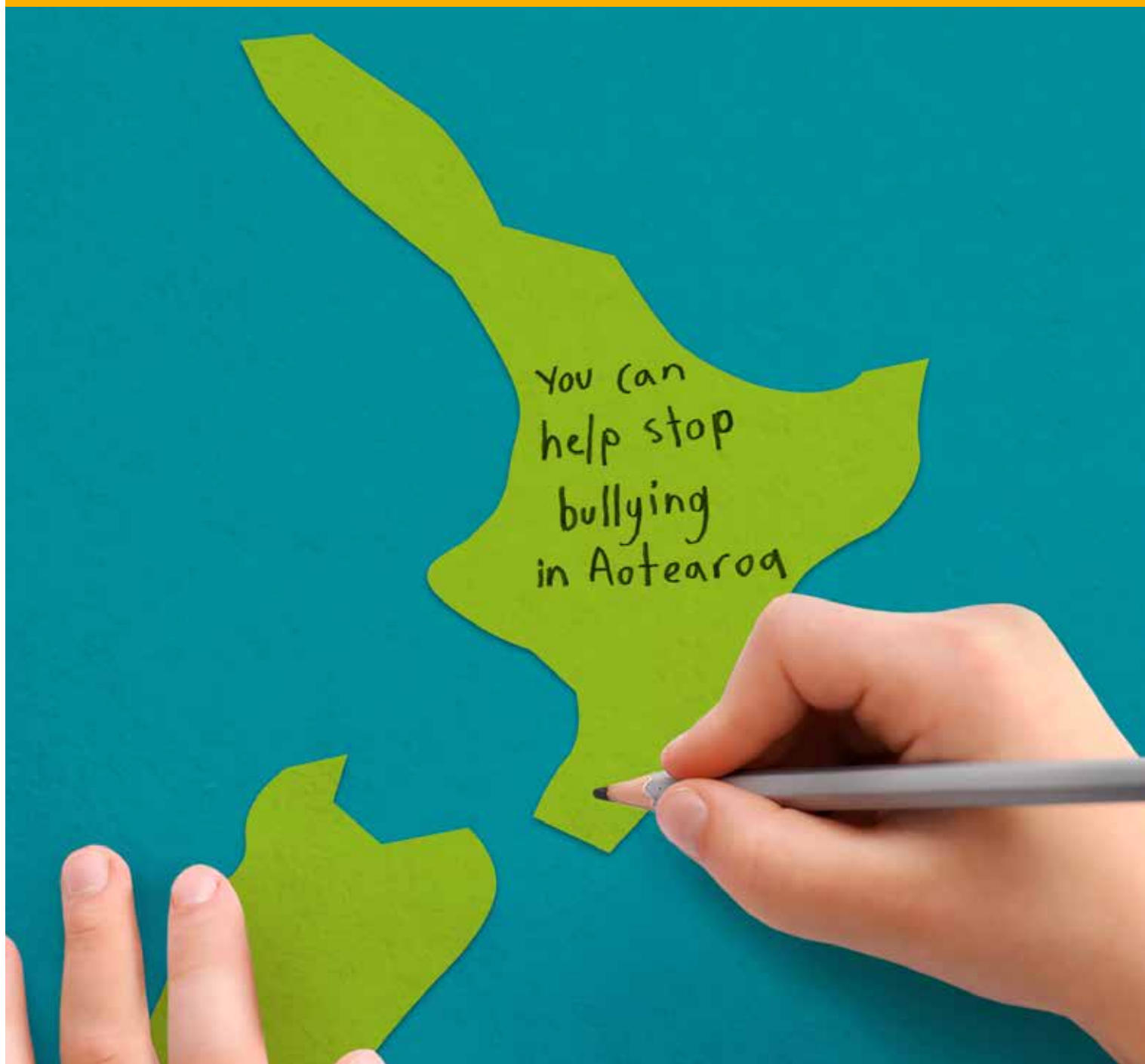


Bullying-Free NZ Week

22–26 May 2017

NZ STUDENTS WITH SOLUTIONS – WORKING TOGETHER TO END BULLYING



bullying**freenz**



WEEK 22–26 MAY 2017

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Bullying-Free NZ Week

22–26 May 2017

A Big Hello!

The national Bullying-Free NZ Week takes place each year, in conjunction with Pink Shirt Day. The Week provides an opportunity for everyone to campaign against and raise awareness of bullying.

This year's Bullying-Free NZ Week theme is 'NZ Students with Solutions – Working together to end bullying'.

Bullying can happen anywhere and to anyone, in lots of different ways. It could be in a physical place, such as the playground, the classroom, the sports field or in the park. Or, it might take place in the cyber world, on social networking websites, through online games or by text message. No matter where or how it happens, we all have a responsibility to make it stop.

Bullying is not a harmless rite of passage. Internationally, bullying is now considered to be a serious public health issue with long-lasting consequences. Its effects (physical, emotional, psychological) on the target (victim), as well as the initiator (bully) and those who witness bullying (bystanders) are both immediate and long-term.¹

Make sure your school gets involved in the Bullying-Free NZ Week by running some of the fun and easy activities listed in this activity pack. More resources to promote discussion and share ideas are available at www.bullyingfree.nz.

It doesn't matter who you are, or where you are, you can make a difference to someone's life by saying NO to bullying. Let's get started now.

Who We Are

The cross-sector Bullying Prevention Advisory Group (BPAG) is a collaboration of 18 organisations, with representatives from the education, health, justice and social sectors, as well as internet safety and human rights advocacy groups.

BPAG members share the strongly held view that bullying behaviour of any kind is unacceptable and are committed to ensuring combined action is taken to reduce bullying in New Zealand schools.

The Bullying Prevention Advisory Group includes representatives from:

ACC
Human Rights Commission
New Zealand Police
Education Review Office
NZ Assn of Intermediate & Middle Schooling
NZ Post Primary Teachers' Association
NZ School Trustees Association
Ministry of Education
Ministry of Justice

Office of the Commissioner for Children
NetSafe
Sport New Zealand
NZ Council for Educational Research
NZ Educational Institute Te Riu Roa
NZ Principals' Federation
Secondary Principals' Association of NZ
Ministry of Health
Ministry of Social Development

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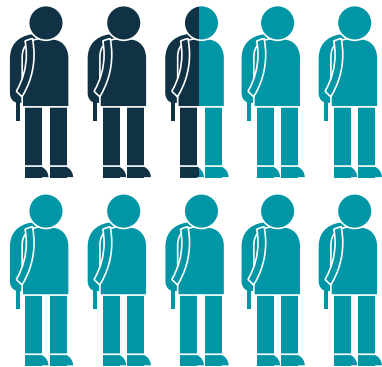
1. Macklem, G. L. (2014) Preventive mental health at school: Evidence-based services for students. New York: Springer.

By the Numbers – Bullying

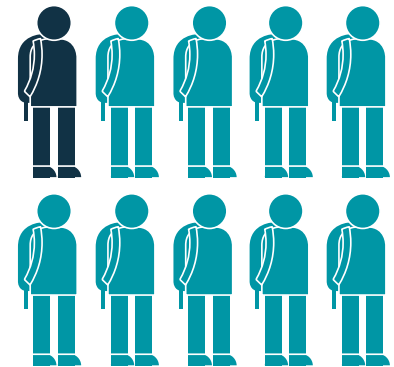
Bullying happens at every school. It takes many forms – both physical, verbal and social – and it can happen in person, online and even via text message.

Studies show children and young people who are bullied are more likely to be depressed, lonely or anxious; to have low self-esteem and to struggle academically; dislike school and miss classes; distrust peers and have problems making friends; and experience declined mental and emotional health.

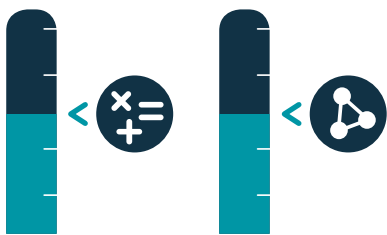
Here's a look at some sobering statistics about bullying.



24% of Year 5 students have experienced some form of a bullying behaviour.



10% of Year 9 students have experienced some form of a bullying behaviour.



Students who experience bullying behaviours more often have lower achievement in maths and science.

When students see bullying happen, they:



54%
of the time – watch it happen and do nothing




25%
of the time – step in to stop the bullying

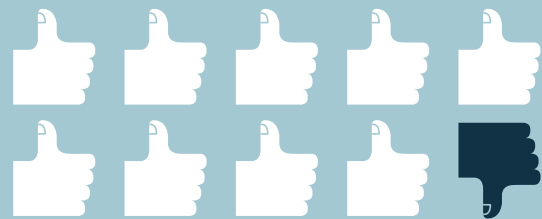


21%
of the time – join in with the bullying


Data from the NZ Youth 2000 Health Surveys show:

87%  While most secondary students (86.9%) feel safe at school all or most of the time ...

1 in 10



... nearly 1 in 10 (9.3%) students are afraid that someone at school will hurt or bother them ...

6%  ... and 6% of students report being bullied weekly or more often (boys 6.9%, girls 5.7%)



Bullying stops in less than 10 seconds

57%
of the time, when someone intervenes.

Caygill, R., Singh, S. & Hanlar, V. (2016). Mathematics Year 5: Trends over 20 years in TIMSS - Findings from TIMSS 2014/15. Wellington: Ministry of Education.

Caygill, R., Hanlar, V. & Singh, S. (2016). Science Year 9: Trends over 20 years in TIMSS - Findings from TIMSS 2014/15. Wellington: Ministry of Education.

Clark, T. C., Fleming, T., Bullen, P., Denny, S., Crengle, S., Dyson, B., Fortune, S., Lucassen, M., Peiris-John, R., Robinson, E., Rossen, F., Sheridan, J., Teevale, T., Utter, J. (2013). Youth '12 Overview: The health and wellbeing of New Zealand secondary school students in 2012. Auckland, New Zealand: The University of Auckland.

Clark, T. C., Fleming, T., Bullen, P., Denny, S., Crengle, S., Dyson, B., Fortune, S., Peiris-John, R., Robinson, E., Rossen, F., Sheridan, J., Teevale, T., Utter, J. (2013). Youth '12 prevalence tables: The health and wellbeing of New Zealand secondary school students in 2012. Auckland, New Zealand: The University of Auckland.

Craig, W. & Pepler, D. (1997). Observations of bullying and victimization in the schoolyard. *Canadian Journal of School Psychology*, 2, 41-60.

Getting Started



We appreciate that an increased focus on bullying prevention may prompt some reports or concerns from whānau and students about specific incidents. So we've provided printable factsheets about bullying behaviour which can support discussion with students and whānau. More resources are available at www.bullyingfree.nz



Whakapūpūtia mai ō mānuka, kia kore ai e whati – Cluster the branches of the mānuka, so they will not break.

Schools can't prevent bullying alone. They need the support of whānau and communities to provide safe, positive learning environments for children and young people.

This whakatauki embodies the philosophy of Bullying-Free NZ – Together with a shared vision, we know which direction to go; together we can prevent bullying in Aotearoa.

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Key Messages to School Staff

- When it comes to stopping bullying, there's no 'one size fits all' solution. Bullying is a community problem, not just a school problem. Boards of trustees, school leadership and staff, students and their families, and the wider community all need to work together to successfully address bullying.
- Look at the bullying prevention resources and activities and decide what material is appropriate for your individual school or class.
- It is recommended that any planning includes a preliminary discussion with staff and students about what bullying is, the different types of bullying, and the importance of everyone feeling safe and included.
- Agree consistent school messages in advance of Bullying-Free NZ Week and communicate these to all school community members.



Did You Know?



More than half of students who experience bullying do not report it to school staff. This means there could be a lot of bullying going on in your school that you don't know about.

Some groups of students in your school community are more likely than others to be bullied. Bullying sometimes involves negative comments about a student's personal characteristics and how they are different from other students. Being judged negatively can relate to:

- ability or disability
- gender, sex and sexuality
- culture, race and religion
- appearance and weight
- socio-economic status.

What doesn't work in bullying prevention education?

- Zero tolerance and disciplinary measures (i.e. school suspensions and expulsions).
- Expecting students to solve bullying problems by themselves.
- Advising students to avoid social media as a way of avoiding cyberbullying.
- Providing one-off activities (i.e. a short motivational speech).
- Dealing with individual students who are bullying or being bullied – everyone needs to be involved in bullying prevention.

Making the link with the curriculum

For maximum impact, bullying prevention approaches should align with good teaching practice and the New Zealand Curriculum / Te Marautanga o Aotearoa – for example, as part of teaching the key competencies:

Managing self

This competency is associated with self-motivation, a can-do attitude and students seeing themselves as capable learners.

Relating to others

This competency is about interacting effectively with a diverse range of people in varying contexts.

Participating and contributing

This competency is about being actively involved in communities. Communities include family, whānau, school and groups based, for example, on common interest or culture.



Get involved in our 2017 Bullying-Free NZ Week competition

As part of Bullying-Free NZ Week, the Bullying Prevention Advisory Group is holding a competition for children and young people across New Zealand.

The title of the competition is:

Students with Solutions – Working together to end bullying in Aotearoa

We're asking students to think about what bullying is all about and what it means to them on a personal level, and also how they can work with the adults around them to end bullying behaviour.

Students can draw a picture, write a story, song or poem, take a photo, or shoot a film. Entries can be entertaining, serious, creative, colourful, futuristic, different.

Who can take part?

Schools can enter the work of individuals, classes or the whole-school community.

The competition will be judged in two year groups:

- Junior / Intermediate – Years 1-8
- Senior – Years 9-13

FREE ENTRY

Entries will be considered by a panel of representatives from the Bullying Prevention Advisory Group.

Award-winning schools will be selected from each year group in each category and will receive \$500 worth of technology or other resources of their choice. All students involved from the winning schools will receive Bullying-Free NZ Award Certificates.

The winning entries will be published on the Bullying-Free NZ website.

There are three formats for entry:

ART

This can include posters, drawings, paintings or photographs.

If it's possible to send the original piece through the post then please do so. Otherwise, please send photographs of the piece stating on the entry form that it is the piece in the photograph that is to be judged, not the photograph itself. If short-listed for a prize, the judging panel may want to view the original, therefore please keep it in a safe place. Also, please make sure that the student's name, age and the name of your school is marked on the back of the entry.

CREATIVE WRITING

This could include poetry, short stories, songs and scripts – anything up to 500 words will be accepted.

All entries must be either typed or clearly written, and be no more than 500 words in length. Please submit entries on single sided A4 paper, with all pages securely stapled together. The student's name, age and the name of your school should be on the back of each sheet. Alternatively, entries can be emailed, as attachments, to **info@bullyingfree.nz**

SHORT FILM

This can be scripted dramas, documentaries, advertisements, music videos, animations, presentations or anything else you think of as a film. As long as it's no more than 2 minutes long, we'll watch it!

The entry should include a 'credits' page giving the names, ages and school name of all the students involved. This can be submitted by post on a USB memory stick.

Alternatively, entries can be emailed or shared via an online hosting agent to **info@bullyingfree.nz**

How to Submit Your Entry

- You must complete an entry form for each entry submitted.
- All entries must be original work.

Please send entries to:

Bullying-Free NZ 2017 Competition
Level 4, Mātauranga House,
33 Bowen Street, Wellington
PO Box 1666, Wellington 6140

info@bullyingfree.nz

What happens next?

- A winner will be selected from each year group in each category.
- Winners will each receive a certificate.
- A number of special merit prizes may also be presented.
- Please note that the judges' decision is final.
- A number of the entries may be selected to be exhibited, including on the Bullying-Free NZ website.

**The closing date for entries is 5.00pm
on Friday, 2 June 2017
(following Bullying-Free NZ Week)**

Further information:

If you have any questions about the competition, please email
info@bullyingfree.nz

2017 Bullying-Free NZ Week Competition Entry Form

School:

Contact Name:

Position:

Telephone:

Email:

Year Group:

☐ Junior/Intermediate – Years 1–8

☐ Senior – Years 9–13

Number of students / classes involved: _____

What are you submitting?

☐ Art

☐ Creative Writing

☐ Short Film

- You must complete an entry form for each entry submitted.
- All entries must be original work.
- The judges' decisions are final and no correspondence will be entered into regarding the decisions.

☐ Please confirm you are happy for students' work to be featured on the BullyingFree.NZ website.

Please send entries to:

Bullying-Free NZ 2017 Competition
Level 4, Mātauranga House, 33 Bowen Street, Wellington
PO Box 1666, Wellington 6140

Alternatively, entries can be emailed to **info@bullyingfree.nz**

Further information:

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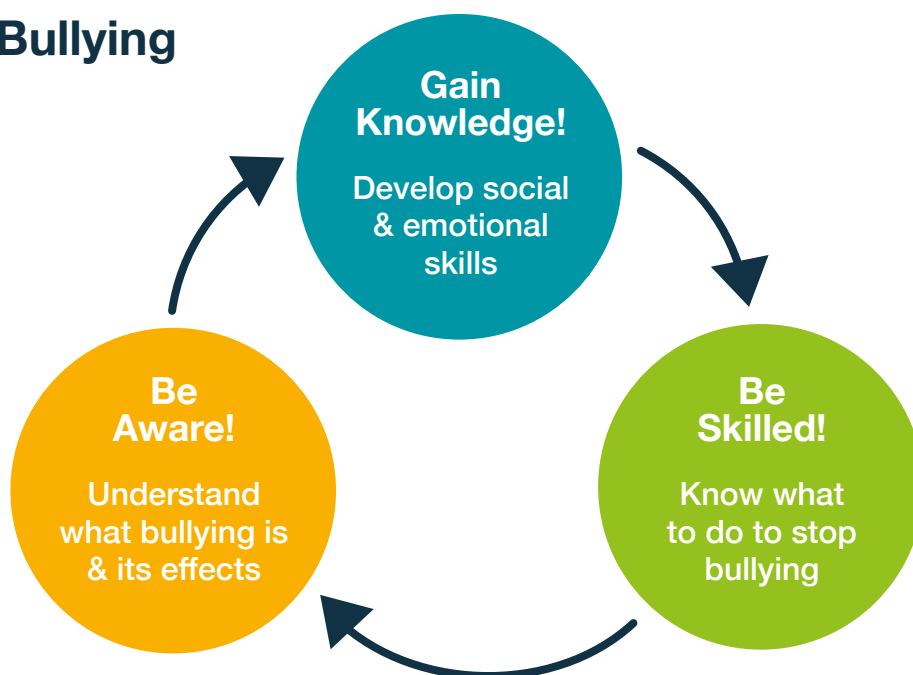
Fun Activities for Bullying-Free NZ Week

School events and whole-school activities help to raise awareness of how to prevent and deal with bullying.

Use the suggestions and resources in this activity pack or come up with your own ideas.

You can hold these during the Bullying-Free NZ Week or at any time of the year to focus on your school's bullying prevention approach.

Prevent Bullying



Creative Events – Make and Do



Events

1



1. **Take an aerial photo** of students organised in the playground or on the school field to spell out a key bullying prevention message – for example, 'Stop Bullying', 'NO Bullying At Our School'.



2. Select a wall in your school where all members of your school community can **make an imprint of their hand** under the heading 'Together We Can Prevent Bullying In Aotearoa'.



3. **Hold a 'Design an Anti-Bullying Poster or Other Artwork' competition** – involve members of your community to present prizes.



4. **Wear Pink** on Pink Shirt Day (26 May) to symbolise inclusion and diversity in your school community.

Photos:

1 & 2. Australian Education Authorities / The State of Queensland, 2016
3. Aparima College, 2016
4. Huntly College, 2016

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Creative Events – Make and Do



Events

2

5. Create a School Mural or Other Artwork of positive messages about your students' contributions to making their school safe and supportive.



In 2016, **Bucklands Beach Primary School** staff and students wore an item of pink to support their school being a 'bully-free school' during Bullying-Free NZ Week. Each class made a cardboard paddle, with an anti-bullying theme, to contribute towards a waka, so that they could all 'paddle in unison on their learning journey together'.

When making their paddle for the waka, Room 2 decided that caring and kindness to others would be the values they would adhere to. The other side of their paddle said 'Kia Kaha - be strong'. The class said they "wouldn't stand by and do nothing if they saw someone being bullied". During Bullying-Free NZ Week, reading articles and stories about bullying were part of their reading programme.

Room 13's Pink Shirt Day Rap -

Bullying is hurtful, mean and bad.
Show your respect, don't make the kids sad.
Bullying won't make you look more cool.
Come on kids, don't bully at school.



In recognition of Bullying-Free NZ Week, **Sunnynook Primary School** celebrated Pink Shirt Day by wearing something pink for the day (e.g. pink hair, pink socks, pink ribbon, pink t-shirt) - encouraging everyone in their school community to take a stand against bullying. Supporting the message 'Let's Be Bully Free', Room 4 came up with ways of 'Lending a Hand' to stop bullying.

Visit the Sunnynook Primary School website to view more photos of the students supporting Bullying-Free NZ Week: www.sunnynook.school.nz/8/easy_pages/20bullyingfreeweek

In 2015, **Feilding's North Street School** students designed and painted their own school mural reflecting their school's values. About 100 students had their say in designing and painting the mural that stretched the length of the school's fence. Students from Year 1 through to Year 8 painted the mural that captured the school's identity and used the school motto REACH, which stands for Respect, Excellence, Acceptance, Creativity and Honesty.

We Are All Connected Paper Chain

Activity

1

Suitable for



Outcome:

To link students, schools and communities to create a powerful visual statement about uniting against bullying.

Background:

This activity demonstrates the interaction between individuality and connectivity by creating a chain of interconnected individual links.

The message of the chain is: Everyone has something unique to offer and when we unite in a common goal (such as preventing bullying) our actions are powerful.

Materials:



☐ Strips of paper



☐ Pens



☐ Tape or staples

Method:

- Give each student a strip of paper and a marker. Ask them to write a message on the strip about a quality that makes them unique and proud of who they are as an individual.
- Staple (or tape) the individual strips together to make one long, connected chain, which visually represents the power of uniting for a common cause.
- If multiple classrooms are participating, have them link their classroom chains together to create a school-wide chain.
- If only one group is participating, find a prominent place to hang the chain that will remind them that even as individuals we can all come together for something we care about.

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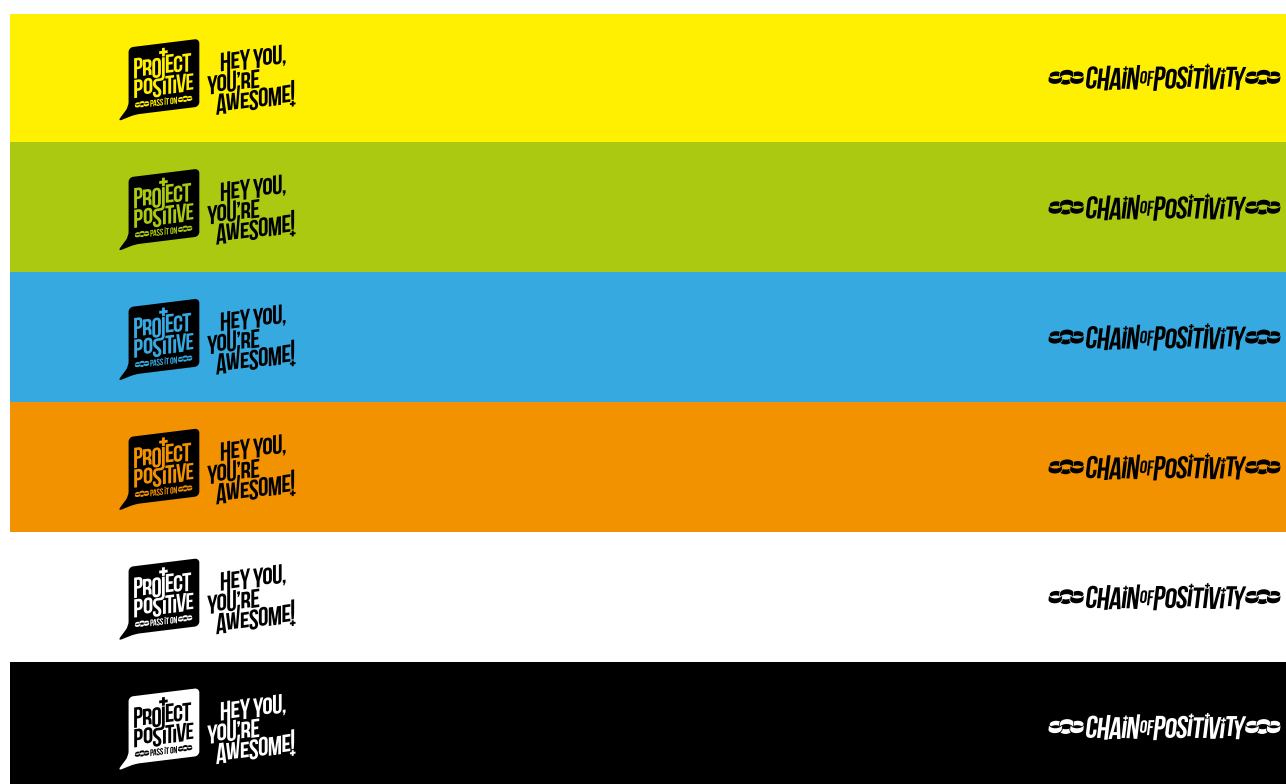
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Chain of Positivity

The chain of positivity is an easy and fun activity that engages students in making a simple link in a paper chain that can be displayed in your class to use as a metaphor for how we are all connected. There is a full colour as well as a black and white version available at www.pond.co.nz/detail/964892

The colour version is great for printing and the black and white version can easily be photocopied on to coloured paper. Five easy steps are printed on the PDF. You can upload a photo of your class and their paper chain in one of THREE ways:

- Through their Facebook page www.facebook.com/heyawesome
- On Instagram using #projectpositivenz or #chainofpositivity
- Via email to projectpositivenz@gmail.com



CHAIN OF POSITIVITY



1. Cut out the strips
2. Write a compliment or something positive on the front, back or both
3. Bend into a loop
4. Add your link with another to create a chain
5. Visit www.project-positive.org.nz to share your chain and be part of our movement!

Project Positive is a student-led movement to make life, online and off, more positive. Every one of us, young and old, plays a part in creating a positive environment for ourselves and others. Like links in a chain, the part we all play can be combined with others to make more of an impact.

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Sticks 'n Stones

Empowering young people to take positive action, online and off, to stop bullying

Sticks and Stones may break my bones,
but words will never hurt me...

The truth is words do hurt. At Sticks 'n Stones, we're a group of teenagers who have seen first-hand what words can do. We are a new generation, with a new way of communicating, and with that come new problems. All too often we are seeing words on a screen that hurt us. Texts, Facebook, Instagram, Snapchat – there's people on all of them taking advantage of the screen they are hidden behind. Parents can tell us to delete our accounts, teachers can block the websites at school, but the World Wide Web is a big place.

Stopping bullying is not as simple as that.

Created in 2013 by 25 high school students in Central Otago, Sticks 'n Stones is a multi-award winning, youth-led programme focused on taking positive action online and off to stop bullying. There are now over 300 young people aged 11-19 years involved across Otago, and also in Wellington, with plans for expansion into Queenstown and Southland in 2017.

Young people spend a lot of time online and this expertise, as well as their experiences (both positive and negative), can support younger students, parents, families and communities to better understand the benefits and potential issues. The heart of our organisation is authentic and meaningful

opportunities for a diverse range of young people to develop their skills and use these to support their peers. Our young people are fully involved in all aspects of decision-making, planning and delivery, and clearly show that teenagers have the passion, commitment and knowledge to challenge and change attitudes and behaviour.

Sticks 'n Stones provide a platform for young people to have their voices not only heard, but valued in the field of bullying prevention. We work in schools, in the community, in partnership with other groups, industry and government to make a positive difference and champion the rights of all young people to be themselves without judgment, fear or harassment.

Check out the Sticks 'n Stones website www.sticksnstones.co.nz or on Facebook www.facebook.com/onlinesticks to find out more about how our project gained momentum and how young people anywhere can use a similar model to make a positive difference.



Designed by
young people
FOR young
people!

Hey Joe Card Game

3-4 players from ages 8 and up

Sticks 'n Stones are excited their anti-bullying card game Hey Joe is now available for purchase. It's also available for FREE download for schools and groups to print off and laminate themselves.

This card game was designed by one of their Year 8 ambassador programme schools and has been a labour of love.

After 14 months, 18 revisions and over 50 trials, Sticks 'n Stones passionately believe the Hey Joe card game is a fantastic way to engage students in understanding bullying behaviours and promoting discussions about responding to bullying, plus developing empathy for those experiencing negativity.

It has been locally produced and contained in a lovely high-quality calico bag.

\$25.00 (GST inclusive) per game

Postage:

\$5.00 for one game or

\$6.00 for 2-4 Games (NZ wide)

Go to Sticks 'n Stones website sticksnstones.co.nz/shop to purchase or

Go to sticksnstones.co.nz/our-project/resources to download.



Bruised and Beautiful Apples

Activity

2

Suitable for



Outcome:

To effectively illustrate the harmful effects of bullying.

Background:

Rosie Dutton, a teacher from Birmingham, UK, posted on her Facebook page (Relax Kids Tamworth) a bullying prevention lesson she used. Since then the lesson has been liked more than 160 thousand times and the story has gone viral as people share her excellent example. “Wow, I didn’t expect this to get this kind of reaction,” she wrote on Facebook. “I hope we can take the apple lesson forward and start to open up a conversation with our children about the pain our words may cause.”

“Unlike an apple, we have the ability to stop this from happening. We can teach students that it’s not ok to say unkind things to each other and discuss how it makes others feel. We can teach our students to stand up for each other and to stop any form of bullying. More and more hurt and damage happens inside if nobody does anything to stop the bullying.”

Materials:



- ☐ Two apples – same size and colour.



Method:

- Prior to the lesson, repeatedly drop one of the apples on the floor to ensure it is bruised. You shouldn’t be able to see this damage – both apples should look perfect.
- Introduce your students to the two apples. Talk about how the apples look the same; both are red, are of similar size and look juicy enough to eat.
- Pick up the apple you dropped on the floor and tell the students how you dislike this apple, that you think it is disgusting, it is a horrible colour and the stem is just too short. Tell them that because you don’t like it, you don’t want them to like it either, so they should call it names too.
- Pass the apple around the circle calling it names – for example, ‘you’re a smelly apple’, ‘I don’t even know why you exist’, ‘you’ve probably got worms inside you’, etc

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- Then pass the other apple around, but say only kind words to it – for example, ‘You’re a lovely apple’, ‘Your skin is beautiful’, ‘What a beautiful colour you are’, etc.
- Hold up both apples, and again, talk about their similarities and differences.
- Then cut the apples open. The apple the class has been kind to is clear, fresh and juicy inside. The apple the class said unkind words to is bruised and all mushy inside.



Whanganui East School's Room 2 with the unhappy apple

At Whanganui East School, Circle Time provides an opportunity for the children to talk about how they are feeling. It encourages the students to share a problem they may have and are unsure of how to solve. As a class they can come up with strategies that may help.

During one of their Circle Times, Whaea Jordy brought in two apples – one called Andy and one called Andrew. They both looked juicy and delicious enough to eat. During Circle Time the class passed around Andy and said mean things to this apple, such as “You don’t look like a nice apple” and “I would never eat an apple like you”. They then passed around Andrew and said lots of nice things like “What a lovely red apple” and “You look so delicious, I could eat you right now”.

The students then studied the two apples. On the outside they still looked the same and very delicious to eat. Whaea Jordy cut the apples in half and Andy was all brown and bruised inside. He looked really hurt; whereas Andrew was still firm and white. He looked fine inside. Student Chloe Kelly said: “If we say mean things to people, they look the same on the outside, but they are hurting on the inside.”

Helping Hands

Activity

3

Suitable for



Outcome:

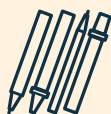
To promote students' understanding that everyone has a role to play in preventing and responding to bullying situations.

Background:

This activity is designed to help students think of the practical things they can do to help others. It helps students understand the role of the bystander and how even small actions can help others to feel positive and included in the school environment.



Materials:



☐ Felt pens



☐ Pieces of paper

Method:

- For younger students it would be useful to brainstorm as a group, or with adult support, a list of ways in which they help each other. Students can then pick up to five from the list to add to the hand.
- Older students could be asked to think of their own list, or a mix of their own and some shared ideas.
- Ask students to draw around one of their hands.
- Ask them to label each finger with things they can do to help someone who is being bullied.
- Decorate and display the hands in the classroom or school hall.

Extension Activity:

- Students share their ideas with their classmates, identifying:
 - What they have in common
 - What they think they are already good at
 - What they think they need to improve
- How could they practise (e.g. role plays).

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Preventing Bullying Together Commitment

Activity

4

Suitable for



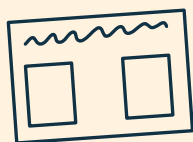
Outcome:

To encourage students to actively consider what they can do to help prevent bullying in their school environment.

Background:

This activity could be used after teachers have had a discussion in the classroom about what bullying is and how we can all help prevent it.

Materials:



☐ Message board template (laminated so it can be written on and wiped off, or a small whiteboard)

☐ Camera



Method:

- Students are given the message board with one of these sentences to complete:
 - 'I will help prevent bullying by ...'
 - 'I will support others by ...'
 - 'I will show kindness by ...'
 - 'I will (make up your own bullying prevention pledge)'
- Students write what they will do and have their photo taken with the message.
- All the photos are collected together and displayed in a prominent area of the school.

Extension Activity:

- Record students holding up their sign on video. Edit clips together with music.
- Share on social media during Bullying-Free NZ Week with the hashtag #BullyingFreeNZ

School Values Voting Wall

Activity

5

Suitable for



Outcome:

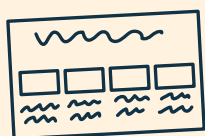
To give students a voice in the things which are important for their learning.

Background:

This activity challenges assumptions of what students really value in their learning environment. Schools that have tried this exercise are often surprised by the differences between what whānau and school staff vote for, and what students think is most important.

The voting wall provides a discussion point to engage with students and communities, and helps teachers and school leaders to consider the balance they give to these elements across the school and within the classroom.

Materials:



☐ Voting wall poster



☐ Four jars



☐ Different coloured plastic chips

Method:

- Print out the Voting Wall poster from the template (page 44).
- Place a jar in front of each value.
- Ask people to vote for what they feel is most important for students' learning (give different groups different coloured chips).
- Present the findings at a whānau evening and/or use them to discuss and review your school's policies.



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WEEK 22-26 MAY 2017

Peace Flag

Activity

6

Suitable for



Outcome:

To help students make a personal connection to bullying prevention and what they can do to help stop bullying from happening.

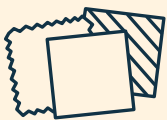
Background:

Based on the Tibetan tradition of making prayer flags, a peace flag exercise gives students with different perspectives and visions a constructive way to talk to one another.

Since the flags include personal images and words, they manifest individual concerns and wishes. Strung together, the flags have a collective impact.



Materials:



☐ Squares of coloured material or paper



☐ Permanent marker pens



☐ Bullying prevention fact sheets.

Method:

- Set up a string line for students to add a flag with their personal anti-bullying message.
- The teacher should lead a whole class discussion / circle time discussion to allow students to develop suggestions about why they think bullying is wrong and what they could do to help. Students can then choose from these options to make their own individual flags.
- Ask students to write messages on / draw pictures on the flags to express:
 - why bullying is wrong
 - what they will do when they see bullying
 - what they can do to stop bullying from happening.

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WEEK 22-26 MAY 2017

Our Waka – Kia Kaha

Activity

7

Suitable for



Outcome:

To encourage students to learn about working together and cooperating to achieve a common goal.

Background:

‘Together we can prevent bullying’ needs everyone to be on the same waka, going in the same direction, and valuing the contribution that everyone brings.

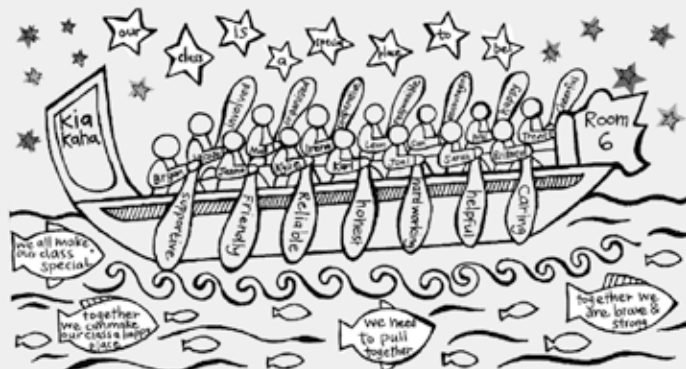
Materials:



☐ Waka templates



☐ Art materials



Method:

Part 1: Kia Kaha

- Put the term **Kia Kaha** on the board and discuss its meaning. 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. Explain that if we all stand strong for what we believe in and respect others and their views, our mana will increase. Our classroom will also be a nicer, more pleasant place.
- Talk about how everyone in the class has strengths and qualities, and how they can all pull together to make the class strong and happy.
- Brainstorm these strengths and qualities on the board. Examples could be **supportive, helpful, being a good listener, caring, sharing skills or talents, responsible, cheerful, honest, happy**.

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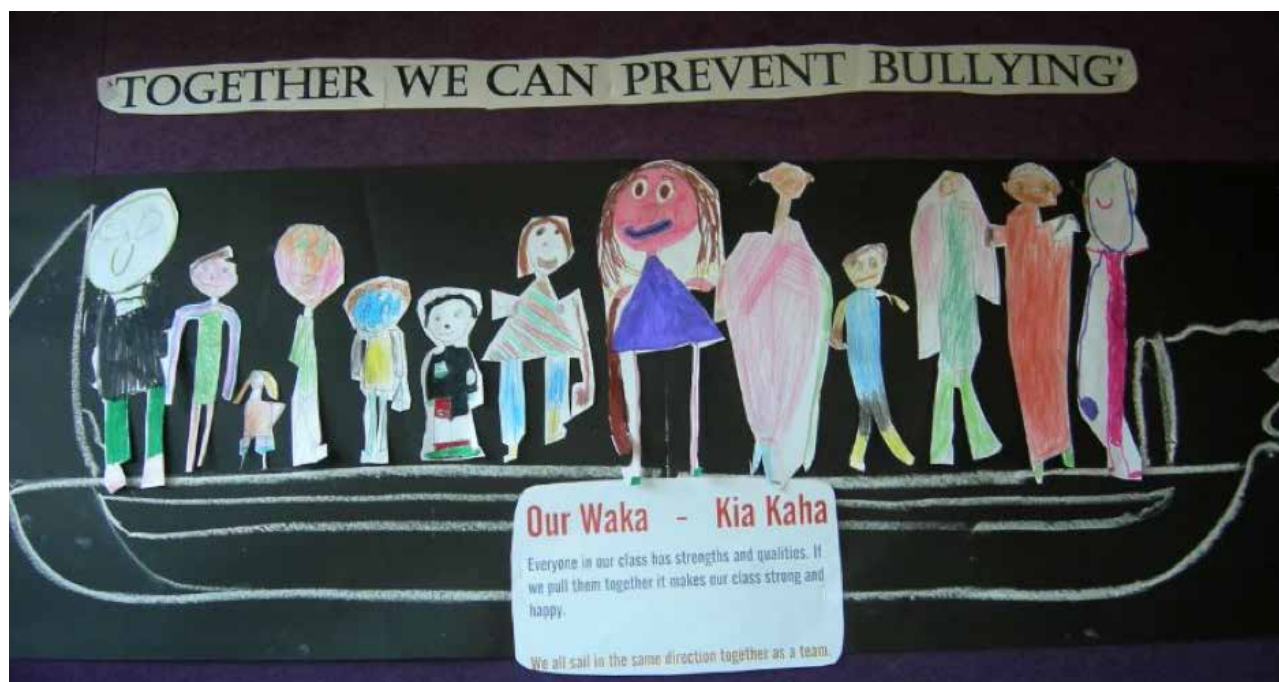
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Part 2: Waka

- Explain that the students are going to make a waka, representing their class, with people inside pulling together to make the waka go smoothly.
- List the following tasks on the board:
 - 1:** Make the waka. Use the picture on page 45 as a guide.
 - 2:** Design and make a backdrop where the waka can be displayed.
 - 3:** Make the paddles, using the paddle template (on page 46).
 - 4:** Make the rowers, using the rower template (on page 46).
- From the brainstorm list in Part 1, ask the students to choose words they want in their class waka. Each word is written on a paddle and placed in the waka.
- Organise students to complete each task. (Note: the size of the rowers and the paddles will depend on the size of the waka, so groups will need to liaise with each other).
- Look at the completed waka together and ask:
 - Can we feel proud of our waka? Why, or why not?
 - Do you think our waka will flow smoothly ahead? Why, or why not?
 - What can we all do to make sure this happens?



Our School Map

Activity

8

Suitable for



Outcome:

To enable students to safely identify areas where bullying takes place, and to jointly develop with school staff solutions for reducing bullying in these areas.

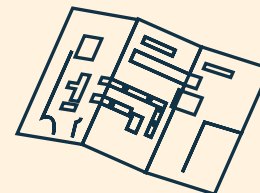
Background:

There are certain places in schools where bullying occurs the most. These are often areas where adults are not around – areas like hallways, toilets and playgrounds. Most of the time other students are present when bullying occurs at school. They know where it happens, when it happens, what happens, and lots more information.

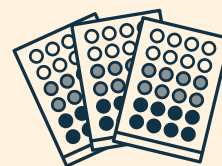
One effective bullying prevention strategy is for adults to be visibly and actively supervising areas where bullying is more likely to occur. To do this, it is useful to find out students' views of which areas of the school feel less safe and then target supervision in these areas.

NB: For further information on survey tools refer to the **Wellbeing@School** website.

Materials:



☐ Map of the school



☐ Three packs of different coloured (dots) stickers

Method:

Part 1:

Each class is given a map of their school or they make maps of their school grounds. Students can pick two stickers each and identify on the map:

Red Feels unsafe

Orange Feels mostly safe, but sometimes worrying

Green Feels safe

Part 2:

Students are asked:

- What could they do to help make those areas safer.
- What could the school / staff do to make those areas safer.

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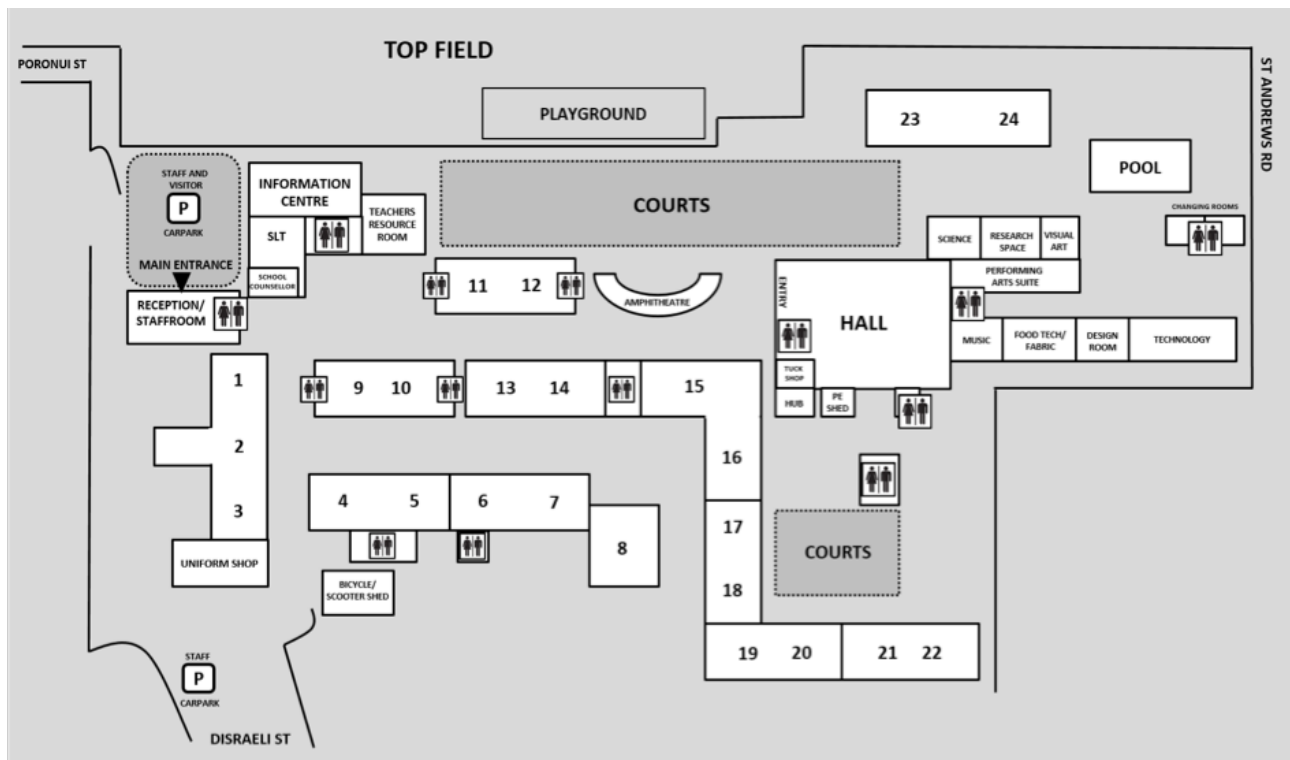


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Extension Activity:

Teachers and/or students discuss and determine:

- The design of a school environment survey and how it will be undertaken.
- How the data will be collated, analysed and presented – either within a class, to other classes or across the whole school.
- The process for identifying and implementing solutions to increase the safety in areas where bullying issues are identified.
- The process for monitoring/evaluating the effectiveness of the solutions implemented.



Bullying-Free NZ Comic Strips

Activity

9

Suitable for

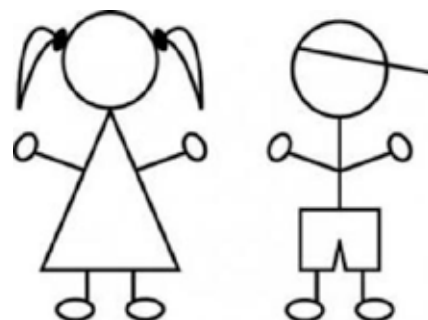


Outcome:

To enable students to examine how they feel about and how they view bullying, and to identify ways of preventing and responding to bullying behaviour.

Background:

It can be difficult for children and young people to discuss how they feel about bullying and they may find it more helpful to draw and write about issues that affect them. The aim of this activity is to use the comic strip format to discuss and look into the different forms of bullying and ways of resolving bullying behaviour.



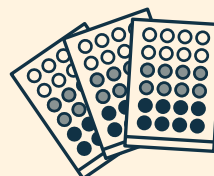
Materials:



☐ Comic strip template
(on page 47)



☐ Story board planner
template (on page 48)



☐ Three packs of
different coloured
(dots) stickers



☐ Speech bubbles
template (on page 49)

Method:

Discuss the types of bullying and the different roles (target, initiator, bystander) students can take in relation to bullying behaviour (refer to www.bullyingfree.nz).

- Discuss, if required, the concept of a cartoon and how images, as well as words, are used to convey a story. Show an example of a bullying video cartoon (e.g. 'Bullying is never OK') <https://bullyingnoway.gov.au/resources/videos/pages/videoplayer.aspx?VideoID=183>
- Provide students with copies of each template – comic strip, story board planner and speech bubbles. If you would like to make the comic strip larger, please photocopy it and enlarge to A3.

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Activity One:

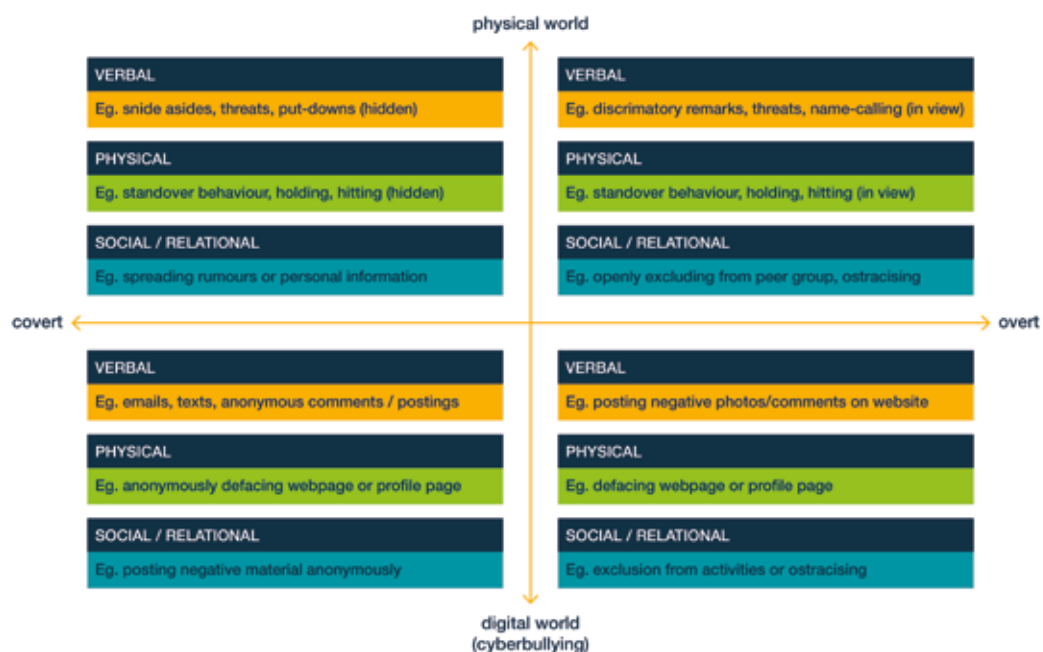
- Students to draw their own cartoon about a bullying situation that is not resolved. Ask the students to think about the type of bullying scenario they want to design a cartoon about and plan each of the boxes within the comic strip template (provided on page 47) accordingly. For example, Box 1 may introduce the character or storyline, Box 2 may show an incident, Box 3 could show the effects of the incident, etc.
- Students can plan their cartoon beforehand by using the story board planner template on page 48. Some students may find it helpful to use the speech bubbles and thought clouds provided (refer page 49) or may prefer to draw their own.
- Ask the students to consider what perspective they are going to draw the cartoon from – the target, bystander or initiator.
- Ask the students to share their completed cartoons with other students and discuss how the different characters feel in their cartoon.

Activity Two:

- Go through the same process as for Activity One but this time the students draw a cartoon where a bullying situation is resolved. If students are not familiar with the different ways of resolving a bullying incident, discuss options with them. (NB: This is an opportunity to support the students to understand the school's bullying prevention policy, which includes responding to and reporting bullying incidents).
- Ask the students to share their completed cartoons with other students, including discussing their resolution process and how the different characters feel.

Extension Activity:

- Students animate their cartoons using IT software.



Performance Events – Create and Perform



Events

3

1. Whole-school anti-bullying poem / rap.

Decide on a topic for the poem / rap. Ask each class to write a section of the anti-bullying poem / rap, put them all together at the end of the week to create a whole-school poem / rap. Display the poem / rap in a main section of the school.

8 students with their NZ Police School Community Officer and the NZ Police Public Affairs Team.

2. Write a **song** about how someone has successfully managed bullying, record it and ask the local radio station to play it for the community to hear.

4. Students could create their own **bullying prevention public service broadcasts** or tell a story with an anti-bullying message.

3. Make a **video** about dealing with bullying.

To give the students ideas, watch youtu.be/2lozwJ3TA0c and youtu.be/R63JkFnbmLQ – videos produced in 2016 by St Francis de Sales School (Wellington) Year 7 and

5. Hold a Bullying-Free NZ Week school event where students **showcase theatre, song, dance or other performances** they have developed in class – invite parents, whānau and community members to attend.

6. Hold an **anti-bullying march** around the playground. Get your students to design posters and signs with anti-bullying slogans and pictures.



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Photo: Australian Education Authorities / The State of Queensland, 2016

WEEK 22-26 MAY 2017



We invite your school to celebrate **Pink Shirt Day** and Speak Up, Stand Together, Stop Bullying on Friday 26 May 2017



Pink Shirt Day supports schools to create environments and social relationships where all students feel safe, valued and respected regardless of age, sex, gender identity, sexual orientation, ability or cultural background.

The Pink Shirt Day toolkit and campaign resources will help you:

- Engage the whole school
- Promote young people's mental health and wellbeing
- Celebrate diversity, acceptance and inclusion
- Raise awareness and understanding of bullying
- Support student-led action

...while having a whole heap of Pink Shirt Day fun!

A record number of schools participated in 2016. Participants said:

"We already do these things as part of our core function but Pink Shirt Day added a fun new tool to work with"

"I feel the students at our school grew a lot"

"Thank you for allowing us to do this, for supporting and giving a framework others can easily embrace but use creatively. The toolkit was very useful in spreading awareness"

"It was well received at our school. The resources you sent were great, thank you! A good opportunity to take stock of where we are at with regards to a bullying policy, awareness, part of our 'Positive Behaviour for Learning' process"

We look forward to standing with you to stop bullying in NZ!

Pink Shirt Day is led by the Mental Health Foundation with support from The Peace Foundation, RainbowYOUTH, InsideOUT, New Zealand Post Primary Teachers' Association, Youthline and Family Works.

Register your school www.pinkshirtday.org.nz to keep you up to date with the campaign. We'll alert you when the toolkits, campaign resources and official Mr Vintage t-shirts are available.

School Policy Development or Promotion

1. Ask each student to write and design an **anti-bullying pledge** stating what they will do to tackle bullying in their school. Create a display of these pledges.
2. Run a **whole-school review** of your school's bullying prevention policy.
3. **Highlight your anti-bullying policy** on your school's website.
4. **Rewrite your school's anti-bullying policy** to make it student-friendly. You could choose to use a video or pictures to show the policy.
5. **Invite students, staff and parents to each contribute one idea** that your school could do to address bullying. Collate all the suggestions and create a document to be presented to the school during Bullying-Free NZ Week.
6. **Distribute the Bullying-Free NZ online information to parents.**
This booklet aims to share information about all kinds of bullying issues parents, carers and whānau might be worried about. The resource will be available for you to share with parents and whānau in your school and community from May 2017.



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WEEK 22-26 MAY 2017

Professional Learning & Development

- 1. Organise a session for school staff** to view the Bullying-Free NZ professional development module “What is Bullying?” Use the short set of discussion questions created for staff development activities.
- 2. Test your knowledge** about bullying by completing the Bullying-Free NZ Week “What do you know about bullying?” quiz.
- 3. Complete the Bullying-Free NZ online professional learning and development modules.** Great news! The online training modules are for anyone that wants to learn more about bullying and how to prevent it. They’re 100% FREE to access. Check the modules out at **www.BullyingFree.NZ** (available from May 2017).

Promote Your School

To promote the positive bullying prevention work in your school you could:

- 1. Invite your local newspaper** to attend your Bullying-Free NZ Week school community events.
- 2. Take photos** of Bullying-Free NZ Week events to include on your website.
- 3. Write to people in your local community** to invite them to participate in your Bullying-Free NZ Week school event. You could ask elders, local council and businesses, high profile individuals and local media representatives.
- 4. Get Active Online!** Last year we were able to reach thousands of people through the use of social media. You can do this by:
 - Supporting the campaign by sharing videos and photos of your students or your colleagues getting involved in Bullying-Free NZ Week.
 - Share on social media during Bullying-Free NZ Week with the hashtag #bullyingfreenz

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WEEK 22-26 MAY 2017

What Do You Know About Bullying?



TRUE or FALSE Quiz for Bullying-Free NZ Week

1 Bullying happens when a student repeatedly misuses their power over someone.	TRUE	FALSE
2 Spreading rumours is a form of bullying.	TRUE	FALSE
3 All students who bully are insecure and have low self-esteem.	TRUE	FALSE
4 Bullying usually takes place when no one is watching.	TRUE	FALSE
5 Students who see bullying happening can experience negative impacts.	TRUE	FALSE
6 Students with disabilities are at greater risk of being bullied.	TRUE	FALSE
7 Sometimes adults don't stop bullying because they don't see it happen, don't hear about it, or don't understand how much it hurts.	TRUE	FALSE
8 Most students who bully stop this behaviour in adulthood.	TRUE	FALSE
9 Bullying is just a harmless part of growing up – the effects are minor and short-term.	TRUE	FALSE
10 Schools should have a written policy about how they manage student behaviour, which includes bullying.	TRUE	FALSE
11 The most effective way of stopping bullying is to punish the offender.	TRUE	FALSE
12 Targets of bullies are sometimes students with physical differences (i.e. overweight, glasses, unusual looking, etc).	TRUE	FALSE

What Do You Know About Bullying?



Answers:

1. True

The widely-accepted definition of bullying behaviour is:

- Bullying is deliberate.
- Bullying has an element of repetition (or has the potential to be repeated over time).
- Bullying is harmful.
- Bullying involves a power imbalance – there is an actual or perceived unequal relationship between the target and the initiator that may be based on physical size, age, gender, social status or digital capability and access.

2. True

Spreading rumours, name calling, isolating or excluding others, and causing embarrassment are all forms of social (relational) bullying. Some studies have found a higher incidence of relational aggression in girls.

3. False

A number of students who bully are popular, socially competent, and have average or above average self-esteem; taking particular pride in their aggressive behaviour and sense of control over the less powerful peers they target.

On the other hand, some students who bully may have poor social skills and are socially anxious or depressed. For them, bullying is a form of boldness or emotional toughness.

4. False

Most of the time other students are present when bullying occurs in schools. Bullying behaviour generally involves three parties – initiators (those doing the bullying), targets (those being bullied), and bystanders (those who witness the bullying).

The reaction of bystanders can either support or discourage bullying from happening. If bystanders do nothing, this can be seen as a form of silent approval.

5. True

Many bystanders to bullying feel anxious and distressed about seeing something they think is wrong. Students can also feel upset about not knowing what to do.

Teaching students strategies for safe and supportive bystander behaviour is the most helpful way to reduce the negative impacts of being afraid and distressed.

6. True

Students with disabilities (including physical, learning, developmental, intellectual, emotional and sensory disabilities) are at greater risk of being bullied.

An emphasis on including all students and valuing diversity are powerful ways to lessen the risk that students with disabilities will experience bullying.

7. True

Adults are often not aware of bullying because it usually happens in areas with little or no adult supervision, such as toilets, hallways, playgrounds.

Studies have shown that even when adults directly witness bullying, they often overlook or minimise its harmful effects. For example, Pepler and Craig (2000) found in their playground observations that adults intervened in only 4% of the bullying incidents they witnessed.

Pepler, D.J. & Craig, W. (2000). Making a difference in bullying (Report No. 60). Toronto, Ontario, Canada: York University, LaMarsh Centre for Research on Violence and Conflict Resolution.

8. True

Many students engage in bullying for a short time only and then stop either because they realise it is wrong or their school supports them to learn more appropriate behaviour. A small group of students continue to bully others over many years.

Students who persistently bully others have been found to have mental health issues later in life, as well as showing criminal and anti-social behaviour. It is possible something else in a student's personal characteristics, environment or experience contributes to these outcomes. However, several studies suggest that persistent bullying is an important warning sign of ongoing problems.

9. False

The immediate effect of bullying is to reduce a student's participation, learning and enjoyment of school. Staying away from school to avoid being bullied can lead to additional problems.

Other impacts include physical health complaints and low energy, mental health impacts such as depression and anxiety, and social implications including low self-esteem.

Researchers have also identified negative impacts in adults many years after being bullied.

10. True

A strong school policy related to student wellbeing and safety is an important tool for effectively countering bullying.

The involvement of students, as well as parents and whānau, in developing and implementing the school's policy helps to ensure it is a 'living' document, conveying the whole-school community's shared understanding of bullying and how best to respond.

11. False

Bullying is a relationship problem that requires relationship solutions. In general, punishing the student doing the bullying does not improve the relationships and social factors which allowed the bullying to happen.

Unless these factors are addressed, it is most likely the bullying will happen again, take another form, or just become hidden (covert).

12. True

Bullying can happen for a wide variety of reasons. Studies show it is often focused on a student's weight, ability, gender, culture, religion and/or sexuality – i.e. their DIFFERENCES are targeted. Research suggests that students belonging to certain groups within the school community are more likely to be bullied because other students believe they have different, annoying or unfavourable characteristics.

Bullying prevention is just one aspect of the work that schools need to do to counter bullying. The long-term goal is to promote a school culture based on positive values and supportive relationships which feature respect, inclusion, belonging and cooperation.



Photo: Sunnynook Primary School's teachers supporting 2016 Bullying-Free NZ Week with their pink shirts.

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WEEK 22-26 MAY 2017

Getting Noticed



The Perfect Media Release For Your Bullying-Free NZ Week Event

HEADLINE:

- Insert a short description of your activity.
- Keep it interesting / short enough to tweet.
- Remember to be local and topical.

e.g. [name of school] showcases their school mural in support of New Zealand's national bullying prevention week.

INTRODUCTORY PARAGRAPH:

- Make sure you include: Who? What? Why? Where? When?

e.g. [name of school] is participating in the high-profile Bullying-Free NZ Week in May. We will be joining hundreds of schools across the country by taking part in Bullying-Free NZ Week 2017.

PROVIDE MORE BACKGROUND:

e.g. The national Bullying-Free NZ Week takes place each year, in conjunction with Pink Shirt Day. The Week provides an opportunity for everyone to campaign against and raise awareness of bullying. This year, [name of school] is supporting this important Week by [activity] to highlight the importance of everyone working together to successfully address bullying.

CALL TO ACTION:

- Include what you want people to do.
- How can they get involved?
- Who can they contact?
- Where can they find more information?

e.g. Our [activity] will take place on [date] at [time] in our [e.g. school hall] with a panel of guest judges including [insert local MP, etc]. For more information, contact [insert].

[Further description of what will take place at event, including any photo opportunities]

SUPPORTING QUOTE:

From your [principal / organiser / head teacher / MP / Mayor / other dignitary] about the [importance of the Bullying-Free NZ Week / involvement with Bullying-Free NZ Week].

e.g. "[name], Principal at [school] said: "We are very proud to support the national Bullying-Free NZ Week and raise awareness of such an important issue. At [insert school] we take the issue of bullying very seriously and hope that our [insert activity] will help raise the profile of bullying prevention. Come along and join us and help stop bullying for all."

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WEEK 22-26 MAY 2017

OFFICIAL BULLYING PREVENTION ADVISORY GROUP QUOTE:

e.g. David Rutherford, Chief Human Rights Commissioner and member of the interagency Bullying Prevention Advisory Group says:
“We need to empower children and young people to report bullying – wherever and whenever it happens. Through Bullying-Free NZ Week we are encouraging boards of trustees, school leadership and staff, students and their families, and the wider community to work together to successfully address bullying.”

CONTACT INFORMATION:

For more information contact:

<name>

<email>

<phone number, including mobile>

NOTES TO EDITOR:

About: [insert school name]

About the event: [insert info/times/dates/how people can get involved]

About the Bullying Prevention Advisory Group (BPAG): BPAG is a collaboration of 18 organisations, with representatives from the education, health, justice and social sectors, as well as internet safety and human rights advocacy groups. BPAG members share the strongly held view that bullying behaviour of any kind is unacceptable and are committed to ensuring combined action is taken to reduce bullying and create safer environments in which children and young people can live, grow, play and learn. For more information visit www.bullyingfree.nz

Bullying-Free NZ Week 2017 takes place 22-26 May 2017, in conjunction with Pink Shirt Day. This year's Bullying-Free NZ Week theme is 'NZ Students with Solutions – Working together to end bullying'. For more information on how you can get involved in Bullying-Free NZ Week visit www.bullyingfree.nz

MEDIA RELEASE TOP TIPS:

- Make sure you include the date, time and location of your event.
- Include information, including name and telephone number of who to contact about the event / activity.
- It is always a good idea to contact your local journalist first, so they know to expect your media release – these details are easy to find, online or by looking in your local paper.
- Include your own quote about the importance of Bullying-Free NZ Week and the theme for this year.
- Never send your media release as an attachment, but include it in the body of an email.

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WEEK 22-26 MAY 2017

What is Bullying?



To effectively prevent bullying it's important for everyone (school leaders, teachers, students, whānau and community) to have a shared understanding of what bullying is.

Whether bullying is physical, verbal, emotional or online (cyberbullying), there are four factors that can be used to identify bullying.

- Bullying is deliberate – intentionally causing physical and / or psychological harm to another person.
- Bullying involves a power imbalance – an actual (or perceived) unequal relationship between those being bullied and those who bully. For example due to physical size, age, gender, social status or digital capability and access.
- Bullying is usually not a one-off – it is repeated over time, with the threat of further incidents leading to fear and anxiety. People may bully one person many times, or different people each time.
- Bullying is harmful – there is short or long-term physical or psychological harm to the target (eg, as a result of coercion or intimidation).

When it's not bullying

Bullying is one particular form of aggressive behaviour. Not all verbal or physical aggression is bullying. For example, if a student offends someone by making unintentionally sexist or racist remarks, it is not bullying.

Is it bullying, fighting or hassling?

Often the term bullying gets used to describe other behaviour, such as hassling between friends which sometimes can go a bit far, or an aggressive reaction from a student who has been involuntarily provoked by another. Here are some key questions which help show the difference between bullying, fighting and hassling.

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Looking at the interaction...	Hassling / teasing	Fighting / aggression	Bullying
Does it go both ways?	Usually both students are hassling each other	Not usually – one tends to initiate it	No, one student is targeting the other
Does it look like they're having fun?	Usually takes place between students who are familiar with, and like each other	No, one is the aggressor	No, one person is in distress
Is it well-meaning?	Yes, it's mostly good natured hassling	Not usually – it is often intentional, but can also be an involuntary reaction to something	No, one student is deliberately harming the other
Is it a one-off?	No, it's usually ongoing, because the students hang out together regularly.	Often a single incident	No, it happens repeatedly over time
Is it between equals?	Yes	Possibly	No, there is a definite power imbalance

Bullying – Speak Up / Step Up Advice For Young People



If you've been affected by bullying – you're not alone. Bullying is never OK and you don't have to put up with it. Speak up – you can do something to stop it.

If you're being bullied or know someone who is being bullied, tell someone you trust. If you don't speak up, the bullying will probably continue and may get worse.

What is bullying?

Bullying is when someone keeps picking on you. Bullying can be physical (like hitting or kicking you), verbal (like putting you down or spreading rumours) emotional (excluding you from groups, taking your stuff or forcing you to do things you don't want to), or online (posting nasty things about you, sending embarrassing pictures or videos of you to others).

Bullying can happen face-to-face, online or on mobile phones. It can happen in front of everyone or when no one else is watching.

Sometimes you might fight or argue with someone. If this happens only once, it's not bullying even though you might feel upset.

Continued over the page >>



Bullying can happen face-to-face, online or on mobile phones.

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Why do some people bully?

- They think it's fun.
- To look tough or make people afraid of them.
- To feel popular or fit in with a group.
- Because they're jealous or the person they are bullying makes them uncomfortable.
- They are copying what they have seen others do before, or what has been done to them.

What can I do if I see someone being bullied?

Someone who sees or knows that bullying is happening is a 'bystander'. Bystanders can encourage bullying by doing nothing. Help stop bullying by:

- stepping in if you feel you can safely – eg saying "*leave them alone – that's mean*"
- talking about the bullying with another bystander so you have support
- talking to the person being bullied – ask if they are ok or how you can help
- telling an adult you trust about the bullying.

What can I do if I'm being bullied?

Bullying feels awful and it's important to remember it's not your fault.

- Tell the person who is bullying you to stop (if you feel that you can). Or just walk away.
- Tell someone you trust like a parent, teacher, aunt, school counsellor.
Keep telling adults until someone does something to stop it.
- Spend time with friends who help you feel good about yourself.

- Don't reply to any messages that make you feel sad, threatened or embarrassed. Often people who bully others are just looking for a reaction.
- Keep all messages and take photos of uncomfortable posts. Make a note of the time, date and content. This is evidence you might need if the problem gets worse.
- Use privacy functions on Apps to block or prevent receiving nasty messages – contact NetSafe if you'd like help on 0508 NETSAFE or queries@netsafe.org.nz

But won't telling someone just make it worse?

You might feel like you don't want to tell anyone else in case it makes you more of a target, but doing nothing means it will probably continue and it might be happening to others.

If you don't feel you can trust anyone, ring one of the confidential numbers below.

Continued over the page >>

Are you bullying someone?

It's a big thing to admit you've been bullying someone else. Here's what you can do to make it right.

- Tell an adult you trust, like a parent or teacher.
- Think about what you've done and why. Ask for help to change things (from family, teachers or friends).
- Say sorry to the person who has been hurt and ask how you can make it up to them (or write a letter if they don't want to talk to you).
- Delete all hurtful or harmful online posts, messages, pictures or comments.

Where to get help:

Lifeline: 0800 543 354

Depression Helpline: 0800 111 757

Samaritans: 0800 726 666

Suicide Crisis Helpline: 0508 828 865
(0508 TAUTOKO)

Youthline: 0800 376 633 / Free Text 234
or email talk@youthline.co.nz

Mental Health Foundation: 09 623 4812

NetSafe: 0508 638 723 (0508 NETSAFE)
or queries@netsafe.org.nz



It's a big thing
to admit you've
been bullying
someone else.



bullying**freenz**



WEEK 22-26 MAY 2017

VOTE FOR

the **most important** thing to help you learn

Māramatanga
People who know
me well:

- understand me
- know what I like
- know my strengths
- listen to me
- involve my parents, whanau,
and whanau whanui

Rangatiratanga
Everyone expects
the best of me:

- tells me what is expected of me
- tells me when I am doing well
- encourages me
- believes in me

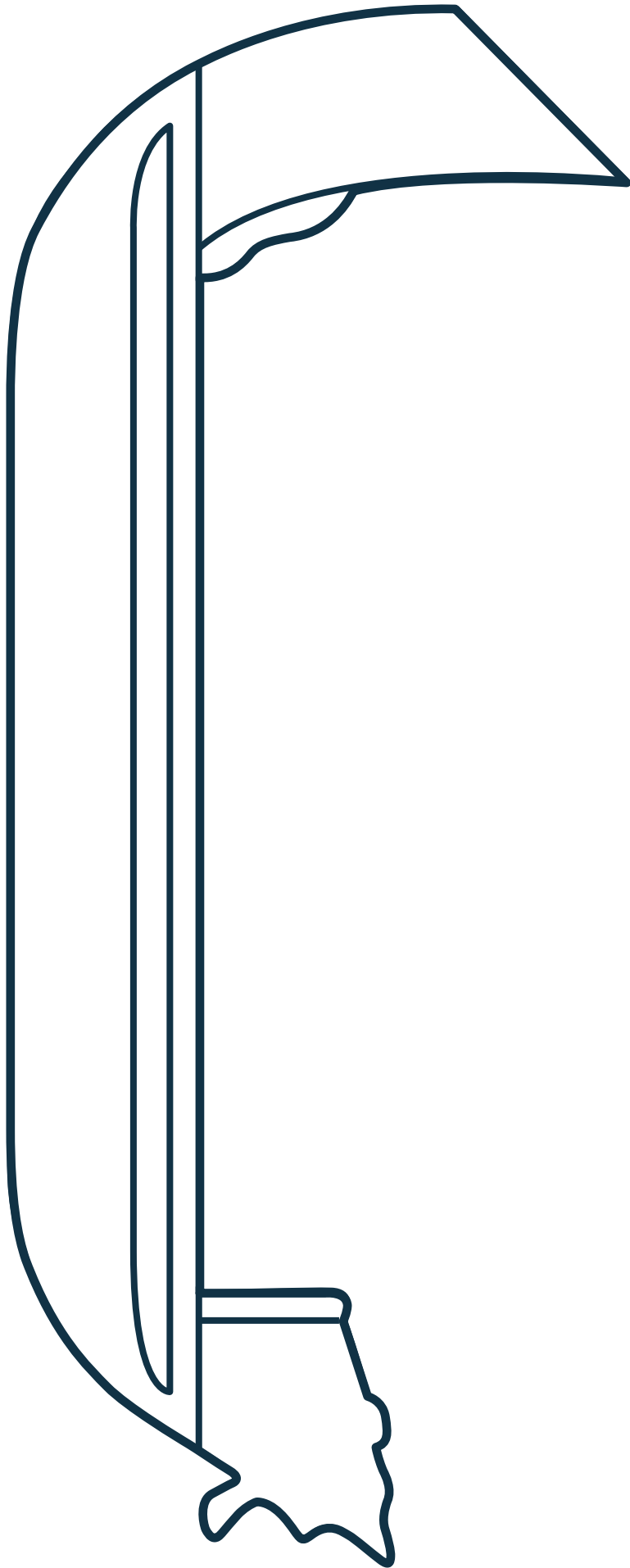
Auahatanga
Teachers who cater
to my needs, interests,
and strengths:

- are inventive and creative
- make learning fun
- teach in a way I understand
- provide information
in different ways

Manaakitanga
When I feel safe,
welcome and
cared for:

- I can be myself
- I am valued
- I am respected
- I am included
- I get help when I need it

Instructions: Place a chip in the glass jar to vote.
You can vote for more than one.





Bullying-Free NZ Comic Strip

Bullying-Free NZ Story Board Planner

Characters

1	5
2	6
3	7
4	8

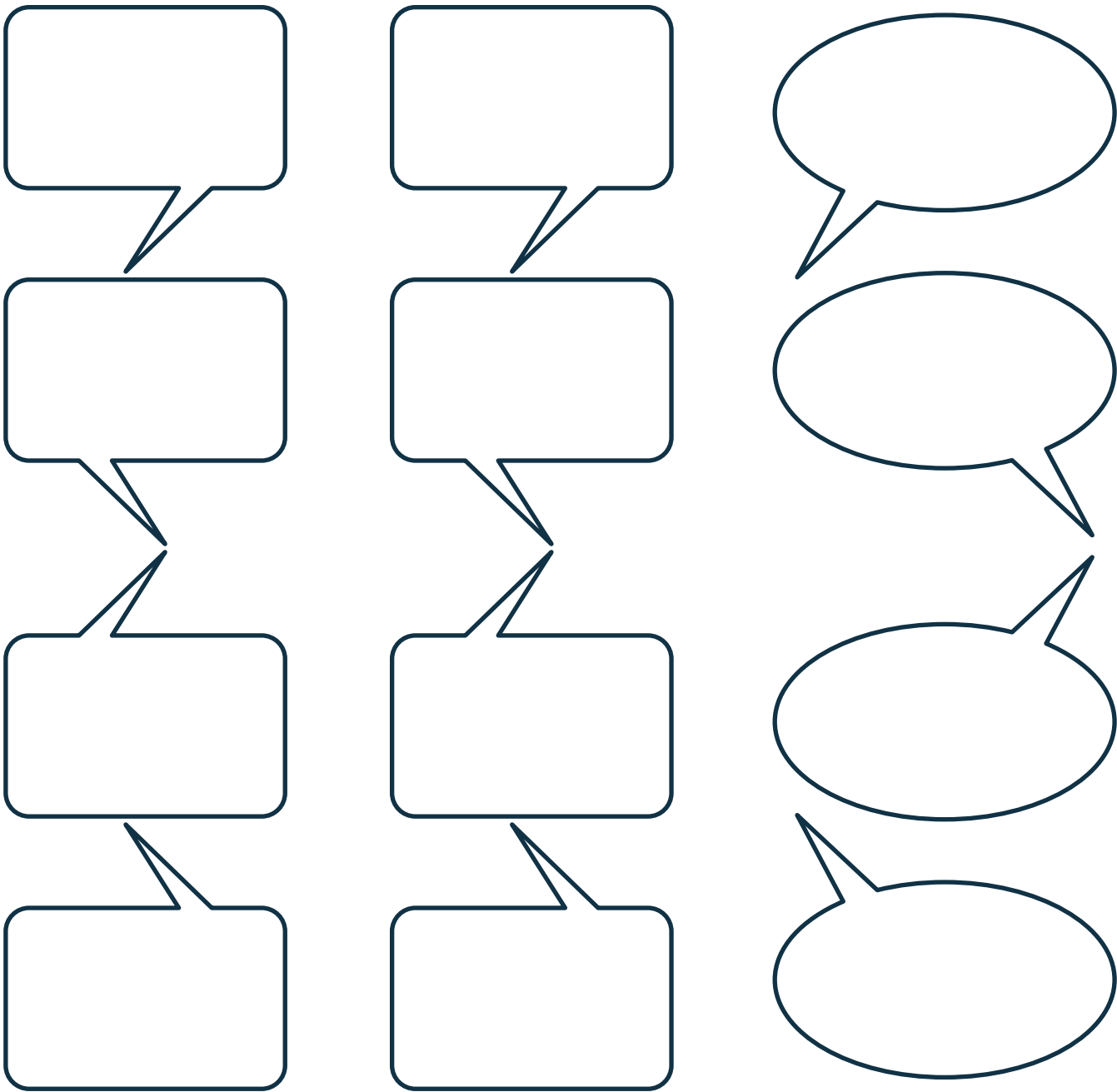
Story Plan

Start

Middle

End

Bullying-Free NZ Speech Bubbles Template



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WEEK 22-26 MAY 2017