying**.

A suitable definition might be:

Bullying is when someone hurts you or makes you sad, on purpose. A person who is bullying might kick or hit you, might call you nasty names, threaten you, take your things or make you do things you don't want to do.

Ask: Is bullying OK in our class?

Why don't we like it?

How does it make us feel?

Establish that bullying is behaviour the class doesn't like, that it is wrong and that you won't accept it in your class.

2 Hold up each picture from the Picture Sequence in random order.

Ask: What do you think is happening here?

With the class, decide on the right order for the pictures and suitable captions for each. The completed sequence could be pinned on the wall.

Note: Numbers are provided on the back to indicate the correct sequence, although children may justify another order. Look at each picture in turn and ask how they think the people are feeling.

Ask: Do you think this was a good ending?

Why or why not?

What could you do if someone was bullying you?





Years 2-3

- 1 Write the word **bullying** on a chart. Ask for examples of bullying and record these. Make sure, through questioning, that examples of all types of bullying are included —physical, emotional, exclusion, damage to property, coercion (see page 6).

Work with the class to decide on a definition of bullying. An example is given below, but it is preferable that the class devise their own.

Bullying is when someone hurts you or makes you sad, on purpose. A bully might kick or kick you, might call you nasty names, threaten you, take your things or make you do things you don't want to do. The bully wants to be more powerful than you.

Ask: Is bullying acceptable (good, OK..) behaviour?

How do we feel about bullying behaviour?

Will we accept bullying in our classroom?

Why or why not?

What can we do to stop it?

- 2 Put students into small groups. Give each Copysheet 5 **Bullying**. The group cuts out the pictures and decides on the correct order. They then paste these on to a new page, writing captions under each. In the blank square they draw a picture to show what they think might happen next.

As an alternative this could be done as an individual or whole class activity.

Ask: Do you think this was a good ending?

Why or why not?

What might have happened if the child being bullied hadn't asked for help?

What could you do if you were being bullied?

Activity 2 *Safe Places to Play*

Learning outcomes

- 1 Children can identify places that are safe for them to play in.

Note: The emphasis in this activity is safety in relation to other people, rather than safety from hazards such as water or traffic. Older students could be involved in this activity to see where younger children feel unsafe and to decide what they could do to help. It is advisable that the whole school is aware that this activity is taking place to avoid sabotage! (In one of the trial schools, senior students popped the balloons at lunchtime.) Choose a sunny, still day.

Resources

Years 0-1

Balloons – one for each child (ones with happy faces already on them are helpful)

Paints

Copysheet 6 **Safe Places** page 56

Years 2-3

Large map or outline of the school, clearly labelled

Art materials

Teaching

Years 0-1

Ask: Where do you feel safe playing at school?

Why do you feel safe in these places?

Where does it feel unsafe to play?

Why does it feel unsafe here?

Some answers might be:

I feel unsafe on the field because the big children run fast and could knock me over.

I feel safe in the sandpit because everyone shares.

I feel unsafe by the trees because the teachers can't see what is happening.

I feel safe on the bottom playground because only little kids go there.

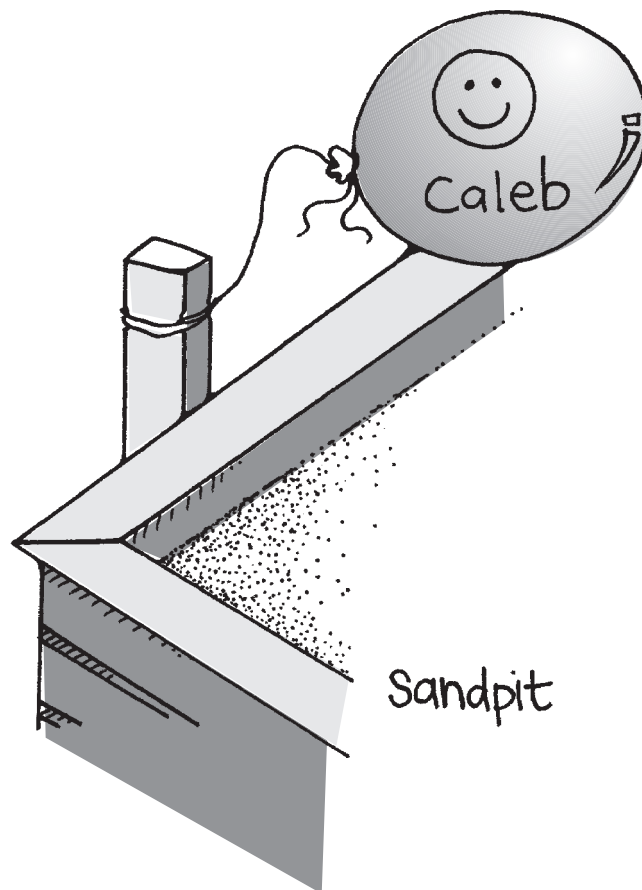
*Note: You may need to teach the words **safe** and **unsafe**.*

- 2 Give each child a balloon. Help them to paint a happy face and their name on their balloon. Go outside with the class. Walk around the playground identifying the places they have said were safe and unsafe for them to play. Invite each child to tie their balloon in a place they feel safe to play.



Homework

After school each child can collect their balloon and take it home. Also give them Copysheet 6 **Safe Places** to take home and discuss with an adult.



 **Years 2-3**

- 1 Put up, or draw, a map or outline of the school and help children to identify and label landmarks.

Ask: Where do you feel safe playing at school?

Why do you feel safe playing there?

Where does it feel unsafe to play?

Why do you feel unsafe there?

Mark the safe places on the map with a tick. Mark the unsafe places with a cross.

The map could be shared with the principal.

- 2 Each child completes the following sentences:

One place I feel safe playing is....

I feel safe here because...

They could draw a picture of themselves playing in this place.

Homework

Each child takes home their picture and completed sentences to share with an adult.



Activity 3 Survey

Learning Outcomes

- 1 Children can identify bullying and non-bullying behaviour that affects them.

Resources



Years 2-3

Copysheet 7 **Survey** page 57

Teaching



Years 2-3

- 1 Remind children of the behaviour that they decided was bullying, in Activity 1.

Give each child Copysheet 7 **Survey**. Go over each question one at a time. As you explain each one, children can colour in their choice of answer, either **Yes** or **No**. The choice should be made individually, without influence from any other class members.

- 2 Either:

Put children into 6 groups. Give each group the responses to one of the questions. They graph the results. Display the completed graphs around the walls. Help could be enlisted for this activity from older students.

Or:

Take responses to each question from the class by a show of hands. Graph the results of some questions on the board and make summary statement of others.

For example:

All members of our class have been bullied.

Half the people like helping others.

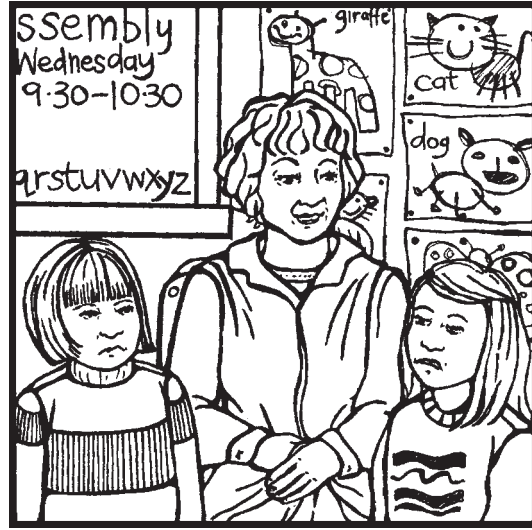
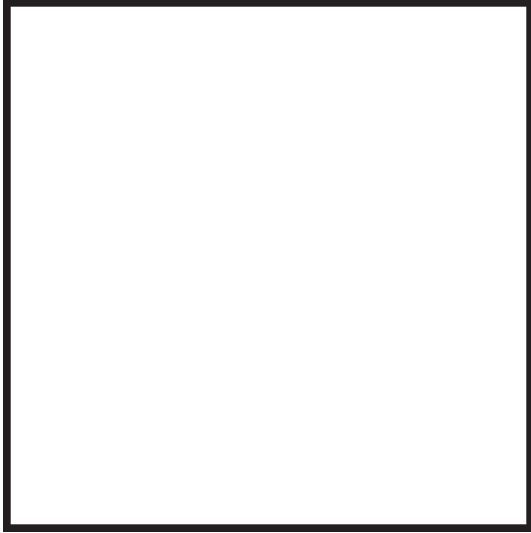
Note : Results of both Activity 2 and Activity 3 could be shared with the principal and Board of Trustees so that they can work to make the school a safe, happy place.

Assessment Criteria

Children can:

- **Recognise bullying behaviour**
- **Play in safe places**

Bullying





Safe Places

Dear Parents and Caregivers

Today in ***Kia Kaha*** we talked about places at school where your child feels safe to play. Your child tied a balloon in one of these places.

Please ask your child to show you the balloon and to talk about where he or she put it, and why they put it there.

Talk about the following with your child.

1 What places are safe to play in at home?

2 What places are safe to play in outside home?

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

(Name of Teacher)



Survey

Colour in either the **YES** or **NO** symbol to show your answer.

1 Has anyone ever bullied you at school?



2 Have you ever bullied or been unfair to other people?



3 Do you like helping other people at school?



4 Do other people help you at school?



5 Do you know what to do if someone bullies you?



6 Do you feel safe at school?





Module 4 I have Choices

Explanation

In this module children come to see that they make choices all the time, every day. They understand that they can make choices about the way they behave, and turn a potentially negative situation into a positive one. They realise that there are positive things they can do about bullying, whether they are being bullied, displaying bullying behaviour themselves or observing it.

They understand that all behaviour has consequences and that the consequences for good behaviour are more rewarding.

Curriculum Links

Kia Kaha has been developed primarily as Health Education, and details of this are provided in **Kia Kaha in Your School – a Working Booklet**. However, within each module of each programme, links are provided with **Health and Physical Education in the New Zealand Curriculum**.

Key Area of Learning

Mental Health: Examining options and consequences

Concepts

Well-being, Hauora: Making and acting on safe choices

Socio-ecological Perspective: Making healthy choices.

Attitudes and Values: Being friendly and helpful

Strands and Achievement Objectives

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 4 I have Choices	<ul style="list-style-type: none"> · Explain that they have choices. · Identify choices they and other people could make. · Make a good, safe choice and put it into practice. · Explain that all behaviour has consequences. 	<ul style="list-style-type: none"> · Making good, safe choices · Managing potential conflict situations · Consequences of behaviour 	Strand A L2.3 Strand C L1.1 L1.3 L2.1 L2.3 Strand D L1.1 L2.1 L2.3

Other Curriculum Links

Kia Kaha has also been devised to have a cross curricula emphasis, as shown below.

English

Visual

Presenting L1 and 2

Viewing L1 and 2

Oral

Interpersonal listening and speaking L1 and 2

Social Studies

Social Organisation L 2.2

Arts

Making mobiles

Essential Skills

Communication 1, 2, 4

Information 1, 2, 3

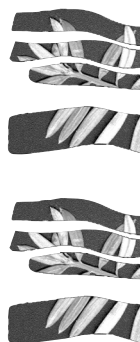
Problem-solving 1, 3, 4, 8, 9

Self-management and Competitive 2, 6, 7, 8, 9

Social and Co-operative 1, 2, 3, 6, 7, 8, 9

Physical 2, 5

Work and Study 1, 2



Activity 1 *Making a Choice*

Learning Outcomes

- 1 Children can explain that they have choices.
- 2 Children identify choices that they and other people could make.

Resources

Years 0-1

Two pictures from the **Choices Photo Pack**.

Copysheet 8 **Making Good, Safe Choices** page 69

Years 2-3

Pictures from the **Choices Photo Pack**

Tape with about five pieces of very different music

Tape recorder

Copysheet 8 **Making Good, Safe Choices** page 69

Copysheet 9 **Questions for the Choices Picture Pack** page 70

Note: The situations shown in the photos illustrate unacceptable behaviour. You can work with the children to identify positive outcomes.

Teaching

Years 0-1

1 Warm-up

- a) Ask each of the children in turn what they would like to eat if they could choose anything at all. Ask them to give a reason for their choice.

Some sample answers might be:

I would choose an icecream because it's my favourite.

I would choose some fruit because it's good for me.

I would choose mallow puffs because we don't have them at home.

b) Ask children to go and stand somewhere they would like to stand in the classroom. Ask the following of some or all of the children.

Ask: Why did you choose to stand there?

Talk about how each of them choose where to stand. They made this choice themselves. Ask students in turn why they chose to stand where they did. Sample answers might be:

John chose to stand by the window because it was sunny.

Hine chose to stand by the paints because she really likes painting.

Jessica chose to stand by the door so that she could go outside first.

Write the word CHOICE on the board. Explain how each of them has just made two choices – where to stand and what they would most like to eat. Give some examples of choices you have made today, such as what to eat for breakfast, or what to wear, what story to read the class, how to come to work.

2 Seat children on the mat. Choose one of the photos from the **Choices Photo Pack**.

Ask: Who are the people in this picture?

What is happening?

Where do you think this might be?

Point to each of the children in the photo in turn:

Ask: What could this person choose to do?

What would happen if they did this?

What would be the best and safest choice?

What choice would you make?

This process could be repeated with another picture.

Homework



Give each child Copysheet 8 **Making Good Safe Choices** to take home and work on together with an adult at home. These should be returned on the date given. Completed copysheets could be placed on the wall and discussed.

 **Years 2-3**

1 Warm-up

a) Ask each child in turn what they would choose to do on a sunny day if they could choose to do anything at all. Ask them why they made that choice.

Some sample answers might be:

I would choose to go to the beach so I could have a swim.

I would choose to go to the park to play with my friends.

I would choose to play under the hose to cool me down.

b) Explain to the class that you will play some different music. You would like each of them to choose which piece of music they liked best.

Ask: Which piece of music did you like best?

(Could be done by a show of hands, or individual answers)

Why did you choose that piece of music?

Some sample answers might be:

I liked the loud music because it blocked out everything else.

I liked the soft, floaty music because I could dance to it.

I liked the last music because we listen to that at home.

Write the word CHOICE on the board. Explain how each of them has just made two choices –what music they like and what to do on a sunny day. Give some examples of choices you have made today, such as what to eat for breakfast, what to wear, what time to get up, when to take the class to the library...

2 Model the use of one of the pictures in the **Choices Photo Pack**.

Ask: Who are the people in this picture?

What is happening?

Where do you think this might be?

Point to each of the children in the picture in turn and ask the following questions.

Ask: What could this person choose to do?

What would be the best and safest choice?

What would happen if they did this?

What choice would you make?

Put children into pairs or small groups. Give each group one of the pictures and Copsheet 9 **Questions for the Choices Photo Pack**.

Ask them to discuss each of the questions for their picture. Ask selected groups to report back.

Ask: Why is it best to make good, safe choices?

Who is it best for?

What might happen if you make unsafe choices?

Who would they be unsafe for?



Homework

Give each child Copsheet 8 **Making Good, Safe Choices** to take home and work on together with an adult. These should be returned on the date given. Completed copsheets could be placed on the wall and discussed.



Activity 2 *Putting Choices into Practice*

Learning Outcomes

- 1 Children can make a good, safe choice and put it into practice.

Resources



Years 0-1

Copysheet 10 **My Choice would be...** page 71



Years 2-3

Pictures from the **Choices Photo Pack**

Video camera

Teaching



Years 0-1

1 Seat children in a circle, including any adult helpers. Read each child in turn one of the scenarios from Copysheet 10 **My Choice would be..** Choose examples that are relevant to your class, or make up your own scenarios.

Help the child to suggest a good, safe choice they could make in that situation.

Ask: Is this a good, safe choice?

What would happen if you did this?

What else could you do?

At the end:

Ask: How does it feel to make a good, safe choice?

Who thinks they can make good, safe choices all the time?

Reinforcement

Reinforce making good, safe choices throughout the year, praising children who you see making such choices. When children are seen making unsafe choices:

Ask: Was this a good, safe choice?

Why or why not?

What might happen if you did this?

What else could you choose to do?

Years 2-3

- 1 Show children one of the pictures from the **Choices Photo Pack**. Brainstorm with them the choices that the people in the picture could make. List these on the board. With the class put a tick beside all the good, safe choices.

Put children into small groups. Ask them to choose one of the good, safe choices to role play. Remind them to start the role play from a freeze frame.

Ask some groups to show their role play to the class.

Ask: Who had to make a choice?

Was this a good, safe choice?

How did it feel to make that choice?

This could be repeated with other pictures if desired.

Note: In the role play session it is important that children do not role play negative behaviours but rather positive solutions. For this reason each role play starts with a freeze frame of the situation shown in the picture.

Extension

Brainstorm with the class some other times when they might need to make good, safe choices. Put these on the board. Ask children to regroup.

Each group chooses one of the situations on the board and discusses good, safe choices they could make. They choose one of these to role play. If possible, video the groups role playing. These could then be played back and analysed.

Ask: Who had to make a choice?

Was this a good, safe choice?

How did it feel to make that choice?

What were other good, safe choices that could be made?

Do you think you could make choices like this all the time?

Activity 3 Consequences

Learning Outcome

1 Children can explain that all behaviour has consequences.

Resources



Years 2-3

Materials for a mobile

String

Strips of card or paper.

Teaching



Years 0-1

Read the following situation to the class.

Leah and Riki were playing in the sandpit. Leah wanted the truck that Riki was playing with. She pushed Riki and grabbed the truck. Riki got his face in the sand and some went in his mouth. He started to cry. Leah started to play with the truck. Just then Mr Thomas came over. He had seen what happened. He made Leah get out of the sandpit and go inside. He helped Riki get the sand out of his mouth and dried his tears.

Ask: Does our class like the way Leah behaved?

Why or why not?

What happened because Leah snatched the truck?

What else could she have done?

Read the following story to the class.

Everyone in the class was drawing a picture to go on the wall. Caleb only had two different coloured felts. Amber said he could use some of hers. Caleb was pleased and he told Amber how good her picture was. Mrs Henare said that Caleb and Amber had both done lovely pictures and gave them a star because they had worked well together.

Ask: Does our class like the way Amber behaved?

Why or why not?

What happened because Amber shared her felts?

Talk about the positive things that happen when we behave in friendly, helpful ways.

Talk about the negative things that happen when we behave in unfriendly, unhelpful ways.

Note: For some children in the class, bullying might be behaviour that they like and that they enjoy because it has positive consequences. It is hoped that by seeing the views of the class as a whole, they too will come to recognise that bullying is unacceptable.

Reinforcement

Watch for opportunities throughout the year to reinforce the consequences of behaviour.



Years 2-3

- 1 Seat the students in a circle. Read them some of the scenarios of unacceptable behaviour below, and add some of your own. After each, put the ideas they offer on one side of the board, under the heading **Consequences of Unfriendly, Unhelpful Behaviour**. Explain the word **consequences**.

What might happen if Kevin punches Tutu on the arm?

What might happen if Craig always takes all the felts and won't share?

What might happen if Summer won't help the teacher give out the books when she is asked?

What might happen if Wiremu is always rude to other people?

- 2 Read students some of the scenarios of acceptable behaviour below, and add some of your own. After each, put the ideas they offer on the other side of the board, under the heading **Consequences of Friendly, Helpful Behaviour**.

What might happen if Rangī offers to help Amy put out the paints?

What might happen if Lace is friendly and helpful to a new person in class?

What might happen if Taina offers to share his pencil sharpener when Jo breaks her pencil?

What might happen if Jason helps Nick when he falls over and hurts his knee?

- 3 The children could work in groups to make mobiles of the consequences of behaviour, as shown in the examples below.



Reinforcement

Watch for opportunities in the classroom to reinforce ideas on the mobiles. For example:

Thomas has helped Jayant with his reading. This is friendly, helpful behaviour. Let's check the consequences on our mobile.

Assessment Criteria

Children can:

- **Make good, safe choices**
- **Think about the consequences of their behaviour**



Making Good, Safe Choices

Dear Parents and Caregivers

Today in **Kia Kaha** we talked about choices we make, such as what game to play, what to eat or what to wear. Talk to your child about choices they make at home.

We also talked about how some choices are good and safe, and how some other choices are unsafe.

Talk about what is happening in the picture below. Decide on good, safe choices that each child in the picture could make.



You might like to help your child to colour in the picture too.

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

(Name of Teacher)



Questions for the Choices Photo Pack

1 Who are the people in this picture?

2 What do you think is happening?

Look at each of the children in the photo in turn:

3 What could this person choose to do?

4 What would happen if they did this?

5 What would be the best and safest choice?

6 What choice would you make?



My Choice would be...

Someone snatches your drink bottle.
What would you choose to do?

You don't want to listen to the story.
What could you choose to do?

Someone pushes in front of you in
the line.
What would you choose to do?

You are angry with someone and
want to hit them.
What else could you choose to do?

The others won't let you join in.
What would you choose to do?

You won't let anyone share your felts.
What else could you choose to do?

You haven't got a pencil so you
snatch someone else's.
What else could you choose to do?

Someone pushes you and makes you
fall over.
What would you choose to do?

You tell lies about someone.
What else could you choose to do?

Someone spills paint on your clothes.
What would you choose to do?

Someone makes you give them your
lunch.
What would you choose to do?

You want to play with someone else's
toy.
What would you choose to do?

You feel like kicking someone.
What else could you choose to do?

Someone wants your lunch money.
What would you choose to do?



Module 5 Helping Hands

Explanation

In this module children identify situations in which they may need help from bullying and decide who the appropriate person would be to ask for help. They practise what to say when they ask for help. Together they explore ways that they can help other people in their class.

Curriculum Links

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**. However, within each module in each programme, links are provided with **Health and Physical Education in the New Zealand Curriculum**.

Health Education

Key Area of Learning

Mental Health: Seeking help and support; offering help to others

Concepts

Well-being, Hauora: Social support, caring for others

Health Promotion: Personal skills of asking for help

Socio-ecological Perspective: Mutual care

Attitudes and Values: Awhina

Strands and Achievement Objectives

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 5 Helping Hands	<ul style="list-style-type: none"> · Identify times when they could ask for help. · Identify whom they can ask for help. · Ask for help. · Demonstrate ways of helping others. 	<ul style="list-style-type: none"> · Problems they need help with · Who to ask for help · How to ask for help · Helping others 	Strand A L1.1 L2.1 Strand C L1.1 L1.3 L2.1 L2.3 Strand D L1.2

Other Curriculum Links

Kia Kaha has also been devised to have a cross curricula emphasis, as shown below.

English

Oral

Listening, speaking to and interacting with others L 1 and 2

Written

Transactional writing L 2

Visual Language

Viewing and presenting L 1 and 2

Social Studies

Social Organisation L 1.2

Essential Skills

Communication 1, 2, 3

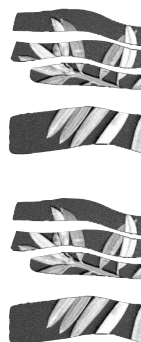
Information 1, 2, 3, 4

Problem-solving 1, 2, 3, 4, 10

Self-management and Competitive 1, 3, 5, 6, 7, 9

Social and Co-operative 1, 2, 3, 4, 5, 6, 7, 8

Work and Study 1, 2, 4



Activity 1 *Needing Help*

Learning Outcomes

- 1 Children can identify times they could ask for help.
- 2 Children can identify whom they can ask for help.

Resources

Years 0-1

Template of **The Helping Tree** (use this as a template to enlarge to wall chart size)

Copysheet 11 **Leaves** page 82

Copysheet 12 **Apples** page 83

Blu-tak

Years 2-3

Story **Lion Heart** Jennifer Beck

Teaching

Years 0-1

- 1 For this activity you will need a large version of **The Helping Tree** enlarged from the template provided and a number of leaves and apples made from Copysheets 11 and 12.

Ask: What are some times when you might need to ask for help?

Some sample answers might be:

If I fall over.

If someone calls me names.

When my brother is unkind to me.

Write each of the times on one of the leaves. Ensure through questioning, that some examples of bullying are included. Place all completed leaves around **The Helping Tree**, on the wall.

2 Read each leaf in turn.

Ask: Who could you go to for help with this problem?

Why would you choose this person?

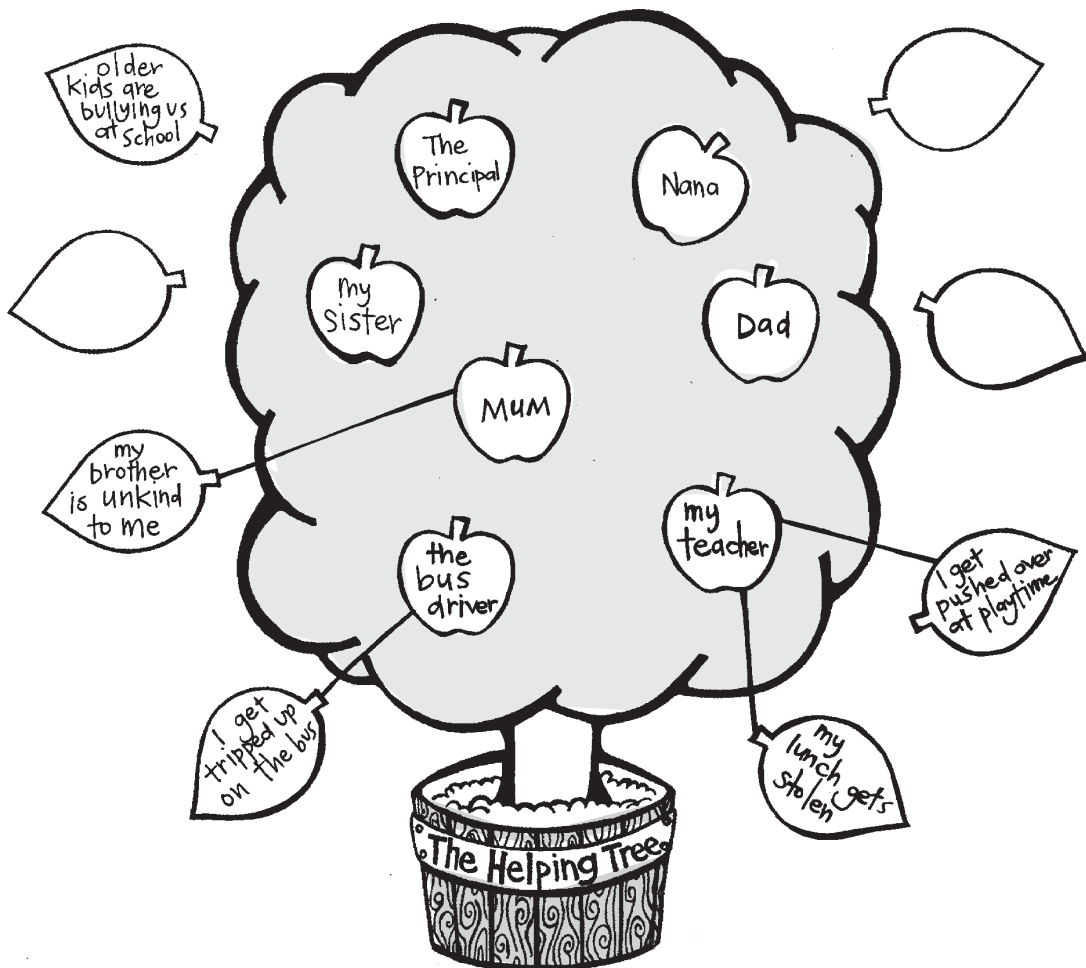
Would anyone have chosen someone else? Why?

Write each name of a person who could help with that problem on an apple and place on the tree near the leaf it refers to. The apple and leaf could be linked with string.

Talk about how there are lots of adults that we can ask for help and how not everyone will choose the same person.

Ask: What will you do if the first person does not listen to you?

Reinforce that they need to go on telling until someone does listen and does something to help.



Reinforcement

Be alert to children who look as though they are sad or unhappy. Use these opportunities to reinforce people we can ask for help. The Helping Tree should remain up in the classroom so that it can be used in this way.

1 Read the story **Lionheart** to the class.

Ask: Why is Lionheart the boy's special friend?

Why does the boy sometimes find it hard to say how he really feels?

Do you ever feel like that?

How does Lionheart help the boy to say what he really feels?

What happens when he tells people how he feels?

Who are the grown-ups that help the boy?

Why did the boy need help?

(when he is tripped up on the bus, when his parents argue, when he is scared.)

2 Ask each class member to turn to a partner and talk about a time when they needed help and what they did about it. Some of these could be shared with the class, by the partner. Stress the importance of asking for help with problems such as bullying and the need to go on asking until someone does something to help.

3 Children can write responses to the following in their books.

One time I needed help was.....

The person I asked for help was.....

Other people I could ask for help are.....

Activity 2 *Asking for Help*

Learning Outcomes

- 1 Children can ask for help.

Note: This activity would lend itself to a workshop involving parents or older children as helpers.

Resources

Years 0-1

An older student

Copysheet 13 **Sun Badge** (run off on sheets of sticky label paper and cut out) page 84

Copysheet 14 **Asking for Help** page 85

Years 2-3

Either: Puppets or materials to make puppets Or: Soft toys

Copysheet 13 **Sun Badge** page 84 (run off onto sheets of sticky label paper and cut out)

Copysheet 14 **Asking for Help** page 85

An older student or adult helper

Teaching

Years 0-1

- 1 Read the following story to the class.

Akeisha is unhappy. Fraser keeps on pinching her and pulling her hair. He won't stop. Akeisha decides to tell the teacher.

Ask the older student or adult helper to pretend that they are Akeisha and to ask you, the teacher, for help with the problem. The teacher responds.

Ask: What do you think of the way "Akeisha" asked for help?

Was the teacher helpful?

- 2 Now get students to pretend they are Akeisha and to ask for help. This could be done one at a time, or to a partner.

Ask: How easy was it to ask for help?

Do you think you will be able to do that again?

- Put the sun stickers made from Copysheet 13 around **The Helping Tree**. Whenever you see a child asking for help with a problem, fill out a sticker with their name. Also, provide opportunities for children to ask for help, and praise them when they do so.



Homework

Give each child Copysheet 14 **Asking for Help** to take and work on with a parent or other adult. It should be brought back to school by the date given.

Years 2-3

- Ensure that each child has a puppet or a soft toy that they can use to ask for help.

Read the following situation to the class.

Tamara is frightened to go home because some big kids wait for him and say they are going to beat him up.

Ask: Who could Tamara ask for help?

Each child now pretends that their puppet, or soft toy, is Tamara and they make it ask for help. This could be done on their own or with a partner.

Ask: How did you feel when you asked for help?

Was it hard or easy to do? Why?

What do you think might happen now?

What could you have done if your 'helper' hadn't listened?

You could make up other situations for the children to ask for help using use their puppet, or soft toy.

- Present each child with a sticker made from Copysheet 13 **Sun Badge**.

Alternatively children could make their own badge.



Homework

Give each child Copsheet 14 **Asking for Help** to take and work on with a parent or other adult. It should be returned by the date given.

Reinforcement

Encourage children to practise asking for help when they are being bullied or when something else is making them unhappy.



Activity 3 *Helping Each Other*

Learning Outcomes

- 1 Children demonstrate ways of helping others.

Resources

Years 0-1

Copysheet 15 **Helping Hands** page 86

Scissors, art materials

Years 2-3

Story **A Special Friend** by Jennifer Beck

Teaching

Years 0-1

- 1 Talk about how we are all good at some things and still learning other things. Give a personal example. Go round the class and ask each person:

What are you good at?

What are you still learning?

Give each child a hand made from Copysheet 2 **Helping Hands**, or get them to trace around one of their own hands and cut it out. Invite each child to write their name in their hand, and one thing they are still learning and would like some help with. Put the completed **helping hands** up on the wall. Over the next day or two, with your help, other children can take another helping hand, write their name on it and put it up beside the hand of the person they would like to help. At appropriate times, check how the **helping hands** are getting on. This system of asking for, and offering help can be continued through out the year. Ensure that help is offered to everyone.

Note: The helping hands could be colour coded – one colour for the people asking for help and another colour for those offering help.



Years 2-3

1 Read the story **A Special Friend** to the class.

Ask: What things did the girl's friends do for her?

Do you think they really were special friends? Why or why not?

What special things do you do for your friends?

What special things do your friends do for you?

2 Invite children to do one of the following to show how they could help a friend or classmate.

Write a poem or story, draw a picture or cartoon, write a song, prepare a role play or mime.

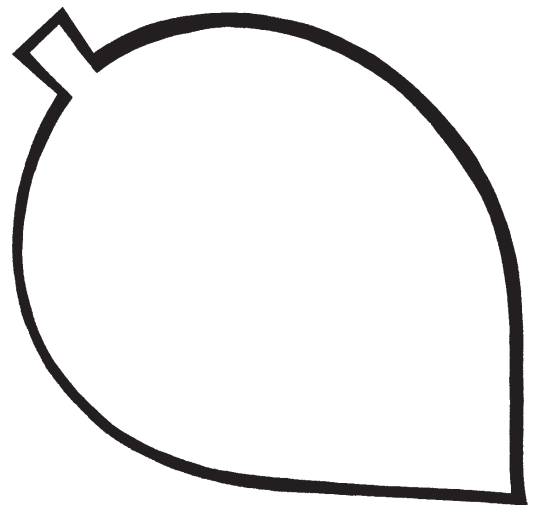
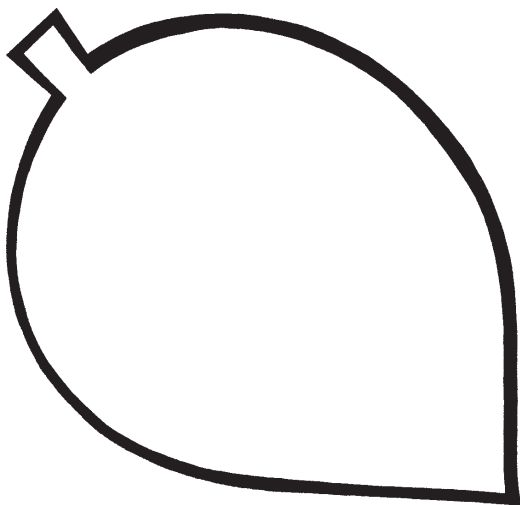
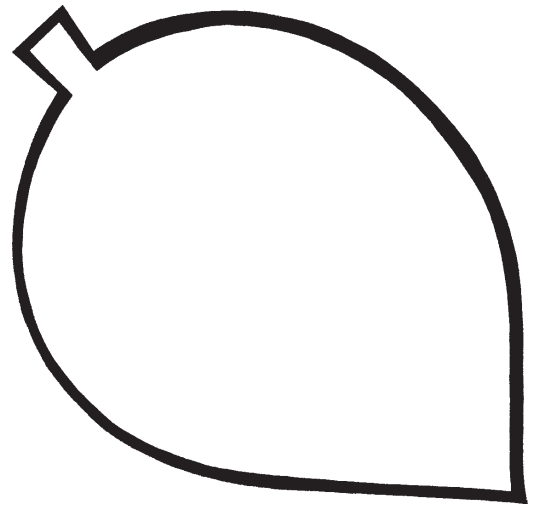
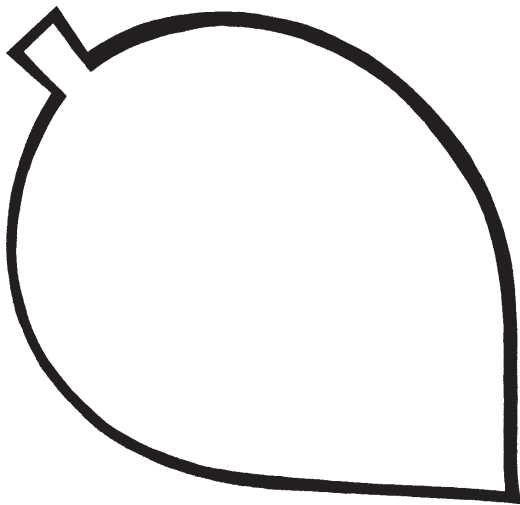
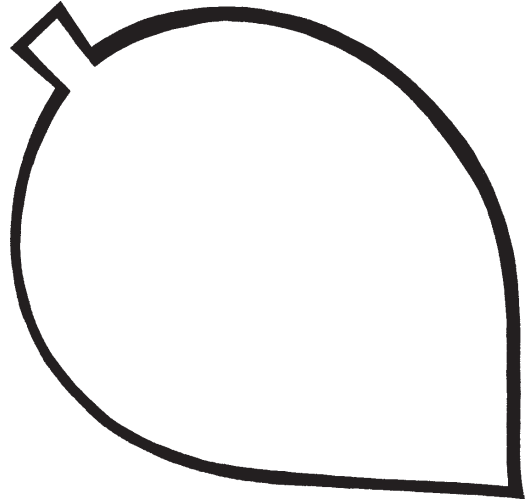
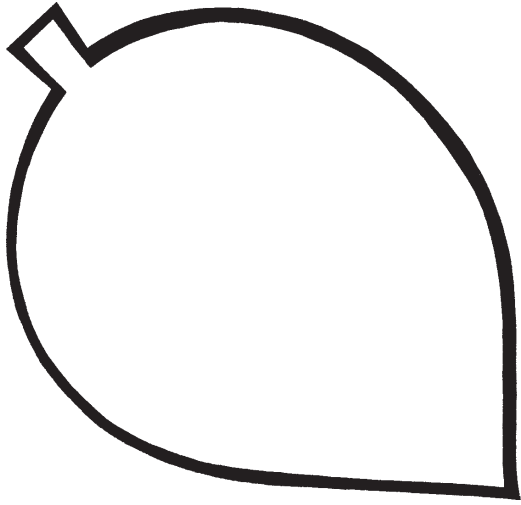
Children share their completed work.

Criteria for Assessment

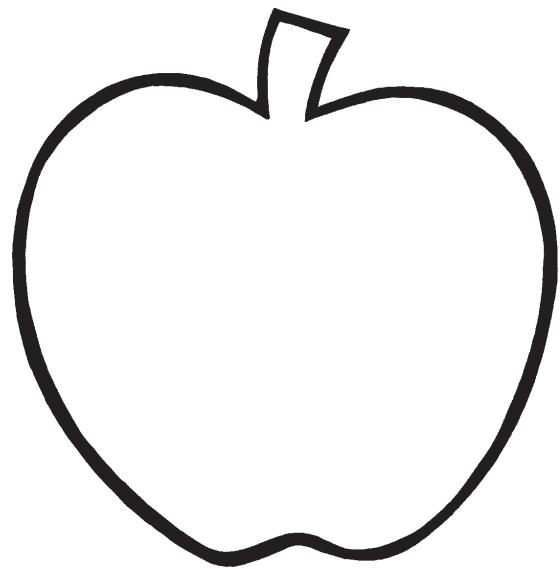
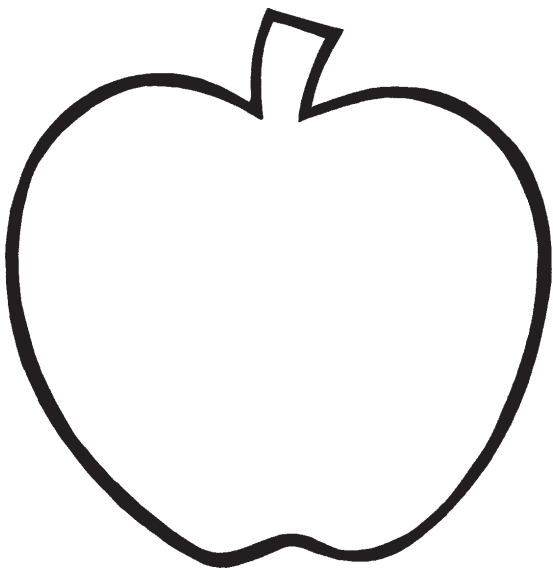
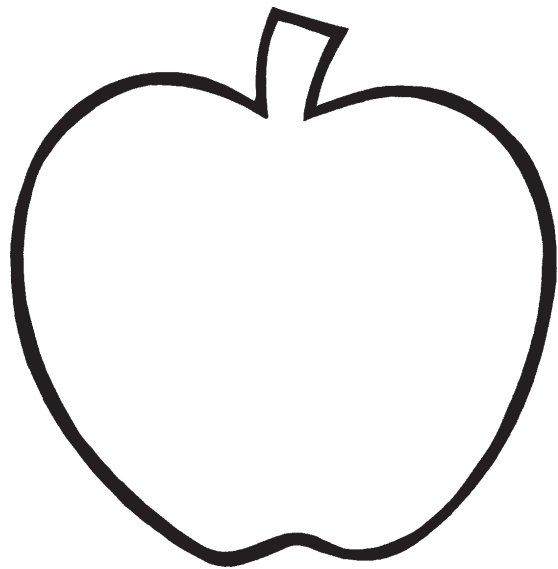
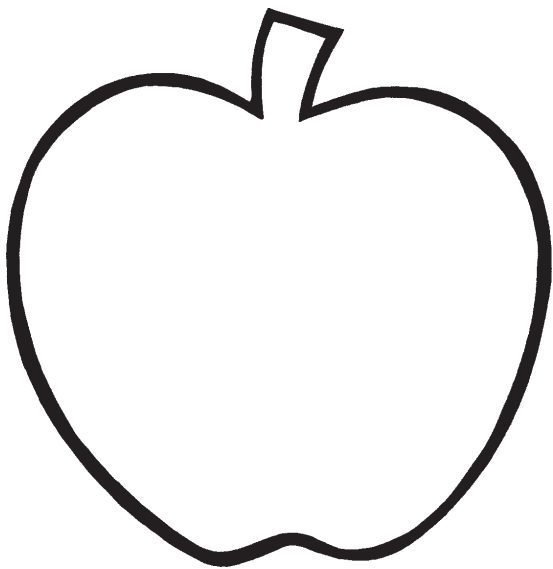
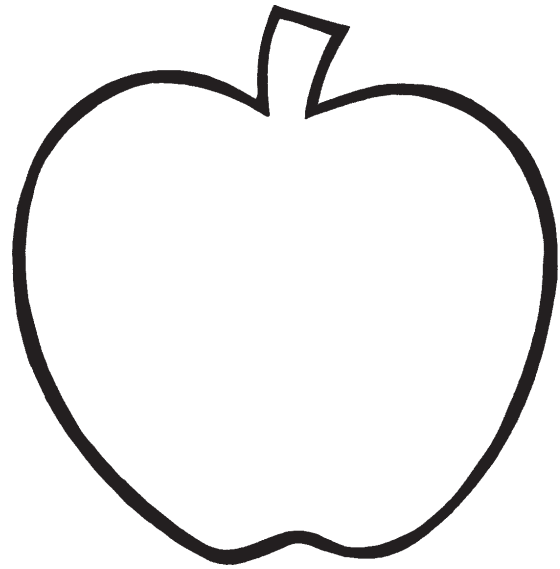
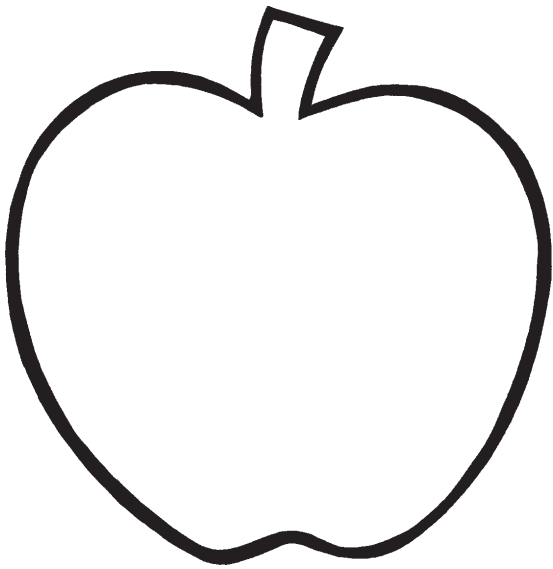
Children can:

- Identify a suitable person to ask for help
- Ask for help
- Find ways to help others

Leaf



Apples



Sun Badge





Asking for Help

Dear Parent and Caregiver

Today in ***Kia Kaha*** we have been talking about who we can ask for help and what we can say. It is important that children know that they should ask for help if someone bullies them. This is not telling tales.

Please help your child with the following.

- 1 Read out some of the situations below and ask them who they could go to for help in each situation. Praise them for their answers.

A big kid pushes you over on the way home.

Your sister (brother) keeps bothering you when you are trying to read.

Some other kids won't let you into the toilets at school.

Someone in your class keeps taking your things without asking.

- 2 Help your child practise asking for help in the following situation. Encourage them to say what has happened, how they feel about it and what they would like to happen. Praise your child when they have finished.

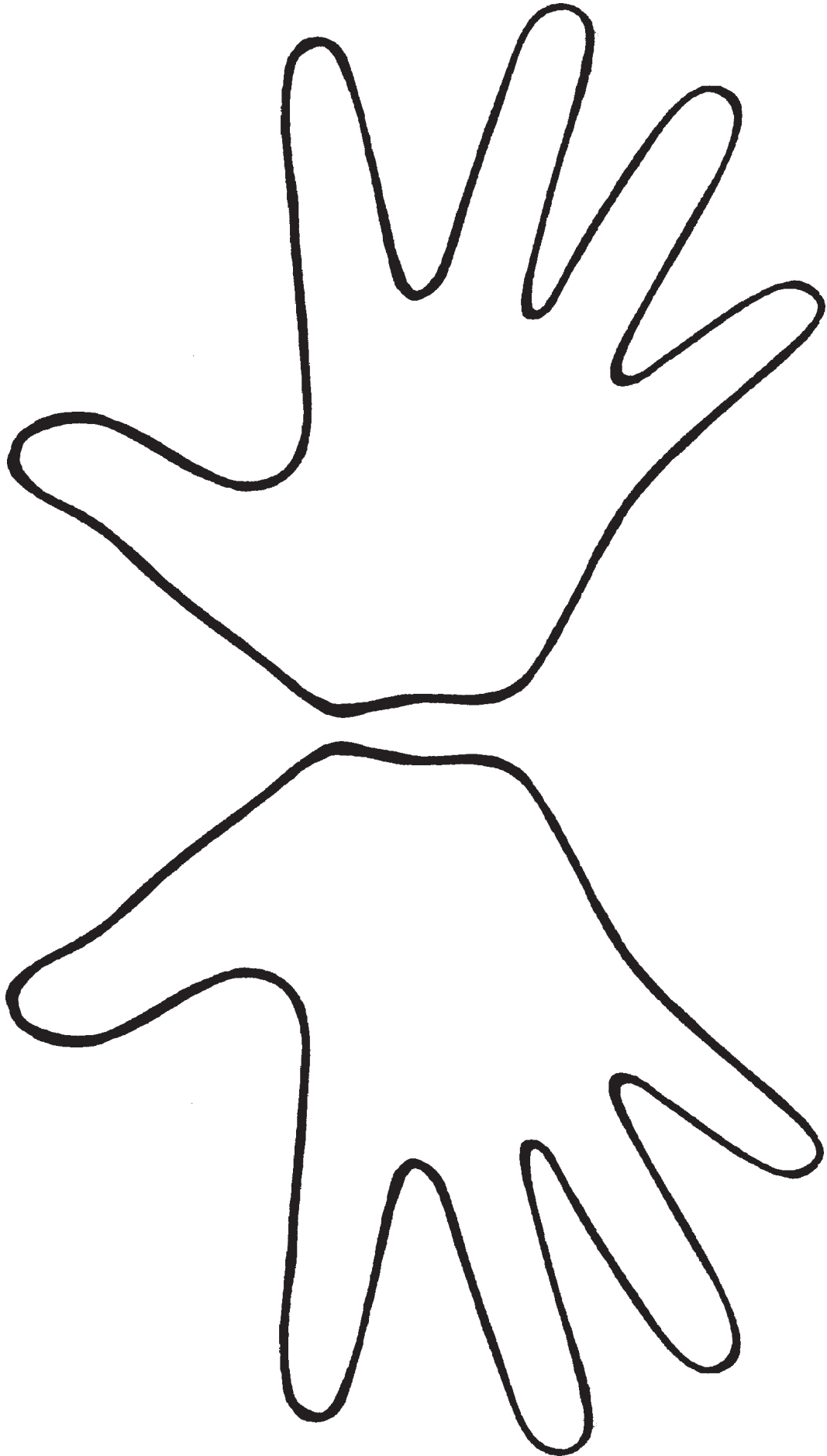
The other children in your class are being mean to you. They won't let you eat lunch with them or play games with them. This is making you very sad.

Thank you for your help. Please return this copysheet to school by _____ so that it can be included with your child's work.

(Name of Teacher)



Helping Hands





Module 6 We have made a Difference

Explanation

In this module children bring together a lot of the new learning from **Kia Kaha**, as they work and play with their peers, older students and parents.

Curriculum Links

Health Education

Kia Kaha has been developed primarily as Health Education, and details of this relationship are provided in **Kia Kaha in Your School – a Working Booklet**. However, within each module of each programme, links are provided with **Health and Physical Education in the New Zealand Curriculum**.

Key Area of Learning

Mental Health: Working co-operatively; sharing ideas of a safe, positive classroom

Concepts

Well-being, Hauora: Co-operating with others

Health Promotion: Sharing ideas about a safe classroom with parents and caregivers

Socio-ecological Perspective: Working with others

Attitudes and Values: Co-operation and sharing

Strands and Achievement Objectives

Kia Kaha Module	Learning Outcomes	Contexts	Health & Physical Education Achievement Objectives
Module 6 Sharing Food and Learning	<ul style="list-style-type: none"> · Play in co-operative ways with peers. · Work and play co-operatively with older students. · Share what they have learnt. · Behave in appropriate ways. · Enjoy sharing a meal with others. · Working and playing with classmates. 	<ul style="list-style-type: none"> · Working together to solve problems · Sharing knowledge · Behaving in appropriate ways 	Strand B L1.1 L1.3 L2.2 L2.4 Strand C L1.1 L1.2 L2.1 Strand D L2.3



Other Curriculum Links

Kia Kaha has also been devised to have a cross curricula emphasis, as shown below.

English

Oral

Interpersonal speaking and listening L 1 and 2

Visual

Presenting L1 and 2

Essential Skills

Communication 1, 2

Numeracy 4, 6

Information 1, 2, 3

Problem-solving 1, 2, 3, 5, 7, 8

Self-management and Competitive 2, 4, 7, 8

Social and Co-operative 1, 2, 3, 5, 6, 7, 8

Physical 2, 5

Work and Study 1, 2

Activity 1 *Playing Co-operatively*

Learning Outcome

1 Children can play in a positive way with others.

Resources



Years 0-1

Spoons and objects such as stones, marbles or maths shapes

Teaching



Years 0-1

- 1 Take children out to the play ground. Review some of the things they have learnt about working together, such as co-operating, sharing, helping, caring, supporting others. Talk about co-operative games - how they should be enjoyable for everyone and should include everyone. Try some of the following:
 - Pairs practising carrying an egg and spoon together, (oranges, marbles, maths shapes could be used instead of eggs).
 - Children in groups of six in a circle passing the spoon and object around the circle.
 - Make two circles. Each circle begins by passing the one spoon and object around the circle; gradually introduce more spoons and objects to each circle.
 - Repeat the above with a whole class circle.

Note: Choose examples from those given above which best suit the age and capabilities of children. There will be other co-operative games that you know of that could be included.

- 2 Get children to join hands in a circle. Keeping hands linked they form some of the following shapes: **square, triangle, half circle, circle star, hexagon, rectangle.**

Now children form some single digit numbers. They are allowed one break in the circle, at a place the teacher decides. Explain that they are still working as a team.

Ask: How did it feel to work together?

Was it easy to include everybody? Why or why not?

Did everyone behave in an acceptable way?

Did anyone make good, safe choices?

What did we learn?

Activity 2 Working Together

Learning Outcomes

- 1 Children can work and play co-operatively with older students.

Resources

Years 0-1

One daisy invitation for each child, made from Copsheet 16 **Daisy Chain** page 93

Students from a senior class. A suitable time would need to be arranged with the senior class teacher.

Years 2-3

Class computer

Students from a senior class

Food for a shared morning tea.

Teaching

Years 0-1

Note: The first part of this activity needs to be done before the remainder. Schedule the remainder of the activity before play-time.

1 Give each child a daisy made from Copsheet 16 **Daisy Chain**. Choose a buddy for them from a senior class. Help each child to write the name of their buddy (these could be ready prepared on stickers) and their own name on their Daisy Invitation. Arrange for daisies to be delivered to the senior class.

2 On the chosen day, each child and their buddy colour their daisies in and join them together by stapling a corner of a leaf and petal, to make the beginning of a chain. They then join another group and join their daisies and so on until all the daisies are joined together. Decide where the daisy chain can go – for example around the white board, around some of the displays, around the door. Make sure that the ends are joined too.

Each pair now takes turns to read a story or poem to their partner and to talk about it.

Some suggestions are:

Daisy Chains School Journal Part 2 No 1 1985

The Daisy Chain School Journal Part 1 No 5 1990; School Journal Part 1 No 2 1995

3 The buddy takes their partner out to play or to lunch, eats with them and plays suitable games with them.

Activity 3 *Sharing Food and Learning*

Learning Outcome

- 1 Children can share what they have learnt.
- 2 Children can behave in appropriate ways.
- 3 Children enjoy sharing a meal with others.

Resources

Food for lunch brought by parents

Materials for TV show, such as old TV, big box, rolls from inside wall paper, rods



Parents and caregivers

Principal and representative of the Board of Trustees

Copysheet 17 **Come for Lunch** page 94. These should be sent home well before this activity

Copysheet 18 **Star of the Week** page 95

Teaching

 **Years 0-1** and  **Years 2-3**

1 Involve the whole class in preparing some items or materials about ***Kia Kaha*** to share with parents. For example a TV show – use an old TV with no screen or a big box with one side cut out of it. Children can either do role plays directly in the ‘TV’ or can prepare display materials that can be rolled past the screen. Invite parents and caregivers to class, using Copysheet 17 **Come for Lunch**.

2 Entertain parents and caregivers by · giving them the TV show
· a guided tour of the wall displays
· helping serve the shared lunch.

Ask one of the adults to present the first **Star of the Week Award**, see Copysheet 18. Explain that this will be given to one student each week who has achieved learning outcomes from ***Kia Kaha***, such as :

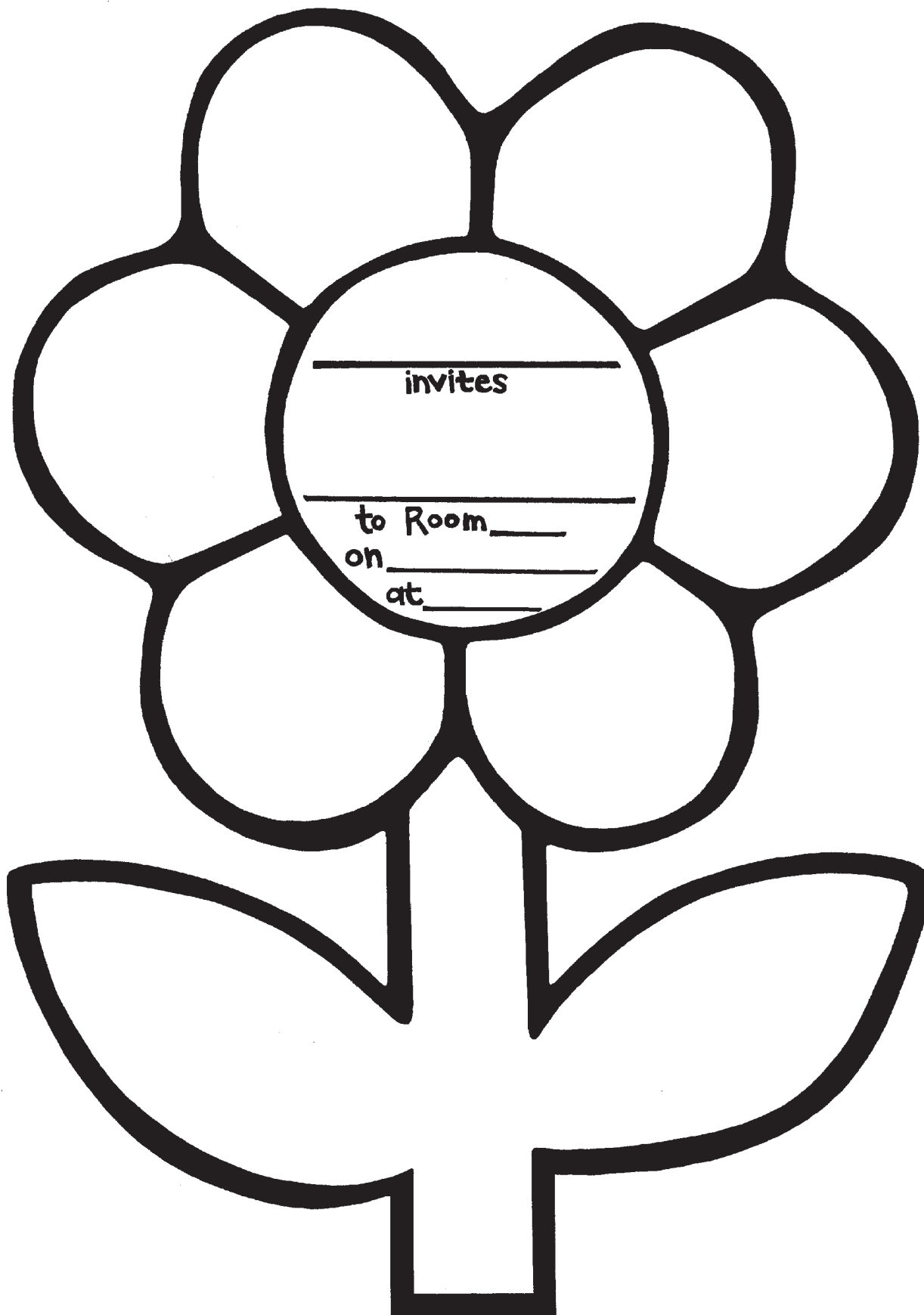
- Been a good friend
- Made a good, safe choice
- Asked for help
- Included someone
- Supported someone
- Behaved appropriately
- Helped someone else

Assessment Criteria

Children can:

- **Work and play co-operatively**

Daisy Chain





Come for Lunch

Dear Parents and Caregivers

We have nearly finished our work on ***Kia Kaha***. We have worked hard to make our classroom a safe and happy place, where no-one gets bullied.

We would like to show you what we have done, and what we have learnt.

Could you please come to school and bring something for a shared lunch?

Date _____

Time _____

Place _____

We are sure you will feel proud of our achievements.

See you there!



Child's Name _____

I/we will be attending the shared lunch.

Yes

No

Number coming _____

I will bring some food to share

Yes















No

Please return this slip to school by _____ . Thankyou for your help.

(Teacher's Name)



Star of the Week

						
<h2>Star of the Week</h2>						
<p>Presented to:</p> <p>_____</p>						
<p>For</p> <p>_____</p> <p>_____</p>						
<p>Signed: _____</p>						
<p>Teacher</p>		<p>Police Education Officer</p>			<p>Date</p>	
						



Part C: Appendix

Happy Spring!

By Diana Noonan

It was almost springtime. At school, all along the edge of the path, from the gate to the garden outside Room 2, little spears of green were poking through the soil.

“Kia Tupato! Take care!” called Mrs Kapua as Alisha and her friends came inside. “Don’t stand on the garden or we won’t have any daffodils in spring.”

Sunil didn’t listen. He pushed past Abraham and Abraham’s foot slipped off the path and onto one of the spikey green shoots. Abraham went red.

In the classroom, Mrs Kapua was bouncing up and down. “On the mat everyone!” she said. “We’re going to spring up and down and stay springy all day!”

That morning the whole class made paper frogs that could really spring. They found springs in pens, springs in staplers, and springs in the reading corner chair. Mrs Kapua let the children try hopping on her springy pogo stick.

“Sunil can’t hop,” said Abraham, when Mrs Kapua wasn’t listening. “He’s useless!”

After lunch, Mrs Kapua said “Let’s make a ‘happy spring’ card to give to someone we think is very special.”

Alisha’s tummy tingled. She loved making cards and she knew just who she would give hers to – her dad. She was going to stay with him at the weekend.

Mrs Kapua gave everyone a piece of card. Jeremy and Alice asked if they could put the making things on the art table.

“Kia Ora”, said Mrs Kapua. “That would be very helpful.”

There were cotton wool balls and crayons, glue and glitter, tape and tinsel, scissors and staples.

“Time to start!” said Mrs Kapua.

But Alisha didn’t hear. She was thinking hard about her card. Her dad liked flowers. She could draw a daffodil on the card and sprinkle glitter over it. Dad liked baby animals, too. She could draw a sheep with a lamb, and glue cotton wool on their backs. Alisha thought and thought. She walked over to the window and spent a long time looking out at the garden. She walked all round the room looking at her friends’ cards. They were neat.



Then, suddenly, Mrs Kapua said: "Only a few more minutes everyone. It's almost home time."

Only a few more minutes! Alisha rushed to the art table. Max was using the glue and the glitter.

"Can I have some?" asked Alisha?

"No," said Max. "I need it all for my glitter truck."

There was one little piece of tinsel left on the table. Alisha reached out for it but May-ling got it first.

"It's mine," said May-ling. "I have to have it for my tulip."

When Alisha went to get a cotton wool ball, Kahu pushed in front of her and took the last two. When she went to use the crayons, they were all gone.

Alisha didn't know what to do. Time was running out and she still didn't have a happy spring card for her dad. Then, very gently, she felt something tap her toe. She looked down. It was Jessie, the newest person in class. "Come under the table," whispered Jessie. "There are lots of making-things here."

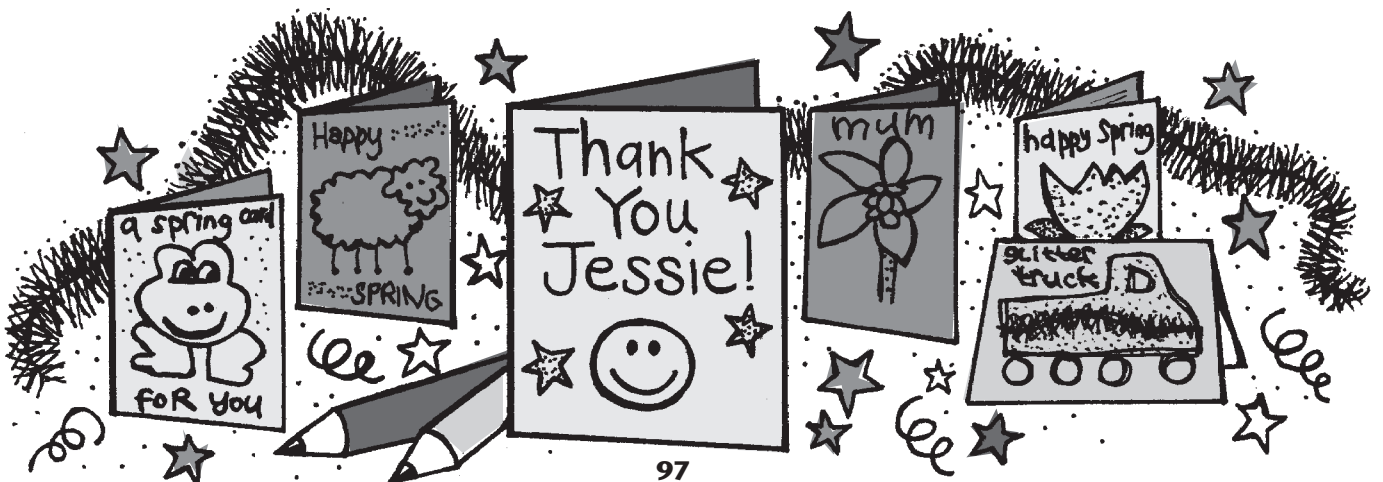
So Alisha crept under the table, and Jessie helped her to make a card from all the little trimmings that they found on the carpet. It was fun. No-one even knew that they were there –well almost no-one.

At home time, when the class was sitting on the mat, Mrs Kapua asked everyone to hold up their cards.

"Beautiful!" she said.

Then she held up a card of her own. "I didn't make a spring card," said Mrs Kapua. "I made a thank you card, and I'm giving it to Jessie. Thank you Jessie, for helping Alisha to finish her happy spring card. You're a very caring person."

Everyone clapped when Jessie collected her card. Alisha clapped too. She felt really happy. She hadn't just made a special card, she'd made a special friend, as well.



The Crocodile on the Roof

By Diana Noonan

Cherry got a new crocodile backpack for her birthday. It was green with big white teeth poking out over the zip. She was in such a hurry to show it to everyone at school that she forgot, and took the short-cut track behind the swimming pool. Zoe and Aroha were there. They popped out from behind the sticking out bit of the changing shed wall.

"This is our track, four eyes," said Zoe. She looked really mean.

"We told you before," said Aroha, "you can't come this way."

Cherry's tummy felt hot and tight. She didn't want to run, or they'd chase her, and hit her like last time. She turned around very slowly and started walking back the way she had come.

"What's that stupid thing on your back?" shouted Zoe. Then she heard them coming after her. She ran, but Aroha caught up to her and pushed her over. Her glasses went skidding along the concrete path. Zoe pulled off the crocodile backpack, and when Cherry rolled over she saw a fuzzy blob of green go flying up and onto the changing shed roof.

Aroha was puffing hard. "You tell anyone," she said, "and Zoe's big brother will get your bag and chuck it away."

When Cherry got to school the long way, Aroha and Zoe were already at their desks.

"You're late, Cherry," said Mr Argus.

Then right in front of everybody, he asked her how she'd skinned her knee. Zoe was watching.

"I fell over," said Cherry quietly.

At spelling time, Mr Argus put a cross on the whiteboard beside Cherry's name because she didn't have her spelling notebook with her. She wished she could tell him that it was in her bag and that her bag was on the changing shed roof, but what if Zoe heard and told her brother...

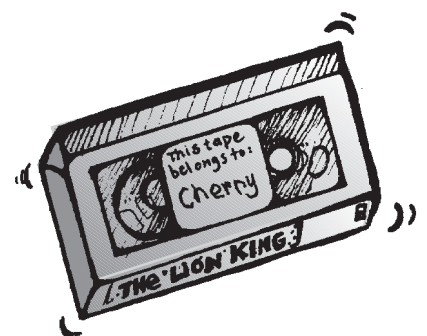
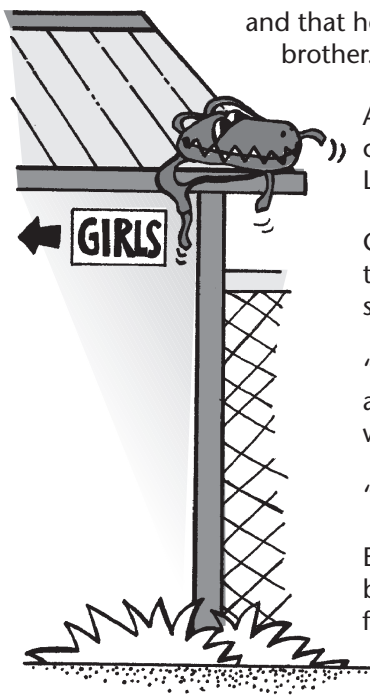
At morning break Cherry didn't have any play-lunch. "You can have one of my crackers," said Liam. Cherry didn't feel like eating anything but she did whisper to Liam what Zoe and Aroha had done. "Don't tell anyone," she said.

Cherry felt really miserable all morning. What if someone saw her crocodile bag on the roof and stole it before she could get it back? Then it started raining. She stared out of the window. Her back pack would get ruined.

"Cherry?" said Mr Argus. His voice seemed a long way off. "Cherry, it's raining and we're having lunch inside. Did you bring your Lion King video for everyone to watch?"

"Lion King!" shouted the class. "Yay!" "Cool."

Everyone was jumping up and down with their lunch boxes. Zoe and Aroha were already sitting on the mat in front of the video player.



“Hurry up! Get your video, Cherry” called Aroha.

Cherry didn’t know what to say. The video was in her bag and her bag was on... Suddenly she started to cry.

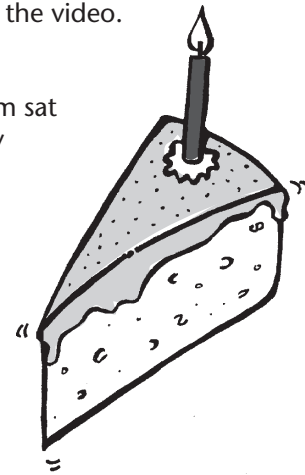
Mr Argus wanted to know what was going on. Cherry was too scared to tell. But Liam wasn’t. “They chucked it on the changing shed roof,” he said, pointing to Zoe and Aroha. “And they pushed Cherry over.” Now Aroha looked like she was going to cry. Zoe went red.

Mr Argus sent Zoe and Aroha to Mr Fa’avae’s office. Then he put on his coat and went away with the school ladder on his shoulder. When he came back, he had Cherry’s bag.

Cherry still felt miserable but the crocodile was all right and, when she pulled open its zipper mouth, she found that everything inside was safe and dry.

“Don’t worry,” Liam whispered to Cherry when Mr Argus was putting on the video. “I’ll walk home with you after school. I’m not scared of them.”

Cherry gave a big sniff. Then Mr Argus sat on a chair behind her, and Liam sat on the mat next to her. She gave them both a bit of her left over birthday cake. She wished she could be as brave as the Lion King.



The Essential Skills

Communication Skills

Students will:

- 1 communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate;
- 2 convey and receive information, instruction, ideas and feelings appropriately and effectively using a range of different cultural, language and social contexts;
- 3 develop skills of discrimination and critical analysis in relation to media, and to aural and visual messages from other sources;
- 4 argue a case clearly and logically, and convincingly;
- 5 become competent in using new information and communication technologies, including augmented communication for people with disabilities.

Numeracy Skills

Students will:

- 1 calculate accurately;
- 2 estimate proficiently and with confidence;
- 3 use calculators and a range of measuring instruments confidently and competently;
- 4 recognise, understand, analyse, and respond to information which is presented in mathematical ways, for example, in graphs, tables, charts, or percentages;
- 5 organise information to support logic and reasoning;
- 6 recognise and use numerical patterns and relationships.

Information Skills

Students will:

- 1 identify, locate, gather, store, retrieve and process information from a range of sources;
- 2 organise, analyse, synthesize, evaluate and use information;
- 3 present information clearly, logically, concisely, and accurately;
- 4 identify, describe, and interpret different points of view, and distinguish fact from opinion;
- 5 use a range of information-retrieval and information-processing technologies confidently and competently.

Problem-solving Skills

Students will:

- 1 think critically, creatively, reflectively and logically;

- 2 exercise imagination, initiative, and flexibility;
- 3 identify, describe, and redefine a problem;
- 4 analyse problems from a variety of different perspectives;
- 5 make connections and establish relationships;
- 6 inquire and research, and explore, generate and develop ideas;
- 7 try out innovative and original ideas;
- 8 design and make;
- 9 test ideas and solutions, and make decisions on the basis of experiences and supporting evidence;
- 10 evaluate processes and solutions.

Self-management and Competitive Skills

Students will:

- 1 set, evaluate, and achieve realistic personal goals;
- 2 manage time effectively;
- 3 show initiative, commitment, perseverance, courage, and enterprise;
- 4 adapt to new ideas, technologies, and situations;
- 5 develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
- 6 develop the skills of self-appraisal and self-advocacy;
- 7 achieve self-discipline and take responsibility for their own actions and decisions;
- 8 develop self-esteem and personal integrity;
- 9 take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;
- 10 develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills.

Social and Co-operative Skills

Students will:

- 1 develop good relationships with others, and work in co-operative ways to achieve common goals;
- 2 take responsibility as a member of a group for jointly decided actions and decisions;
- 3 participate appropriately in a range of social and cultural settings;
- 4 learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;



- 5 acknowledge individual difference and demonstrate respect for the rights of all people;
- 6 demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha), fairness, diligence, tolerance, (rangimarie), and hospitality or generosity (manaakitanga);
- 7 develop a sense of responsibility for the well-being of others and for the environment;
- 8 participate effectively as responsible citizens in a democratic society;
- 9 develop the ability to negotiate and reach consensus.

Physical Skills

Students will:

- 1 develop personal fitness and health through regular exercise, good hygiene, and healthy diet;
- 2 develop locomotor, non-locomotor, and manipulative skills;
- 3 develop first aid skills;
- 4 develop specialised skills related to sporting, recreational, and cultural activities;
- 5 learn to use tools and materials efficiently and safely;
- 6 develop relaxation skills.

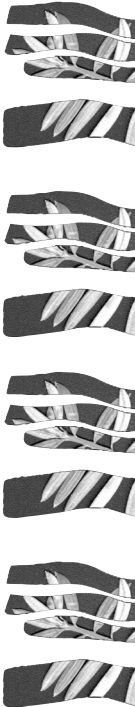
Work and Study Skills

Students will:

- 1 work effectively, both independently and in groups;
- 2 build on their own learning experiences, cultural backgrounds, and preferred learning styles;
- 3 develop sound working habits;
- 4 take increasing responsibility for their own learning and work;
- 5 develop the desire and skills to continue learning throughout life;
- 6 make career choices on the basis of realistic information and self-appraisal.

*Taken from **The New Zealand Curriculum Framework** Ministry of Education 1993.*

Notes



Notes