


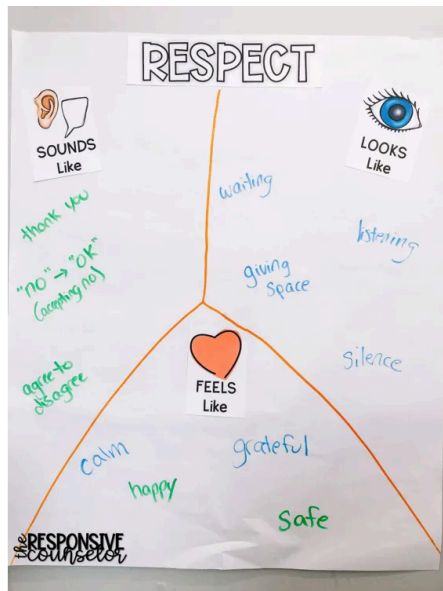
## Year 1 & 2 [Slides to Project \(If you Want to\)](#)

Session	Lessons	Resources
<p><b>Session 1</b> Explore what it means to work together in teams, having different roles in teams. Develop attitudes of respect, and of care and concern for others through cooperation and āwhina.</p> <p><b>Week 4</b></p> <p>What is cooperation?</p>	<p><i><b>Purpose:</b></i></p> <ul style="list-style-type: none"> <li>Developing attitudes of respect, and of care and concern for others through cooperation and āwhina.</li> <li>Developing strategies to improve the wellbeing of their classroom and home communities.</li> </ul> <p><i><b>Teaching Points:</b></i></p> <ul style="list-style-type: none"> <li>Communicating and interacting positively with others: Listen to others and wait for my turn to speak.</li> <li>Communicating and interacting positively with others: Share things and take turns</li> </ul> <p><i><b>Lesson Sequence:</b></i></p> <p><i><b>Movement</b></i> <i>Break the class into teams of five or six children. Tell them: "Without saying a word, organize yourselves in a line from the oldest child, on the left, to the youngest child, on the right. Cooperation is the key, but remember, absolutely no talking." (At this point, your students will most likely be staring at you – and each other – in bewilderment. Give them time. Eventually, you will observe behaviors such as hand signals, children pointing to dates on the calendar [particularly when they realize that, being fairly close in age, specific dates of birth will matter], and writing notes on the board. 2. When all of the groups have finished, ask the students how their group solved the problem, what contributions individual group members made (reminding them that if anyone was not involved in – or left out of – the process, it was not really an example of cooperation), what was most difficult about the assignment, how cooperating with each other helped, and so forth.</i></p> <p><i><b>Read the Book - The Little Red Hen</b></i></p> <p><i>Discuss what happened in the story using these questions as prompts.</i></p> <ol style="list-style-type: none"> <li><i>1. Why do you think the animals didn't help Little Red Hen?</i></li> <li><i>2. How do you think Little Red Hen felt doing all the work herself?</i></li> <li><i>3. How do you think Little Red Hen felt when all the animals wanted to eat the bread she had made?</i></li> <li><i>4. What would you have done if you had been Little Red Hen?</i></li> <li><i>5. What lesson did the animals learn?</i></li> <li><i>6. What can we learn from the story?</i></li> </ol> <p><i>Write the word "cooperation" on the board and ask the students what the word means. Have they heard the word before? Where did they hear it? Who was using it? What were they talking about?</i></p>	<p><i>The Ready to Read book, The Little Red Hen</i></p>  <p><i>Hen</i></p> <p><i><b>The Little Red Hen (MP3 3MB)</b></i></p> <ul style="list-style-type: none"> <li>• <i>Cooperation animation: <a href="#">Animation</a></i></li> <li>• <i><a href="#">Video</a> to the song <a href="#">That's Cooperation lyrics</a></i></li> </ul> <p>Soft balls from the PE Shed* I do have balloons if you want to use them.</p>

	<p><i>Listen to the Sesame Street song That's Cooperation. The class can sing it.</i></p> <p><i>Extra</i></p> <p><i>Three soft balls, Keep the balls off the ground without breaking the circle. Children do this in groups of 5 or 6, ensuring that everyone has a turn . Once they have finished they can sit down in a circle.</i></p> <p><i>Conclusion:</i></p> <p><i>Congratulate the students on working together to keep the balloon off the floor.</i></p> <p><i>Ask them to share their feelings about cooperation. How did they feel during the activity? How did they feel when they were finished? What can we learn from this experience that we can apply to other group activities in the classroom?</i></p> <p><i>Emphasise the importance of being a cooperative class member, explaining that cooperation helps to get jobs done and is a way of showing care and respect to each other.</i></p> <p><i>If time : Create a poster in a group to show what co-operation looks like.</i></p>	
<p><b>Session 2</b></p> <p>Explore what it means to be respectful and how it looks at school and at home.</p> <p>Create a resource that teachers and students can refer back to.</p> <p><b>Week 5</b></p> <p>Respect for others</p>	<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>● developing attitudes of respect, and of care and concern for themselves and other people.</li> <li>● recognising the shared responsibility of maintaining a respectful environment and actively contributing to the wellbeing of others.</li> </ul> <p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>● Use my manners and kind words</li> <li>● Listen to others and wait for my turn to speak</li> <li>● Understand how someone else might be feeling in certain situations</li> </ul> <p><b>Lesson Sequence:</b></p> <p><i>Have the students watch the following music video <a href="https://www.youtube.com/watch?v=s2jKbRzVMbo">https://www.youtube.com/watch?v=s2jKbRzVMbo</a></i></p> <p><i>While they watch, have them think about a time they felt that someone disrespected them and how it made them feel.</i></p> <p><i>Have students share in partners. Then call on 1-2 students to share their thoughts.</i></p> <p><b>Movement</b></p> <p><i>The first step is getting students thinking about their own beliefs and ideas about respect. Four corners is a great movement-based way to do this. Ask your students questions about respect, or ask them to finish sentences about respect, by going to one of four designated corners. For example, "I feel respected at school..."</i></p> <p><i>A) All of the time, B) Usually, C) Sometimes, or D) Not very often. As you read the answer choices, move to different corners of the room so students know where to go to show their answers.</i></p> <p><b>Read -Lost</b></p> <p><i>Prompt the students to describe how Finn was kind and helpful in the story. Record their comments on the board.</i></p> <p><i>Encourage the students to consider whether the ideas on the board are things that can be done in</i></p>	<p>Read <a href="#">Lost</a> (either you can read or children can listen to the story)</p> <p><a href="https://www.youtube.com/watch?v=s2jKbRzVMbo">https://www.youtube.com/watch?v=s2jKbRzVMbo</a></p> <p>A3 paper to make the chart.</p> <p>Coloured pencils</p>

the classroom.

Brainstorm the kind and caring behaviour that you have seen happening in the classroom and around the school. Identify areas that the class and school need to work on. Ask the students to suggest how they could do this. Chn to create what respect looks, sounds and feels like in groups of 3 or 4. 15 to 20 minutes



Discuss the concept of manaakitanga with the students. Explain the importance of caring for each other so that everyone feels that they are an important member of the class. You may wish to mention that manaakitanga is also about recognising the mana of others which comes from tūpuna, whānau, hapū, and iwi.

### Session 3

Explore what it means to be a good friend  
Create a

### Learning outcomes

- Students will explore and share ideas about making new friends. • Students will explore strategies of being a good friend.
- Attitudes and values:** developing attitudes of care and concern for other people through applying manaakitanga.
- **Socio-ecological perspective:** recognising the need for mutual care and shared responsibility of

Any age appropriate book about friendship. Suggestions: [Making Friends by Fred Rogers](#) or [How to be a Friend: A Guide to Making Friends and Keeping Them by Laurie Krasny Brown](#)  
Small Bean bag/Ball (PE shed)

<p>resource that teachers and students can refer back to when there is a friendship issue</p>	<p>friendships and actively contributing to the wellbeing of others</p> <p><i>Gather students into a <u>circle</u>, either seated, in chairs, or on the floor. Remind students about the raised hand attention signal and the talking piece you may have introduced in other activities. Circle time always begins with everyone being welcomed into the circle. Model welcoming a student and then have each student welcome the student sitting next to them. Be sure to rotate who sits where so students introduce different classmates. Example: "Hello Anish, welcome to our circle!" Optional: create a new greeting every week. For example, using a small ball or bean bag, have students toss the object to each other once they greet another student, then the student with the object greets the next student, etc. Once every student has been welcomed, retrieve the talking piece. SEL Focus - Relationship Skills: Tell students that today during their circle time, they are going to talk about how they can be good friends.</i></p>	
<p><b>Week 6</b></p> <p>Being a good friend</p>	<p><i>Ask: <u>Why are friendships important to us?</u> Chart student answers and ensure the talking piece is used to support equity of voice. Read an age-appropriate book of your choice on friendship to the class while seated in a circle (Suggestions: Making Friends by Fred Rogers or How to be a Friend: A Guide to Making Friends and Keeping Them by Laurie Krasny Brown). Have students reflect (after reading the book) on <u>what makes a good friend</u>. <u>Chart student answers</u>. Use the following suggested qualities of a good friend if students are having challenges coming up with qualities: Good friends listen to each other. Good friends are kind to each other and don't say mean things about each other or hurt each other's feelings. Good friends are honest with each other. Good friends can disagree but still be friends. Good friends can count on each other. Good friends can try to help each other out. Good friends care about each other.as a class they will make and keep friends. If student answers are too general, have them specify what being a good friend looks like and sounds like. Have each student sign the chart paper with the class agreements on friendship. Post class agreements about friendship in the classroom. Remind students what they learned about listening last week (if students don't name it themselves) and how that's an important friendship quality.</i></p> <p><i>Have the students remain in a circle. Pair students off and have them look for examples of friendship behaviors in magazines, make pictures of the examples they came up with in class, or even write words that are key to friendship. Use the pictures to create a classroom friendship collage to post up with the class friendship agreements.</i></p> <p><i>During independent work time, students should be looking for images or words that represent what the class came up with in their friendship agreements. Students should be practicing their listening skills learned in last week's lesson as they work with their partner. Look for students who need support. Sit closer to them and give clues and encouragement.</i></p> <p><i>If time: Draw a picture of a friend and yourself and make a speech bubble to show what can you say to be a good friend.</i></p> <p>NOTES: If kids need a moving activity: Make a skit/role playing of what good friends are like or how good/bad</p>	

	friends would solve an issue.	
<p><b>Session 4</b> Explore how students can communicate their feelings effectively. Ensure students are able to use a range of common feeling words to describe how they are feeling. Create a resource that helps students identify how they are feeling</p> <p><b>Week 7</b> Expressing my feelings</p>	<p><b>Learning outcome</b> Students will use “I” statements to express ideas and feelings.</p> <p><b>Underlying concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Hauora:</b> developing an ability to express thoughts and feelings to enhance taha hinengaro (mental and emotional wellbeing) and responding appropriately to the thoughts and feelings of others.</li> <li>• <b>Health promotion:</b> developing communication skills to enable them to express their needs and listen to those of others.</li> </ul> <p><i>Join the class together in a circle, either seated or standing. Ask them how they are feeling right now. Take 2–3 responses. Ask, "What are some other feelings that we may have?" Write "feelings" on the board, and record student responses beneath it. Ask, "Does everyone have feelings?" Play the "Feelings" video and song. Afterwards, ask what some other feelings were that came up in the video. Write student responses of these feeling words on the board.</i></p> <p><i>Explain that there are many ways we can express our feelings, such as through facial gestures, hand movements, and words. Ask, "<u>What are gestures?</u>" Share the following definition of gesture: a movement of a part of the body, especially a hand or the head, to express an idea or meaning. <u>Model</u> a loving gesture by placing a hand on your heart with a calm face. Ask the class, "<u>What emotion do you think I feel right now?</u>" Share that you are feeling love and happiness. Ask for student <u>volunteers</u> to come up and gesture different emotions with their hands. Ask the class what emotion each student volunteer may be feeling.</i></p> <p><i>Explain that it is always okay to be feeling what we are feeling, but it is not okay to hit or yell at others when we feel strong emotions. Ask, "<u>What can help us if we are feeling a strong emotion?</u>" Take some students' answers, then share that feeling our breath can help us when experiencing strong emotions. Guide the class to sit up nice and tall. Invite them to become as still as they can. Ask them to place their hands on their bellies and to feel their bellies "puff out" as they breathe in. Continue guiding them to <u>breathe into their bellies and count ten breaths</u>, modeling how to count each breath for the class. Tell the students to put their hands down again. Ask what they notice and how they feel. Take 3–4 responses.</i></p> <p><i>In groups of 3 or four <u>create a skit</u> to show the different feeling during playtime, eating time, at the park, at the beach give them 10 mins to create one and share together. This could be using words or without words. Discuss how we can show how we are feeling with and without words. How can we help others when they are feeling sad, happy etc. USe Te Reo feelings words.</i></p> <p><i>If time: create a poster to put up in your whanau space about feelings.</i></p>	<p><a href="https://www.youtube.com/watch?v=-J7HcVLsCrY">https://www.youtube.com/watch?v=-J7HcVLsCrY</a></p> <p><u>start from 7mins</u> - stop after 5 minutes - think pair share - how do you feel? can you show rather than using words?</p> 
<p><b>Session 5</b> Talk about</p>	<p>Standing up for myself and others</p> <p><b>Learning intentions</b></p>	<p><a href="#">stick and stone</a></p>

<p>unkind words and actions. Link to your 'kind heart'. Explore how we feel when other people are unkind to us and how we react. Help students to identify a few positive strategies they can use to stand up for themselves and others. Create a resource that can be used by teachers and students to remind students what to do when they feel someone is acting in an unkind way.</p>	<p>Students will be able to recognise bullying behaviour and will develop strategies to stand up for themselves and others.</p> <p><b>Underlying concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Health promotion:</b> developing skills and taking action to support themselves and others when being bullied.</li> <li>• <b>Attitudes and values:</b> developing attitudes of respect, and of care and concern for themselves and other people when being bullied.</li> </ul> <p><b>LEARNING SEQUENCE</b></p> <p><b>Getting started</b></p> <p><i>Before you begin this activity, you might like to consult your school policy on bullying prevention to check any procedures, values, or programmes specific to your school that your students need to know about. Explain to the students that we are exploring a final theme (Staying safe Te noho haumarū) where we will learn a range of skills to use when interacting with others so that we can feel confident, empowered, and safe.</i></p> <p><i>Read <u>Chrysanthemum</u> by Kevin Henkes.</i></p> <p><i>As a class discuss the story asking these questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Why do you think the class laughed when Mrs. Chud took the roll?</i></li> <li>• <i>Would you have laughed at Chrysanthemum, even though it hurt her feelings?</i></li> </ul> <p><b>LEARNING SEQUENCE</b></p> <ul style="list-style-type: none"> <li>• <i>Do you think Chrysanthemum should feel badly about her name?</i></li> <li>• <i>What would you do if you were Chrysanthemum?</i></li> <li>• <i>What would you do if you were in Chrysanthemum's class?</i></li> <li>• <i>Have you ever felt sad because of what somebody else said? What did they say and how did it make you feel?</i></li> </ul> <p><i>You can read other picture books that explore meanness and bullying. Suggested texts include:</i></p> <ul style="list-style-type: none"> <li>• <i><u>Stick and Stone</u> by Beth Ferry</i></li> <li>• <i><u>Willy the Wimp</u> by Anthony Browne.</i></li> </ul> <p><b>Development</b></p> <p><i>Write the word "bully" on the board and ask the students if they know what the word means. Have they heard the word before? Where did they hear it? Who was using it? What were they talking about? Come up with a class definition of bullying. You can use the picture books shared earlier in this activity to illustrate bullying behaviour. Be sure to emphasise the difference between being unkind and being a bully.</i></p> <p><i>It is important that students recognise the difference between being unkind and being a bully. Bullying is deliberate and repetitive behaviour that often involves an imbalance of power, (physical strength, age, popularity). Bullying can be physical (hitting, kicking), verbal (name calling, insults), or covert (spreading rumours, staring at someone). Students need to learn strategies for dealing with</i></p>	<p><a href="#">Unkind scenarios</a></p>
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<p><b>Week 8</b></p> <p>Standing up for myself and others</p>	<p><i>bullying and unkind behaviour.</i></p> <p><i>Read some of the Unkindness and bullying scenarios (Appendix 20) to students. Have the students decide whether each story shows bullying behaviour or unkind behaviour. Have them give their reasons for their answers.</i></p> <p><i>Emphasise that we all deserve to be treated with care and respect and it is important to stick up for ourselves and others. Encourage the students to come up with ideas on how they could deal with each scenario. What could they say? What could they do? Introduce the phrase “No, Go, Tell” to students explaining that if they are being bullied, they need to:</i></p> <ul style="list-style-type: none"> <li><i>• say <b>no</b> and tell them to stop</i></li> <li><i>• <b>go</b> to a safe place where there are other people</i></li> <li><i>• and if it doesn’t stop, <b>tell</b> an adult or an older student they trust.</i></li> </ul> <p><i>Explain to students that if they see someone being unkind or somebody being bullied, then they have a responsibility to do something. Read some of the scenarios that involve a bystander or a witness. How could the bystander/witness respond to the situation?</i></p> <p><i>Encourage students to practise phrases they can use to stand up for themselves and others. For example, “Stop it, I don’t like it.” “Leave them alone or I will tell the teacher.”</i></p> <p><i>Brainstorm a list of people in the school and wider community who students can go to for help if the bullying doesn’t stop.</i></p> <p><i>As a class or in small groups, choose one scenario and work in small groups to act out the scene to demonstrate strategies to deal with the behaviour.</i></p> <p><b>LEARNING SEQUENCE</b></p> <p><b>Conclusion</b></p> <p><i>As a class, view <u><a href="#">Oat the Goat</a></u>, an interactive, pick-a-path story about bullying and kindness. Oat the Goat is also available in te reo Māori. Check out <a href="http://www.otitenanekoti.co.nz/">http://www.otitenanekoti.co.nz/</a></i></p> <p><i>Talk with students about making choices. Should they laugh at someone? Ignore them? Stand up to them? Or include them and be kind? Point out the positive behaviour in the story as well as the poor behaviour.</i></p>	
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