

Caring for Children Teaching Material on the Care of Children Act





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WHO MIGHT USE THIS PACKAGE AND HOW?

| WHO COULD USE THE PACKAGE | HOW THEY COULD USE IT |
|--|--|
| Children and young people aged 8 – 11 (Children’s Guides) and 12 – 16 (Teenagers’ Guides) | <ul style="list-style-type: none"> • Use the <i>Children’s/Teenagers’ Guide to Family Separation</i> to address their questions when their parents, or the parents of their friends, separate • Use the brochures for more detail on relevant topics such as Guardianship, Parenting Agreements etc |
| Teachers | <ul style="list-style-type: none"> • Use the ideas from the booklet for students in years 5 – 10 in classroom programmes, linked to Health and Physical Education and/or to Social Studies and/or to English curricula • Make the brochures and guides available to children and young people |
| Guidance counsellors, other staff with specific pastoral care responsibilities (e.g. year level deans), school health workers, RTLBs, youth workers, public health workers | <ul style="list-style-type: none"> • Make the brochures and guides available to young people • Use with small groups of young people or individual students identified as needing additional support • To bring to teachers’ attention new resources that can be incorporated into/used in school health programmes |
| Peer mediators, youth leaders | <ul style="list-style-type: none"> • Be aware of the resources and make the brochures and guides available to young people |
| Principals/HoDs Health | <ul style="list-style-type: none"> • Make teachers aware of the material • Make parents aware of material if they notify a student’s changed family circumstances, where appropriate |
| Teacher professional development providers | <ul style="list-style-type: none"> • Make teachers aware of the material and how it can fit into their Health and PE programmes |

This resource has been written by Mary Camp and Sue Clement for the Ministry of Justice. Thank you to all the teachers and students who assisted in the production of this resource.

INTRODUCTION

E kore au e ngaro te kākano i ruia mai i Rangiatea

I shall never be lost, for I am a seed sown from Rangiatea

When parents separate and families change, children and teenagers can feel lost. The material in this package aims to:

- Support children and teenagers through their parents' separation – addressing their questions, building their resilience, and directing them to further support.
- Inform children and teenagers about the workings of the Family Court and their rights under the Care of Children Act 2004.

WHAT'S IN HERE?

This package comprises:

- copies of the guides for children and teenagers:
 - *Children's Guide to Family Separation: What Happens to Us When Our Parents Break Up?*, and *Children's Guide to the Family Court: How the Family Court Works for You* (the Childrens' Guides) – aimed at 8 – 11 year olds
 - *Teenagers' Guide to Family Separation: What Happens to Us When Our Parents Separate?* and *Teenagers' Guide to the Family Court: How the Family Court Works for You* (the Teenagers' Guides) – aimed at 12 – 16 year olds
- 15 brochures introducing and explaining aspects of the Care of Children Act 2004
- this booklet, containing learning experiences explicitly linked to levels 3 – 5 of the New Zealand curriculum (based on the material in this package)
- DVD with interviews of children whose parents have separated. This is a resource to support optional activities.

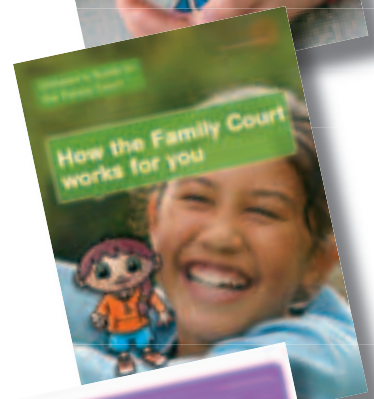
Further copies of the guides and brochures are available from publications@justice.govt.nz, 0800 151 638

WHY PRODUCE THIS MATERIAL?

The aims of this booklet are:

- to ensure the young person's voice is heard
- to ensure agencies/groups/individuals working with students in schools understand the Care of Children Act 2004 and what they can do to support young people experiencing change and loss as a result of family changes
- to ensure young people understand their rights and responsibilities in regard to the Care of Children Act 2004
- to assist young people to recognise their feelings
- to empower young people to express their needs and have them met
- to empower young people to ask for help when they need it
- to help young people to feel they are valued members of their learning communities.

This booklet aims to support the preparation and delivery of change, loss and grief education programmes for young people. This booklet does not provide therapeutic answers.





HOW SHOULD THIS PACKAGE BE USED?

The material can be used in a variety of ways:

- information for children and teenagers – the guides and brochures
- teaching material and lessons – the DVD, guides, brochures and this teaching booklet
- information for those working with children and teenagers – the DVD, guides and brochures.

Extra copies can be ordered from publications@justice.govt.nz, 0800 151 638.

WHERE HAS IT COME FROM?

This material has been produced by the New Zealand Family Court, to support the introduction of the Care of Children Act, which came into effect on July 1 2005.

The Care of Children Act:

- puts more emphasis on the rights of children
- encourages co-operative parenting
- recognises the many types of family arrangements that now exist for looking after children, and
- provides for more openness in the Family Court's processes.

For more information on the Act see Brochure 1 *An introduction to the Care of Children Act 2004* (part of this package).



TEACHING AND LEARNING

WHY TEACH THIS MATERIAL?

- Several thousand families in New Zealand split up each year. That means thousands of children/teenagers belong to a family where the parents live apart.
- This material is strongly linked to the New Zealand curriculum. The high rate of separations make this a meaningful context for teaching and learning.
- Those students whose parents have not separated are likely to have friends whose parents have separated, and who need support.
- Young people may experience a range of strong emotional reactions to parental separation. The experience may affect their self-esteem, attitudes to relationships and their education.
- Schools can enhance the emotional safety of their students by teaching them the skills to deal with their emotions in a way that promotes their mental health and builds their resilience.

HOW DOES THIS FIT INTO THE CURRICULUM?

This booklet includes learning experiences at levels 3, 4 and 5 of the Health and Physical Education (HPE) and Social Studies curricula, plus some supporting English activities.

The teaching material:

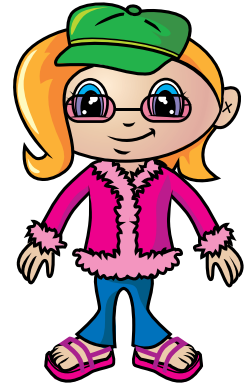
- is able to be picked up and used immediately with little further preparation
- contains everything teachers need to implement the lessons e.g. blackline masters
- has explicit curriculum links and learning outcomes identified
- is flexible – the lessons are not presented as a programme – teachers can choose those that best meet their students' needs and use as many or as few as needed
- includes ideas to extend the given activities
- links to the other components of this package – the guides and brochures – connecting their use to the curriculum
- links to a range of other resources.

Year 5 – 8 ideas

- Use one or several of the learning experiences under either curriculum areas to meet identified needs (for example, as part of an HPE unit on change, loss and grief¹, or as part of a Social Studies unit on children's rights).
- Use all the Health and Physical Education lessons as a unit in the mental health key area of learning.
- Use all the Social Studies lessons as part of a unit in the Social Organisation Strand (for example, as a case study).
- Combine the Health and Physical Education and Social Studies lessons to deliver a thematic unit on Families, and include suggested activities from the English curriculum areas.

¹ Refer to The Curriculum in Action – Change, Loss and Grief: Mental Health, Years 1–8

Does this happen to lots of other children?



Breaking up happens a lot, even to families that have been together for years. Several thousand families in New Zealand split up each year. That means thousands of children belong to a family or whānau where the parents live apart.





Year 9 & 10 ideas

- Use one or several of the lessons under either curriculum areas to meet identified needs (for example, as part of an HPE unit on making connections: becoming resilient²).
- Use all the Health and Physical Education lessons as a unit in the mental health key area of learning.
- Use all the Social Studies lessons as part of a unit in the Social Organisation Strand.

LEARNING INTENTIONS

The activities in this booklet aim to help students develop the knowledge, skills and attitudes that will prepare them to manage the change, loss and grief experiences that occur throughout their lives – with a focus on coping with parental separation.

The following outcomes express the intended learning from the activities in this booklet:

- students demonstrate an understanding of the feelings associated with loss and change, and that they can be expressed in healthy ways
- students demonstrate an awareness of the needs of others at a time of loss
- students explain how they can offer support to friends/classmates/peers/siblings when they are experiencing change, loss and grief
- students explain that helping others can be practical help, informational help or emotional support
- students demonstrate skills and knowledge to help themselves and others when coping with stress and change in their lives
- students explain that some things in relation to loss and change can be managed on their own and sometimes they can benefit from sharing their concerns with others
- students explain that it is OK to express their needs when their parents are separating/they are experiencing change, loss and grief
- students show awareness that it is OK to ask for help, and suggest where they can go when seeking help
- students explain what is meant by the concepts of resilience and coping
- students explain what rights, responsibilities and laws are
- students demonstrate knowledge and understandings of the rights of the child, and why children need their rights protected in law
- students demonstrate knowledge and understandings of some laws relating to children
- students explain some rights young people have when parents separate
- students explain the main points of the Care of Children Act 2004
- students use verbal and visual language features to communicate information about change, loss and grief
- students interact with others, in pairs and groups, to clarify their understanding, information, ideas and opinions.

² Refer to The Curriculum in Action – Making Connections, Year 9 – 10, Learning Media

SKILLS USED AND DEVELOPED

The following skills are utilised and developed in and through the learning experiences in this booklet:

- Thinking skills – brainstorming, reflecting, classifying
- Co-operative learning skills – think-pair-share, group discussion
- Communication skills – using “I statements”, effective listening
- Relationship skills – How do I feel? How do others feel? How can I help?

The Health and Physical Education draft essence statement says: “Students build resilience through strengthening personal identity and self worth, developing skills for interpersonal relationships, empathy for others, and responsible decision-making.”³ The skills and attitudes students use and develop in this work can contribute to their resilience.

The Health and Physical Education activities in this booklet fit well within the key competencies defined by the Ministry of Education, particularly in the area of relating:

“Relating to others is about the knowledge, skills, values, and attitudes needed for living, working, and playing with others. It includes the ability and inclination to take a variety of roles in group situations – for example, leadership, conflict resolution, and negotiation – and demonstrating consideration for others.”⁴

CREATING A SUPPORTIVE LEARNING ENVIRONMENT

In undertaking this work in your class you need to ensure that you have created a safe and supportive environment so that your students will feel emotionally safe and secure taking part in these activities. Ensure guidelines for disclosure have been discussed and agreed. This work should ideally be undertaken by a classroom teacher who has built up a positive relationship with the students.

The classroom environment needs to ensure that:

- both staff and students share only what they feel comfortable with
- both students and staff trust each other
- both staff and students can express themselves and know that their confidentiality will be respected (what is said in the room remains in the room)
- contributions to the discussions will be valued, respected and treated with sensitivity
- both the staff and students understand effective communication skills, such as active listening.



³ Health and Physical Education Essence Statement – Working document, March 2005.

Accessed from www.tki.org.nz/r/nzcurriculum/whats_happening_e.php (c) New Zealand Ministry of Education 2005

⁴ Key Competencies: The New Zealand Curriculum Marautanga Project issue 2, March 2005 (PDF 249KB) at <http://www.tki.org.nz/r/nzcurriculum/pdfs/newsletter-march05.pdf>

TEACHER PREPARATION

As a teacher undertaking this work in your class you need to:

- ensure parents/whānau know that you are undertaking this focus as part of your health or social studies programme. For an example of a notifying letter, refer to the back of *Health and Physical Education, The Curriculum in Action – Change, Loss and Grief: Mental Health, Years 1 – 8*
- be aware of, and be sensitive to, any student in your class who has recently experienced grief or significant loss in their life
- identify what support you can offer a child who is clearly upset/affected by the in-class sessions
- identify where you will seek this support (see the “Directory of further resources” section of this booklet, and see the guides for children and teenagers)
- identify who the outside agencies are that can support your work (see the guides for children and teenagers)
- read the following sections in *Health and Physical Education, The Curriculum in Action – Change, Loss and Grief: Mental Health, Years 1 – 8*
 - Understanding Loss and Grief (pages 7 – 9)
 - Developmental Stages of Children and Their Responses to Loss (pages 10 – 14)
 - Common Grief Reactions (page 15)
- if possible, view the DVD included in this kit. There are a number of supplementary activities that have been designed around interview sections in the DVD.

TEACHING THESE ACTIVITIES

The activities vary in length. Some could be delivered over two sessions. Teachers can decide what best suits them and their timetable.

Each activity begins by indicating the required resources. Where possible, these have been included in this booklet.

Naturally, teachers will adapt these learning experiences to best suit the needs of their students. These activities are not meant to form a programme as such – rather they could be seen as a menu from which teachers can choose the items that best fit their students’ needs.

ACHIEVEMENT OBJECTIVES

This table shows the links between the activities in this booklet and the essential learning areas of Health and Physical Education, Social Studies and English in the New Zealand Curriculum.

Activity

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|
| Health & Physical Education Levels 3(C1) 4(C1) 5(C1) | • | • | • | • | • | • | • | | | | • | • | • | |
| Health & Physical Education Levels 3(C3) 4(C3) 5(C3) | | | • | • | • | • | • | | | | • | • | • | |
| Health & Physical Education Levels 4(D2) 5(D2) | | | | | • | • | | | | | | | | |
| Social Studies Social Organisation Levels 3(1) 4(1&2) | | | | | | | | • | • | | | | | |
| English Oral Language Interpersonal listening Levels 3, 4 & 5 | • | • | • | • | • | • | • | • | • | | | | | • |
| English Oral language Interpersonal speaking Levels 3, 4 & 5 | • | • | • | • | • | • | • | • | • | | | | | • |
| English Visual language Presenting Levels 3, 4 & 5 | | | | | | | | | | • | • | • | • | |
| English Written language Reading Close reading Levels 3, 4 & 5 | | | | | | | | | | • | | | | |
| English Listening and speaking processes Exploring language Thinking critically Processing information Levels 3, 4 & 5 | | | | | | | | | | • | • | • | • | • |

E.g.: Level 3(C1) = Level 3, Strand C, Objective 1



HEALTH AND PHYSICAL EDUCATION CURRICULUM ACTIVITIES

These seven activities (Focus One to Seven) are grouped under two broad themes:

- understanding change and loss
- managing feelings, seeking and providing support.

UNDERSTANDING CHANGE AND LOSS

In these sessions we will explore:

- what change and loss are
- feelings associated with change and loss
- recognising feelings
- how children whose parents are separating might feel.

Link to Children's Guide pages 1 – 2, Teenagers' Guide pages 1 – 2, 5 – 6

There's a whole mixture of feelings you might have.

- You might be angry
- You might be scared
- You might feel relieved
- You might be worried
- You might feel guilty
- You might even be feeling happy



FOCUS ONE WHAT ARE CHANGE AND LOSS?

Resources required

- PMI chart, if using (in appendices of this booklet)

Optional resource

- DVD included in this kit, section 1

Activity sequence

- 1 Brainstorm (and record) changes that students have experienced in their lives. Accept positive change experiences as well as negative.
- 2 In groups of four students, classify the brainstormed list of changes into mostly positive or mostly negative changes. (Note: in the case of separation the experience can be good as well as bad for children. As well as the negatives, there may be good things, e.g. less fighting and tension post separation, relationships between children and their parents can occasionally be better than before in some ways.)

Either each group will need to see the list of changes generated in the previous discussion **or** the teacher could allocate part of the brainstorm to each group to classify.

Extension – Students could complete a version of de Bono's PMI (Positive, Minus and Interesting) on their allocated list of changes. Share as a class. (See appendices for PMI chart, which can be photocopied for each group to record on). Give the students some starter ideas. For example, if the loss was the death of a grandparent, under "plus" the starter ideas could be: brought rest of family closer together, helped me grow up; under minus: I miss them, hard for the other grandparent who lives alone now; under interesting: met family I hadn't met before at the tangi.

Further extension – Students could analyse the changes using de Bono's thinking hats.

- 3 Discuss which changes are the more manageable ones that they can cope with? Why is that so? What makes some changes more manageable than others? Which are the tricky ones?
- 4 Discuss what happens when you are trying to grapple with the tricky changes in life – how do you feel?
- 5 Reflect – how would we define change and loss? Explain to a partner.
- 6 Agree on and write a class definition of change and loss.

Optional – View DVD, section 1 – note children's comments that things usually get better over time.

FOCUS TWO

UNDERSTANDING THE FEELINGS ASSOCIATED WITH CHANGE AND LOSS

Resources required

- Feelings T-chart master (in appendices of this booklet)
- Illustrations of emotions (see appendices)
- Quotations (see appendices for sheet to photocopy).

Optional resource

- DVD, section 2.1 and 2.2

Activity sequence

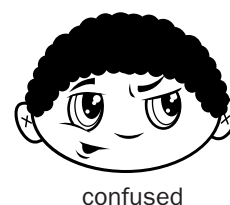
- 1 Consider the feelings associated with change and loss. Discuss using the *think-pair-share* approach. As a class, make a list of all those feelings.
- 2 In groups of four (two pairs joined together) look at the brainstormed list. List as a T-chart the feelings you think in your head and those feelings that you feel physically in your body (see appendices for a template of such a chart, which can be photocopied for each group to record on). Starter ideas, with anger as the example, could include:
 - Feelings in my head – “it isn’t fair”, “they don’t care what I think”, “I want to get even”
 - Feelings in my body – feel hot, stomach feels tight, heart beating fast
- 3 The class comes back together so each group can share a summary of their discussion. Teacher collects T-charts to make a summarised T-chart to be displayed in the classroom so it can be referred back to.

Extension – Group of students make the summary chart.

- 4 It’s important that students realise that what they feel is normal, and will pass – they won’t always feel this way. Feelings associated with change, loss and grief are a part of life – the challenge is to learn how to cope with them, and how to ask for support.
- 5 How can you recognise the feelings you are feeling? Students identify which of the emotions shown in the illustrations they have experienced themselves. (Use the illustrations in the appendices – photocopy as necessary.)
 - Can you find a picture of what you might have looked like when you were angry?
 - Can you find a picture of how you felt when you were confused?
 - Can you find a picture of how you felt when you were lonely?
 - Can you find a picture showing how you might have looked when you were sad?
 - Can you find a picture of how you are feeling right now?

Teachers’ note – the rest of this activity could be delivered as another session

- 6 Brainstorm as a group the feelings you have when the change experience is a positive one.
- 7 Now consider the following feelings/responses people have to changes that they do not feel comfortable with:
 - sadness
 - anger
 - fear
 - shock
 - embarrassment
 - guilt
 - loneliness
 - relief
 - confusion



Through discussion, ensure all understand what all these feelings are – can students give a hypothetical example of when a person might experience each of these feelings?

What can I do to feel better?



Talking to other people about your feelings really helps – maybe your parents, other family or whānau members like a brother or sister, or an adult you trust. There might be a teacher you can talk to or a school counsellor. If you know someone whose parents have broken up, talk to them.



These can all be feelings of grief and loss and that's OK.

Through discussion, ensure everyone understands what all these feelings are – can students give a hypothetical example of when a person might experience each of these feelings?

- 8 Consider the above feelings as if you were someone who had just discovered their parents were separating. Why do you think you might feel some/all of these feelings? Put yourself in their shoes.
- 9 How might a person who has just discovered their parents are separating show these feelings? Build up a list of behaviours that we might expect to see. When we see these behaviours, it could be a sign that someone needs our support.
- 10 Students discuss the following quotations from children of separated parents, identifying the feelings being expressed in each. The teacher gives each small group of 4 – 6 students a copy of all of these quotations (see appendices for sheet to photocopy).

"I really feel sort of sad, because now they don't like each other." Tony

"I wanted my Dad to come back. He told me he wasn't going to and I didn't feel like talking to him much for a while." Tane

"I kept wondering if it was my fault." Michael

"I didn't want my friends to find out or feel sorry for me. Then I found out two of them were in the same situation." Lei Ping

"At first I didn't know what was going on or who was going to look after me." Tanya

"I'd been bottling it all up for weeks, then I was with my auntie in the holidays and I told her all about it and cried." Grace

"At first all I wanted was for things to get back to normal and for them to get back together again." Matthew

"Mum's anger kind of comes out on me if I do something slightly wrong, like if I leave the tap running. I get Mum's anger from Dad and there's no-one to stick up for me, so I always get the blame for something." Susan

"Tug of war. I feel torn apart." Dean

"... things can build up and you bottle up so much anger at what your parents are saying to each other... They shouldn't say it, around especially younger children." Claudia

- 11 Conclude lesson by discussing these statements:

- different people have different responses to, and feelings about, their parents separating (reassure students that that is OK)
- young people might feel all or some of these things at different times while they adjust to their changing family composition

Optional – View DVD, section 2.1, which shows children naming their feelings.

Optional – As a class, view section 2.2 of the DVD. Pause between the quotes (7 in all) and ask the class to identify the feelings expressed in each, what the children say and their body language.

MANAGING FEELINGS, SEEKING AND PROVIDING SUPPORT

In these sessions we will identify:

- how your feelings can be managed
- what you can manage yourself
- what you may need support with
- how to seek that support
- how to support others.

Link to Teenagers' Guide pages 5 – 7, Children's Guide pages 3 and 5

FOCUS 3 HOW CAN WE BEST MANAGE OUR FEELINGS WHEN WE EXPERIENCE CHANGE AND LOSS?

Resources required

- Quotations sheet (in appendices of this booklet)
- visualisation/relaxation techniques

Optional resource

- DVD, section 3

Activity sequence

1 Revisit the key feelings identified in previous sessions. Emphasise that these feelings are normal, and will pass. Feelings associated with change, loss and grief are a part of life – the challenge is to learn how to cope with them, and how to ask for support. In this activity we will think about how we can manage these feelings.

2 As a class, discuss how we can express feelings safely. How can we express anger or sadness safely? Discuss and list. Anger and sadness are both OK feelings – the important thing is how we deal with them. Statements such as “crying can be helpful when you are sad”, “stamping outside can help me when I am angry” may be used to get the discussion underway.

Optional – See DVD, section 3 – children's quotes about how they responded to their parents' separation.

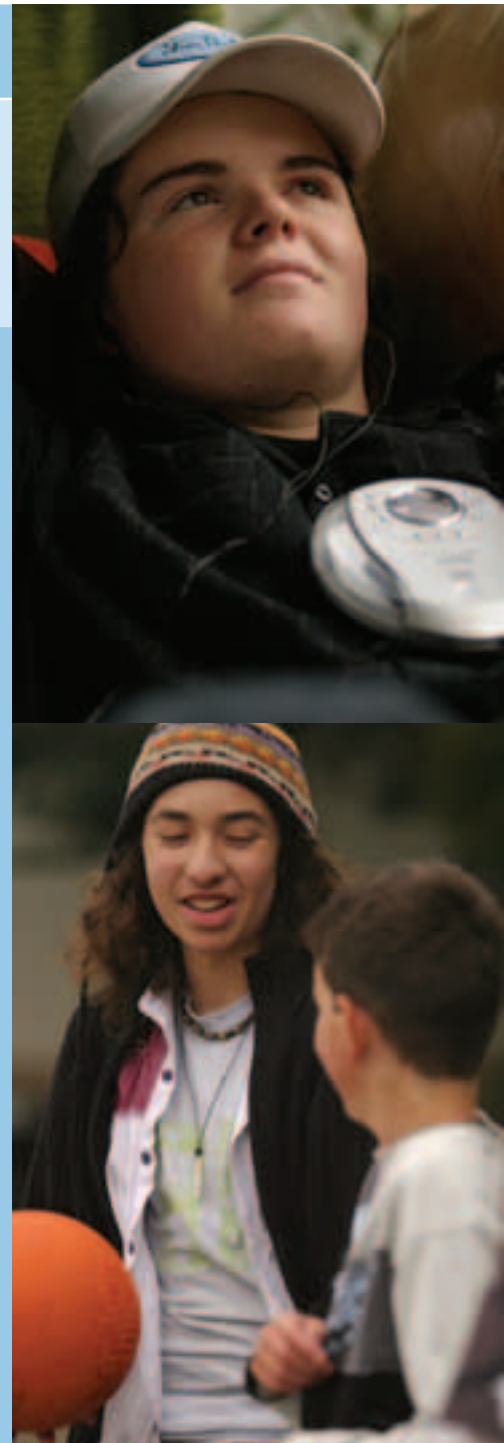
3 Brainstorm (and record) a list of things you can do to help yourself when coping with loss and change.

These could include:

- talking to someone
- asking for help
- getting comfort from others
- doing something physical like playing sport
- doing something peaceful like having a bath or listening to music
- doing something that distracts you like watching TV or reading
- doing something creative like painting or writing.

Note: it is probable that a combination of strategies will be used.

4 Students individually rank the 3 or 4 or 5 things they would do when stressed as they struggled to cope with change. Emphasise here that each person will choose things that best meet their needs and the type of person they are. We all experience loss and change in different ways; therefore we all find different ways to help us best manage those challenges. Students could record their chosen coping strategies in their learning journal or topic book.



- 5 Discuss these quotations from children who have faced and coped with their parents separating (the first four quotations are from the Childrens' and Teenagers Guides. The rest are from the video *Keeping Yourself Together When Your Parents Are Falling Apart*, from Relationship Services). How did they manage their change/loss?

"I like to be on my own sometimes so I can think." Olivia

"I've got a really good friend. She would sit and listen." Gina

"Things are better now for me because I get involved in planning the week, and write it all down in my diary." Anton

"I'd been bottling it all up for weeks, then I was with my auntie in the holidays and I told her all about it and cried." Grace

"I made it worse for myself by trying to block it all out. Talking about it releases it"

"I bottled it up. I went in on myself. That made it worse for me."

"The first people I spoke to about it were my friends. I had to speak to someone outside of the family."

The teacher allocates to each small group of 4 – 6 students a copy of each of these quotes or a copy of just one of the quotes for the students to discuss in their small group (see appendices for sheet to photocopy).

- 6 Introduce to your class creative visualisation/relaxation/grounding techniques for students to use when they are feeling stressed. Or use breathing exercises or laughter (laughter is one way your body gets rid of tension).

Grounding is a useful tool that can be taught to a class as a technique for managing feelings, for bringing people's attention from painful memories back into the present in a familiar environment. It can be practised for just one minute several times a day and it can be taught to very young children.

Have the students in the class do the following:

- Sit comfortably.
- You can close your eyes or keep them open. If you are feeling very upset you may want to keep your eyes open so you can be reassured by familiar surroundings.
- Put your hand on your stomach and take three slow breaths. Feel your hand move out as you do so.
- Become aware of your body. Start with the feeling of your bottom and back against the chair. Feel the floor under your feet. Notice if you are feeling hot or cold. Notice if you can feel a draught or any breeze. Be aware of the texture of your clothes. Notice any tension in your body. Is there any tightness between your eyes?.
- Notice whether you can smell anything.
- Become aware of the sounds around you, both the sounds close to you and those in the distance.
- Open your eyes if they are shut. Turn your attention to what is around you. Move your head to see what is around you – both close by and in the distance.
- Have a good stretch now and take another deep breath.

(For more on Grounding see page 20 of *The Curriculum in Action – Change, Loss and Grief*, Learning Media).

- 7 Class suggests some times when such techniques might be useful.

FOCUS 4 ASKING FOR HELP – CIRCLE OF SUPPORT

Resources required

- Small pieces of paper or sticky notes
- Three large pieces of paper, one with each title “practical help”, “emotional help”, “information help”
- Large circle of support (see appendices)
- Individual circles of support can be either photocopied (see appendices) or each student can draw their own

Optional resource

- DVD, section 4

Activity sequence

- 1 What do we mean by help? When we are down or feeling angry/sad/lonely (recap feelings we have when change is a negative experience) where do we go for help? What help do we seek? Brainstorm.
- 2 Introduce the idea of different types of help – practical help, emotional help and information help. Brainstorm in small groups, and then as a class, examples of all three types of help.
- 3 Still in groups, students write examples (on a sticky note or small piece of paper) of ways people could offer to help a friend who has just told them his/her parents are separating. Groups then organise these ideas/suggestions into the three categories of practical help, emotional help and informational help. Finally, groups stick their ideas onto the appropriate large pieces of paper. Starter ideas:
 - listening to them talk about their feelings
 - inviting them to spend the weekend at your house
 - helping them find the phone number of an agency that could help them
 - doing something fun with them
 - giving them a hug
 - sharing your own experience
 - giving advice
 - getting them some information (like the *Teenagers' Guide to Family Separation*)
- 4 As a class, reflect on the larger charts. Which ways of helping did we have most suggestions about? Can we think of any others we have left out? (Teacher may like to suggest some.)



- 5 Discussion: Reflect on what kinds of help students feel most comfortable offering? What kinds of help do students feel most comfortable asking for? Students record personal reflections in their topic book/personal learning journal.
- 6 Where do you go when you seek help? Introduce the Circle of Support (use an enlarged copy of the Circle of Support – either put the one in the appendices onto an OHP or draw a larger version). The teacher can model filling in the circle by doing their own as an example (including groups/agencies as well as whānau, friends etc). The teacher should explain out loud their choices – why have people been placed where they have been placed?

Optional – View DVD, section 4.2, which has quotes from children about the value of talking.
- 7 Students to individually complete their own copy of the Circle of Support, placing closest to them the people who they believe will give them the most help. Students to consider and explain in pairs (think–pair–share) why they placed people/groups/organisations where they did. What qualities do the people closest to them have that makes them good people to ask for support? (For example, they know me well, they care about me, they have had a similar experience, they listen to me.)
- 8 Look at the people who you placed in the two circles closest to you on the Circle of Support. Discuss, in small groups, what you seek from a friend when you ask them for help. How do you want them to behave? What do you want them to say? What qualities do you expect this person to display? Confirm qualities of a friend/person they would seek help from (following on from the discussion above). For example, I want them to keep me company, I want them to reassure me.
- 9 Discuss the things that stop you from seeking/asking for help e.g. ideas that you have to cope on your own because independence is a good thing; embarrassment; fear of confidences being disclosed. See also DVD, section 4.1.

FOCUS 5 COMMUNICATING YOUR FEELINGS

Resources required

- Scenario cards for “I statements” (see appendices)
- Sharing feelings quotations (see appendices)
- Negotiation chart, if using (see appendices)

Optional resource

- DVD, section 5.2

Activity sequence

- 1 So, now you know how to identify your feelings, you may realise you want to ask for help. You may decide you want to discuss with your parents how you might be feeling about them separating, for example, or deal with another change or loss you are experiencing. For this you need to be an effective communicator.

Optional – View DVD, section 5.1, which includes statements from children that parents should take their children’s feelings into account when they separate.

- 2 Introduce using/making “I statements” (see Children’s Guide page 5, Teenagers’ Guide pages 7 – 8). Why are these statements powerful? Students give examples of “I statements”.
- 3 Practise using “I statements” with a partner. With students in groups of 6 – 8, hand out scenario cards (see appendices). These are situations where a person would have to be assertive and use an “I statement”. In their groups students sit in a circle and take turns picking up a card from the pack and making an assertive “I statement” to the person sitting on their right.

Optional – View DVD, section 5.2, which includes quotes from children introducing the benefits of communicating their views to their parents.

- 4 Using the following quotations, students in groups discuss these young people’s experiences of making their feelings known to their parents, friends or helping agencies (including lawyers). The teacher allocates to each group of students a copy of some or all of these quotations from the Children’s and Teenagers’ Guides (see appendices for photocopy master).

Or the teacher could place one of the quotations on each table around the classroom and the students rotate in their small groups when instructed to by the teacher from one quote to the next. Students are given a specific time to discuss each quote before the teacher signals a change and move to the next quote.

“I wanted my Dad to come back. He told me he wasn’t going to and I didn’t feel like talking to him much for a while... I’m glad I told him how I felt ‘cos it really helped and now we get on fine.” Tane

“I didn’t want my friends to find out or feel sorry for me. Then I found out two of them were in the same situation.” Lei Ping

“I kept wondering if it was my fault. One day Mum told me it was because of things between her and Dad – nothing to do with me. I felt okay then.” Michael

“At first I didn’t know what was going on or who was going to look after me.” Tanya

“I’d been bottling it all up for weeks, then I was with my auntie in the holidays and I told her all about it and cried. Afterwards I could talk to my mum as well and I started to feel better.” Grace

“My brother and I were uncomfortable for ages about the way that our Mum’s new partner Dave seemed to favour his own children. In the end we talked to Dad – he talked with Mum, she talked to Dave... and everything got sorted out really well.” Alannah

“Tell them your thoughts and don’t be scared to speak up. Because if you don’t, they might not see things the way you want them to. Basically, just tell them what you feel.” Andrew

- 5 Introduce the different groups/agencies/community groups that students can also seek help from (refer to Children’s Guide pages 8 – 9, Teenagers’ Guide pages 12 – 13). Invite some of these agencies in for a panel discussion with your class, e.g. Youthline, local youth workers.

If your class has year 8 students, consider asking in counsellors from your local high school/s so your students are familiar with them before they go on to secondary school.



What if my feelings don’t get better or I feel really bad?

Don’t try to deal with it on your own. Talk to someone – your parents or whānau to start with. Or ring What’s Up (0800 WHATSUP) or Kidslines (0800 KIDSLINE).



FOCUS 6 SUPPORTING OTHERS – HOW DO YOU KNOW THEY NEED HELP? WHAT HELP CAN YOU GIVE?

Resources required

- The story “Mandy’s Monday” (Page 40 in *Health and Physical Education, The Curriculum in Action – Change, Loss and Grief: Mental Health, Years 1 – 8*, Learning Media)
- Incomplete helping statement (see appendices).

Optional resource

- DVD, section 6

Activity sequence

- 1 Think back to the qualities we seek from a friend when we ask them for help (focus 4). Recap how you wanted them to behave, what you wanted them to say.
- 2 Brainstorm, compiling a class list, the qualities one needs in order to help others when they are experiencing loss or change.
- 3 From the class list, students in small groups select the five qualities they feel are most important. Starter ideas could include: good listener, cares about me, trustworthy, gives good advice. Groups then justify their chosen qualities (they will need to negotiate – a good opportunity to practise using “I statements”).

Extension – Students rank their top five qualities from most to least important.

Alternative – Students could use a negotiation chart to help them rank the qualities (see appendices for photocopy master). Using the chart, students could write each quality on a small piece of paper and with their group negotiate where they think that quality should be placed – e.g., “I think trust is one of the most important qualities because if you trust someone you feel safe telling them how you really feel.”

- 4 Listening is almost certain to appear on many lists. Define effective listening skills and the importance of them. In pairs, brainstorm what is an effective listener. Share ideas with another pair. Share ideas as a class.

Extension – Role play, in groups of four, effective and ineffective listening skills. The roles are: two observers, one person seeking help and a person listening, or not, to the problem. The two observers will each watch one person (either the listener or person seeking help). In one role play the listener will be non-attentive and in the other he or she will be attentive and effective. The observers need to note body language as well as verbal interaction.

- What did you observe happening when the person seeking help didn’t get listened to attentively and effectively?
- How did it feel when you were listened to effectively?
- How did it feel when you were not listened to effectively?

- 5 Consider now a scenario – a friend has disclosed (told you) that his or her parents are separating. What help can you offer them? Brainstorm as a group your helpful responses. Brainstorm things you could do for your friend and say to your friend.

Optional – View DVD, section 6, which has five quotes from children about their situations after their parents have separated. What help could you have offered each of them if they were your friends?

- 6 Read to the class “Mandy’s Monday” (page 40 in *Health and Physical Education, The Curriculum in Action – Change, Loss and Grief: Mental Health, Years 1 – 8*, Learning Media).
- 7 Discuss the responses of each of Mandy’s friends to her crying at school. Discuss why each friend might have responded in the way they did. If you were Mandy, what would you have wanted your friends to do and say?

8 Consider different types of help that students could offer a friend who has just disclosed that his or her parents are separating. If the class did the activity in Focus 4, use the ideas on the charts they generated then. Otherwise use some of these ideas, or add your own:

- listening to them talk about their feelings
- inviting them to spend the weekend at your house
- helping them find the phone number of an agency that could help them
- doing something fun with them
- giving them a hug
- sharing your own experience
- giving advice
- getting them some information (like the *Teenagers' Guide to Family Separation*)

In groups of four, students select the four offers of help that they would feel most comfortable offering. The group will need to justify their choices.

9 Type or write up the brainstormed ideas of things people said they could do to help someone (Focus 4 Circle of support – asking for help). Allocate to groups for role play. Groups need to include their allocated helping skill or comment in their role play.

10 Complete this statement: “When others experience loss or change we cannot take away their pain, but we can...” (Write this statement on the board, or see appendices for a copy of this incomplete statement to enlarge on the photocopier or give to each group to discuss.) For younger students this statement may need to be simplified.

- What is meant by this statement?
- Why is this an important message for friends/helpers to remember?

11 What stops us from offering help? Discuss. Acknowledge. Consider different cultural groups' perspectives. This is also an opportunity to discuss as a class different beliefs and values about helping others. For example, perhaps we believe that if we don't talk about something that will make it less real. Perhaps we believe that if people want help they will ask for it. What do we think about these beliefs?

12 If not done in Focus 5, introduce the different groups/agencies/community groups that students can also seek help from (refer to Children's Guide pages 8 – 9, Teenagers' Guide pages 12 – 13). Invite some of these people in for a panel discussion with your class, e.g. Youthline, local youth workers.



FOCUS 7 WHAT DO WE DO FOR FRIENDS WHO DON'T ASK FOR HELP?

Resources required

- Possible signs of distress in a friend (see appendices)

Activity sequence

- 1 Discuss – sometimes we know a friend is unhappy/sad/having problems. What do we do?
- 2 How can we work out if a friend is experiencing stress or sadness in their lives that could be a result of change or loss? Think back to the feelings and behaviours identified in Focus 2.

Refer to the possible signs of distress in a friend⁵ (reproduced in the appendices):

- less interested in school, increases/starts wagging
- eats or sleeps much more or much less than usual
- stops going out with friends, becomes a loner
- no longer interested in sports or activities they once enjoyed
- silent or withdrawn
- snapping at people for no reason, irritable
- unable to concentrate, finds it difficult to remember things or make decisions
- increase in use of alcohol or other drugs
- takes more risks e.g. with driving
- physically or verbally aggressive, picks fights
- talks about being worthless, not good enough, guilty
- may cry more often or get angry more often

⁵ From *SPIN – Helping and Help Seeking*, the Mental Health Foundation of New Zealand, 2001 (page 32), see <http://www.mentalhealth.org.nz/page.php?p=122>

SOCIAL STUDIES CURRICULUM ACTIVITIES

These activities fit into the Social Organisation Strand.



FOCUS 8 RIGHTS, RESPONSIBILITIES, LAWS

Resources required

- Sticky notes
- Large sheets of paper
- Article 12 of the United Nations Convention on the Rights of the Child – available from <http://www.unhchr.ch/html/menu2/6/crc/treaties/crc.htm>
- The rights of a child – available from the Office of the Children’s Commissioner http://www.occ.org.nz/childcomm/child_rights
- Information on legal ages – is available from the legal ages page on the Citizens’ Advice Bureau website <http://cab.org.nz/lowdown/legalages.html>
- The Children’s Guides – aimed at 8 – 11 year olds
- The Teenagers’ Guides – aimed at 12 – 16 year olds

Optional resource

- DVD, section 8

Activity sequence

- 1 Revisit and discuss with the class what a right is and a responsibility is (you will probably be referring back to the work undertaken at the beginning of the year when you and the class established a class treaty/set of rules).
- 2 In pairs or groups of four, students come up with a definition of a right and a responsibility.
- 3 Introduce the Office of the Children’s Commissioner and the Commissioner’s work <http://www.occ.org.nz/>
- 4 Share with the class the rights of a child (posters are available from the Commissioner), http://www.occ.org.nz/childcomm/child_rights
- 5 Why do children need their rights protected in law? Discuss in groups, report back to class.
- 6 Look at a range of laws that we have that protect children’s rights – legal ages in regard to school, work, driving, drinking. (This information is available from the legal ages page on the Citizens’ Advice Bureau website <http://cab.org.nz/lowdown/legalages.html>.) Each group could look at a different law and share the information with others using a jigsaw activity, or each group could report to the whole class.
- 7 Using the Children’s Guide or Teenagers’ Guide, find and discuss some rights young people have when their parents separate – for example the right to be safe (Children’s Guide/Teenagers Guide, page 4), the right not to choose who you live with (Children’s Guide page 5), the right to choose who you will live with when you’re 16 (Teenagers’ Guide page 6).

Optional – View the DVD, section 8, in which two children explain why they need to be able to express their view when their parents separate.

FOCUS 9 THE CARE OF CHILDREN ACT 2004

Resources required

- Introduction to the Care of Children Act 2004 brochures included with this package (a class set is available from publications@justice.govt.nz)
- United Nations Convention on the Rights of the Child, Article 12 (in appendices)

Optional resource

- DVD, section 9

Activity sequence

- 1 Introduce the Care of Children Act 2004.
- 2 Discuss with class the background to the Care of Children Act 2004 (using the brochure as a source, teachers will need to present this information in ways appropriate to the level of their students).
- 3 Introduce Article 12 of the United Nations Convention on the Rights of the Child (“UNCROC”, see appendices), which requires that a child has the right to express his or her own views fully in all matters affecting them. Explain how some human rights legislation passed by our own New Zealand Parliament (e.g. Care of Children Act) includes provisions that are first of all promoted by international bodies like the United Nations.

Optional – View DVD, section 9.

- 4 In small groups students discuss possible reasons why the law was changed. In particular, steer students to consider the benefits for children. How and why did children’s needs drive the changes to this law?

Further ideas – The following ideas may fit into a broader unit of work – for example, a unit on laws and the legal system, or a unit on rights.

- When exploring how laws are made, use the Care of Children Act 2004 as a case study.
- When exploring how laws are made, guide the students’ exploration of a number of laws to those specifically made to represent and protect children’s rights (see focus 8).
- Invite a panel of people to talk with students about their roles in ensuring children’s rights e.g. Commissioner for Children representative or other children’s advocate, a representative of the Family Court, a lobby group or lobbyist, local MP, a lawyer, a unionist. As a teacher, you could take part too.

Extension – The brochure says “the Act puts more emphasis on the rights of children”⁶. In pairs, search the brochure for examples or evidence of this emphasis on children’s rights.

Extension – Use the brochure to explore what responsibilities parents have under the Act.

⁶ Brochure 1 – An introduction to the Care of Children Act 2004, page 1

ENGLISH CURRICULUM ACTIVITIES

The following suggestions fit well into the English curriculum, and can be used to support and enhance the work you do in Health and Physical Education and/or Social Studies.

FOCUS 10 IDENTIFYING AND PRESENTING KEY MESSAGES

As well as being a visual language activity (see achievement objective matrix page 11), this activity also fits into Written Language: Reading, Close Reading Levels 3, 4 & 5.

Activity sequence

1 With a partner, read either one or both of the following two guides especially written for young people to be informed about the changes introduced by the Care of Children Act 2004.

- The Children's Guides – aimed at 8 – 11 year olds.
- The Teenagers' Guides – aimed at 12 – 16 year olds.

Alternative – The reading and fact-finding aspect to this activity could be undertaken as a jigsaw activity.

- For example, the *Children's Guide to Family Separation* could be broken up into seven sections.
 - The class could be divided up into groups of seven.
 - Once in groups, each student is allocated a number from 1 – 7.
 - Less able readers could work in pairs, so some groups might have eight children instead of seven.
 - The 1s in each of the groups are allocated pages 2–3 to read, and move to sit with other 1s.
 - The 2s in each of the groups are allocated pages 4 –5 to read, and move to sit with other 2s.
 - The 3s in each of the groups are allocated pages 6 – 7, and move to sit with other 3s etc.
 - The number 1s decide the key main points from the section of the leaflet that they read. Each returns to their original group of 7 as the expert on pages 2 – 3. The 2s return to their original group of 7 as the experts on pages 4 – 5 of the leaflet, and so on.
 - The groups could then agree the key main points of the leaflet and summarise it as a group visual presentation.
- 2 After reading the guide(s), decide on the key points that you think are the most significant messages young people should understand from these guides.
- 3 Choose one of these responses to complete with your partner:

Either With your partner create a cartoon strip (no less than 8 frames) that reinforces one of the key messages you identified from this guide. Remember your target audience is either 8 – 11 year olds or 12 – 16 year olds. Be clear who you are targeting with your message;

Or Create a poster that will deliver either one or several of the key messages in the guide. Your poster will need to include bold and clear lettering, text that can be read easily, accompanying visuals and an overall design that is eye-catching and appealing to your target audience (8 – 11 year olds or 12 – 16 year olds);

Or Create a poster that will deliver to parents one of the key messages in the guide, or several of the key messages. Your poster will need to include bold and clear lettering, text that can be read easily, accompanying visuals and an overall design that is eye-catching and appealing to your target audience (adults).





FOCUS 11 PRODUCE A GUIDE FOR FRIENDS

(links to HPE Focus 4 and Focus 6 above)

- 1 Brainstorm, compiling a class list, the qualities one needs to help others when they are experiencing loss or change, e.g.
 - ability to keep me company
 - ability to reassure me
- 2 Refer back to Focus 4 and Focus 6 above, where students determined the five qualities they feel are most important in a supportive friend.



FOCUS 12 COPING DIRECTORY

(links to HPE Focus 3)

- 1 Refer back to Focus 3, where students compiled a list of things they can do to help themselves when coping with loss and change.
- 2 Students share their ideas with a partner.
- 3 As a class, compile a coping directory – a list of suggestions for managing stress and change. Each student contributes one of their suggestions for managing stress/change. These are then compiled into a class directory. Or make a bumper sticker or poster.

FOCUS 13 SUPPORTING OTHERS

(links to HPE Focus 6)

- 1 Refer back to Focus 6 where students completed this statement: “When others experience loss or change we cannot take away their pain, but we can...”
- 2 Students then each publish their completed version of this statement to be displayed in the classroom. These could be published on a poster, a PowerPoint presentation, or in a book.

FOCUS 14 IMPROMPTU SPEECHES

- 1 Teacher selects a key message or uses a quotation from one of the guides as a discussion starter.
- 2 Students are in groups of 4 – 6. The students brainstorm (without recording) all their ideas about the key message or quotation within an allocated time e.g. four minutes.
- 3 Students then have three minutes to individually record the key points from that discussion as a brainstorm or bullet points (so that each student can refer to their notes if they are chosen to give their group's impromptu speech).
- 4 Each student then numbers off in their group. Teacher selects randomly or throws a dice and the chosen number is the person in each group who gives a one minute speech on the topic.
- 5 Once each group's designated speaker has spoken, the groups then give feedback to their speaker and/or the class gives feedback to all speakers.

Extension – Introduce debating to your class (or review if they have prior experience). Prior to teams being decided all students in the class should discuss (in small groups) the chosen debating topic from both points of view. Teachers could use de Bono's 6 thinking hats to ensure students consider all angles.

Possible topics could be:

- Friends should not get involved when one of their friends is coping with grief or loss in their life because it is none of their business.

Or

- Young people should be able to decide by themselves their own care arrangements when their parents separate.

Conduct the debate.

Other activity ideas

These are starter ideas that teachers could develop further:

- Use the brochures to identify visual language features – how have the designers considered their target audience in the design of the brochures? Draw students' attention to font choices, illustrations, colours used, layout features. (Visual Language: Viewing Levels 3, 4 & 5, Exploring Language, Thinking Critically and Processing Information Levels 3, 4 & 5)
- Use the Children's or Teenagers' Guides (depending on reading ability) as guided reading material or as a basis for reading comprehension activities (Written Language: Reading, Close Reading Levels 3, 4, & 5, Exploring Language Levels 3, 4 & 5)
- Students could write a piece of persuasive writing (e.g. a letter to the Editor) outlining their position on why children should be actively involved in decisions made about their changed family composition/living arrangements. (Written Language: Transactional Writing Levels 3, 4 & 5).

DIRECTORY OF FURTHER RESOURCES

AGENCIES

Refer to the Children's and/or Teenagers' Guides for a directory of helping agencies.

TEACHING AND LEARNING RESOURCES

School Journals

The *School Journal* is a magazine for New Zealand school students in years 1 – 10 published for the Ministry of Education by Learning Media, Wellington. The following pieces of writing are appropriate to support learning experiences on change, disappointment, loss, single parents and divorce.

| | |
|--|----------------------|
| PART ONE | |
| "Three in One" by Alison Crafar | Part 1 Number 4 1985 |
| "Father's Day Cards" by Jane Buxton | Part 1 Number 4 1994 |
| "My Special Father" by Elizabeth Pulford | Part 1 Number 5 1994 |
| PART TWO | |
| "When Mummy Stayed Away" by Grace Richards | Part 2 Number 3 1984 |
| "Richard's Christmas" by Stuart Payne | Part 2 Number 4 1998 |
| PART THREE | |
| "The Big Magic" by Alice Robertson | Part 3 Number 2 1993 |
| "Just Like Dad" by Bill Nagelkerke | Part 3 Number 3 1992 |
| "Katsom Mani" by Jill MacGregor | Part 3 Number 2 1996 |
| PART FOUR | |
| "The Trouble with Mum" by Joy Cowley | Part 4 Number 2 1982 |
| "Half Fare to Palmerston North" by Dorothy Corry | Part 4 Number 2 1982 |
| "The Windfall" by Norman Cole | Part 4 Number 1 1984 |
| "The Mystery Night" by Elsie Locke | Part 4 Number 3 1984 |
| "The Birthday Bird" by Glen Mackinder | Part 4 Number 2 1988 |
| "Mother, Sister" by Norman Bilbrough | Part 4 Number 3 1994 |
| "My Dad" by Damian Wilson | Part 4 Number 3 1995 |
| JOURNAL OF YOUNG PEOPLE'S WRITING | |
| "My Father" by Sarah Charles | 1990 |
| "My Dad" by Melanie Filmer | 1992 |
| "I Want My Dad" | 1992 |
| "Split" by Joanna Eccersall | 1994 |

Curriculum in Action

These are provided free to New Zealand schools:

Health and Physical Education, The Curriculum in Action – Change, Loss and Grief: Mental Health, Years 1 – 8, Learning Media 2000

Health and Physical Education, The Curriculum in Action – Making Connections, Year 9 – 10, Learning Media 2000

A selection of the Curriculum in Action series can also be found on
http://www.tki.org.nz/r/health/cia/index_e.php

Te Kete Ipurangi (TKI)

Exemplar – Health and Physical Education Level 3 – Personal Identity and Self-worth: Understanding Loss and Helping Others

http://www.tki.org.nz/r/assessment/exemplars/hpe/hpe_3f_e.php

Exemplar – Health and Physical Education Levels 3 and 4 – Personal Growth and Development, and Relationships: Crisis and Change

http://www.tki.org.nz/r/assessment/exemplars/hpe/hpe_3d_e.php

Urge – Whakamanawa

<http://www.urge.org.nz>

A good website for older students to use. This website designed for young people covers a range of health issues including drugs, sex, stress, fitness, and legal rights and responsibilities. Contributors include Ministries of Youth Development, Health and Education, Alcohol Advisory Council of New Zealand, Family Planning Association, New Zealand Law Society, Health Sponsorship Council and the Mental Health Foundation. This site should be used in the context of a supportive environment and a comprehensive drug education programme. Te Kete Ipurangi recommends that teachers view this website before using it with students.

Other resources

Stressed Out – keeping it together under pressure, leaflet written for young people, available from Mental Health Foundation or from your school's Public Health nurse.

Public libraries

There are many books written for children whose parents have separated (sometimes classified by reference to "divorce"). For example:

Anne Fine, *Step by Wicked Step*, Puffin 1995 (story about five children who are all from separated families and each tell their story when they are thrown together during a storm).

Jacqueline Wilson, *The Suitcase Kid*, Corgi Yearling 1993 (story about how 10-year-old Andy deals with life after her parents separate and enter into new relationships).

WWW resources

Rights and laws

Convention on the Rights of the Child

<http://www.unhchr.ch/html/menu2/6/crc/treaties/crc.htm>

Child friendly version of UN Convention on the Rights of the Child

<http://www.therightssite.org.uk/html/kyr.htm>

<http://www.unhchr.ch/html/menu2/6/crc/treaties/crc.htm>

Legal ages

Citizens' Advice Bureau

<http://cab.org.nz/lowdown/legalages.html>

Ministry of Youth Development

<http://www.myd.govt.nz/default.cfm>

Youth and legal rights <http://www.myd.govt.nz/sec.cfm?i=19>

Children's rights <http://www.myd.govt.nz/sec.cfm?i=2>

Ministry of Justice

<http://www.justice.govt.nz/education/>

On this website, you can explore: New Zealand's court system, examples of how the criminal justice system and the civil justice system work, ideas for teachers

Office of the Children's Commissioner

<http://www.occ.org.nz/>

http://www.occ.org.nz/childcomm/child_rights

Youth and law

YouthLaw Tino Rangatiratanga Taitamariki is a community law centre for children and young people throughout Aotearoa/New Zealand. <http://www.youthlaw.co.nz/>

Mental health

Headspace New Zealand mental health website for young people and families

<http://www.headspace.org.nz/young-people/index.htm>

The Mental Health Foundation of New Zealand works to improve the mental health of all people and communities in New Zealand. They offer a range of educational resources. <http://www.mentalhealth.org.nz/>

Skylight provides unique support to children, young people and their families through tough times of change, loss and grief – whatever the cause. <http://www.skylight.org.nz>

Attitude is a New Zealand site with tips for young people on sorting out problems and handling emotions and relationships. Attitude is the youth education division of Parents Inc. <http://www.attitude.org.nz>

MindMatters is an Australian resource and professional development programme to support secondary schools in promoting and protecting the social and emotional wellbeing of members of school communities. <http://cms.curriculum.edu.au/mindmatters>

Families Matter is an element of *Mind Matters*, supporting Australian secondary schools to promote and protect the social and emotional wellbeing of students. <http://www.familiesmatter.org.au/>

Anger management website with material for children, parents and teachers <http://members.aol.com/AngriesOut/>

BBC kids health site, Mind Matters mental health section <http://www.bbc.co.uk/health/kids/mind.shtml>

REFERENCES

Health and Physical Education, The Curriculum in Action – Change, Loss and Grief: Mental Health, Years 1 – 8, Learning Media 2000.

SPIN – Helping and Help Seeking – A teacher resource that is part of Mental Health Foundation’s Mindful Schools Pack – see <http://www.mentalhealth.org.nz/page.php?p=122> and <http://www.mentalhealth.org.nz/>. Thanks to the Mental Health Foundation for allowing this material to be used (used in Focus 7).

APPENDICES

LIST OF APPENDICES

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FOCUS 1

PMI CHART

| | |
|--|-------------|
| | Plus |
| | Minus |
| | Interesting |

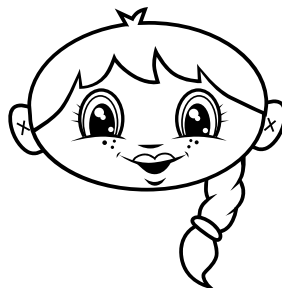
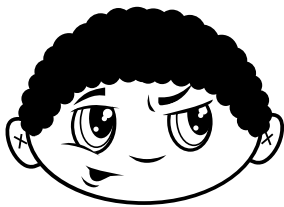
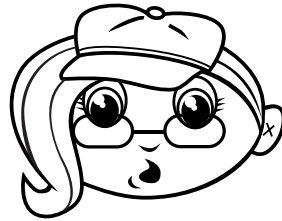
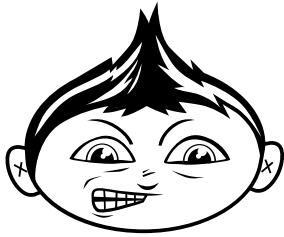
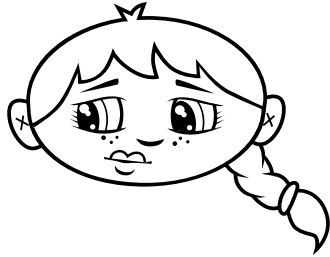
FOCUS 2

T-CHART TEMPLATE - FEELINGS

| Feelings I think in my head | Feelings I feel in my body |
|-----------------------------|----------------------------|
| | |

FOCUS 2

EMOTIONS ILLUSTRATIONS



FOCUS 2 FEELINGS QUOTATIONS

“I really feel sort of sad, because now they don’t like each other.” Tony

“I wanted my Dad to come back. He told me he wasn’t going to and I didn’t feel like talking to him much for a while.” Tane

“I kept wondering if it was my fault.” Michael

“I didn’t want my friends to find out or feel sorry for me. Then I found out two of them were in the same situation.” Lei Ping

“At first I didn’t know what was going on or who was going to look after me.” Tanya

“I’d been bottling it all up for weeks, then I was with my auntie in the holidays and I told her all about it and cried.” Grace

*“At first all I wanted was for things to get back to normal and for them to get back together again.”
Matthew*

*“Mum’s anger kind of comes out on me if I do something slightly wrong, like if I leave the tap running. I get Mum’s anger from Dad and there’s no-one to stick up for me, so I always get the blame of something.”
Susan*

“Tug of war. I feel torn apart.” Dean

“... things can build up and you bottle up so much anger at what your parents are saying to each other. ... They shouldn’t say it, around especially younger children.” Claudia

FOCUS 3

MANAGING CHANGE QUOTATIONS

“I like to be on my own sometimes so I can think.” Olivia

“I’ve got a really good friend. She would sit and listen.”

Gina

“Things are better now for me because I get involved in planning the week, and write it all down in my diary.”

Anton

“I’d been bottling it all up for weeks, then I was with my auntie in the holidays and I told her all about it and cried.” Grace

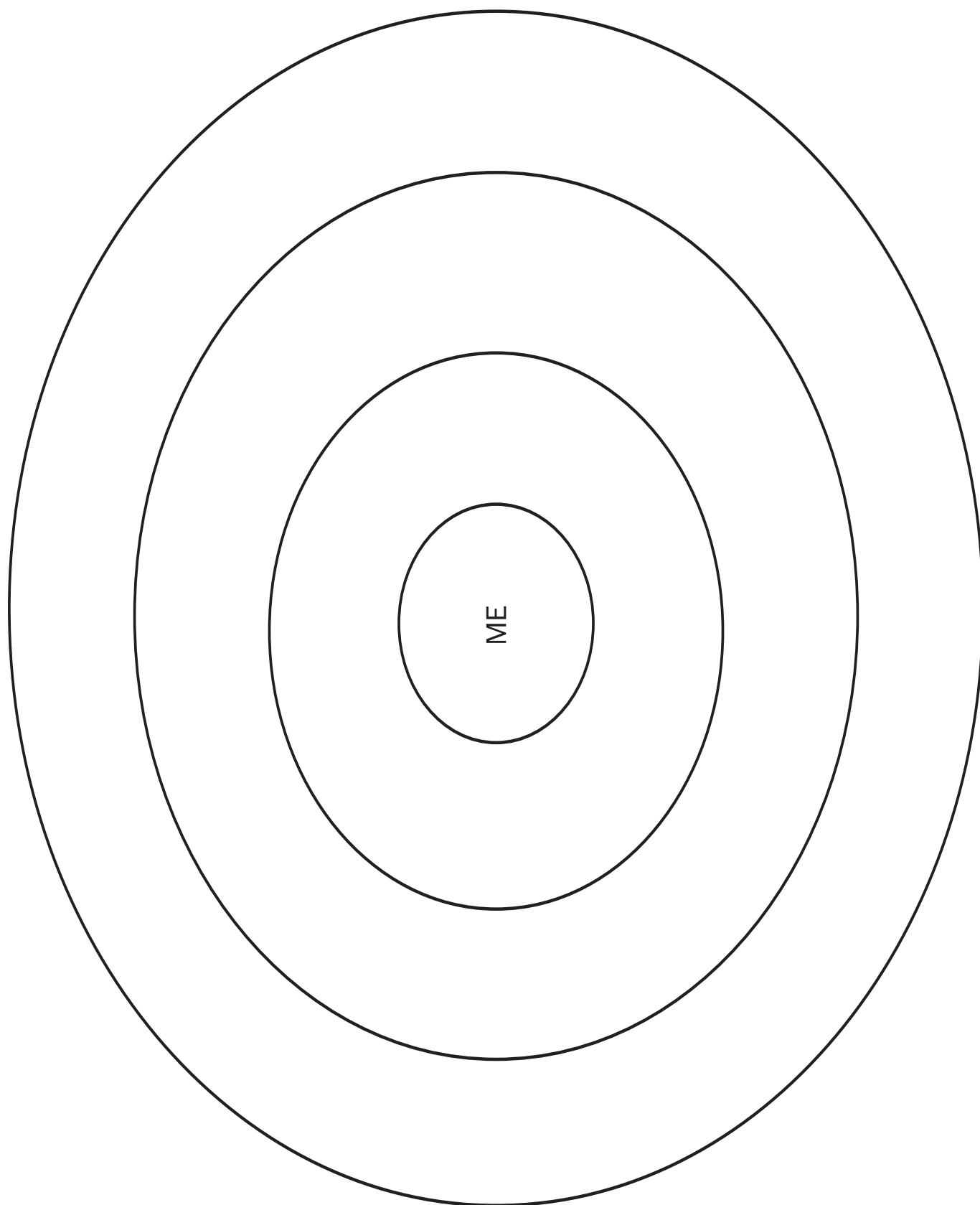
“I made it worse for myself by trying to block it all out. Talking about it releases it.”

“I bottled it up. I went in on myself. That made it worse for me.”

“The first people I spoke to about it were my friends. I had to speak to someone outside of the family.”

FOCUS 4

CIRCLE OF SUPPORT



FOCUS 5

SCENARIO CARDS FOR “I STATEMENTS”

| | |
|--|--|
| <p>You have been working really hard to improve your skills in playing basketball in the hope that you will be chosen for the school team. Unfortunately you are away from school on the day of the trials. When you return to school you arrange to see the teacher who took the trials and talk to him/her about still being available to be a member of the team.</p> | <p>You have been asked to be a buddy to a student in one of the junior classes. The teacher has asked you to work in his/her room every morning after morning tea. Your own teacher has said you can go. Two of the sessions clash with your class’s library time and one of their PE sessions. You want to be a buddy but don’t want to miss either of these class lessons. You decide to talk with your class teacher.</p> |
| <p>Since learning that your parents are separating, your friends keeping asking you if you are OK. You realise that you have obviously been really down and at times pretty grumpy. The next time your friend Rāwiri asks you how you are you decided to tell him how you have been feeling.</p> | <p>For the last six months, since your parents separated, you have been spending week about at each of their different houses. You are finding it hard to keep track of all your things and to remember to pack the right things each week. You sit down to talk to your Mum or Dad or both of them about how you are feeling.</p> |
| <p>Your best friend has just told you that they are moving to a new school or moving to a new town/city. You felt really upset hearing this news. Your best friend is really upset as she/he tells you this news. Respond to your friend and tell them how you feel.</p> | <p>One of your friends is told off by the teacher for talking and acting the fool. In fact you were one of the people being silly and not your friend. You put your hand up to explain to the teacher what really happened. What do you say?</p> |
| <p>Your Mum has been working really hard lately. You and your brother/sister have both been doing extra things around the house after school and in the weekend. Your Dad/Grandma/aunty tells you and your brother/sister that you haven’t been doing enough about the house. You feel really cross with them for butting in and telling you off. You tell them how you are feeling.</p> | <p>You think you should get a raise in the pocket money you earn each week (or up until now you haven’t had pocket money on a regular basis). You are definitely doing more about the house now that Mum is working full-time. You decide to put a case for receiving pocket money each week. What will you say when you ask for this?</p> |

FOCUS 5

SHARING FEELINGS QUOTATIONS

“I wanted my dad to come back. He told me he wasn’t going to and I didn’t feel like talking to him much for a while... I’m glad I told him how I felt ‘cos it really helped and now we get on fine.” Tane

“I didn’t want my friends to find out or feel sorry for me. Then I found out two of them were in the same situation.” Lei Ping

“I kept wondering if it was my fault. One day Mum told me it was because of things between her and Dad – nothing to do with me. I felt okay then.” Michael

“At first I didn’t know what was going on or who was going to look after me.” Tanya

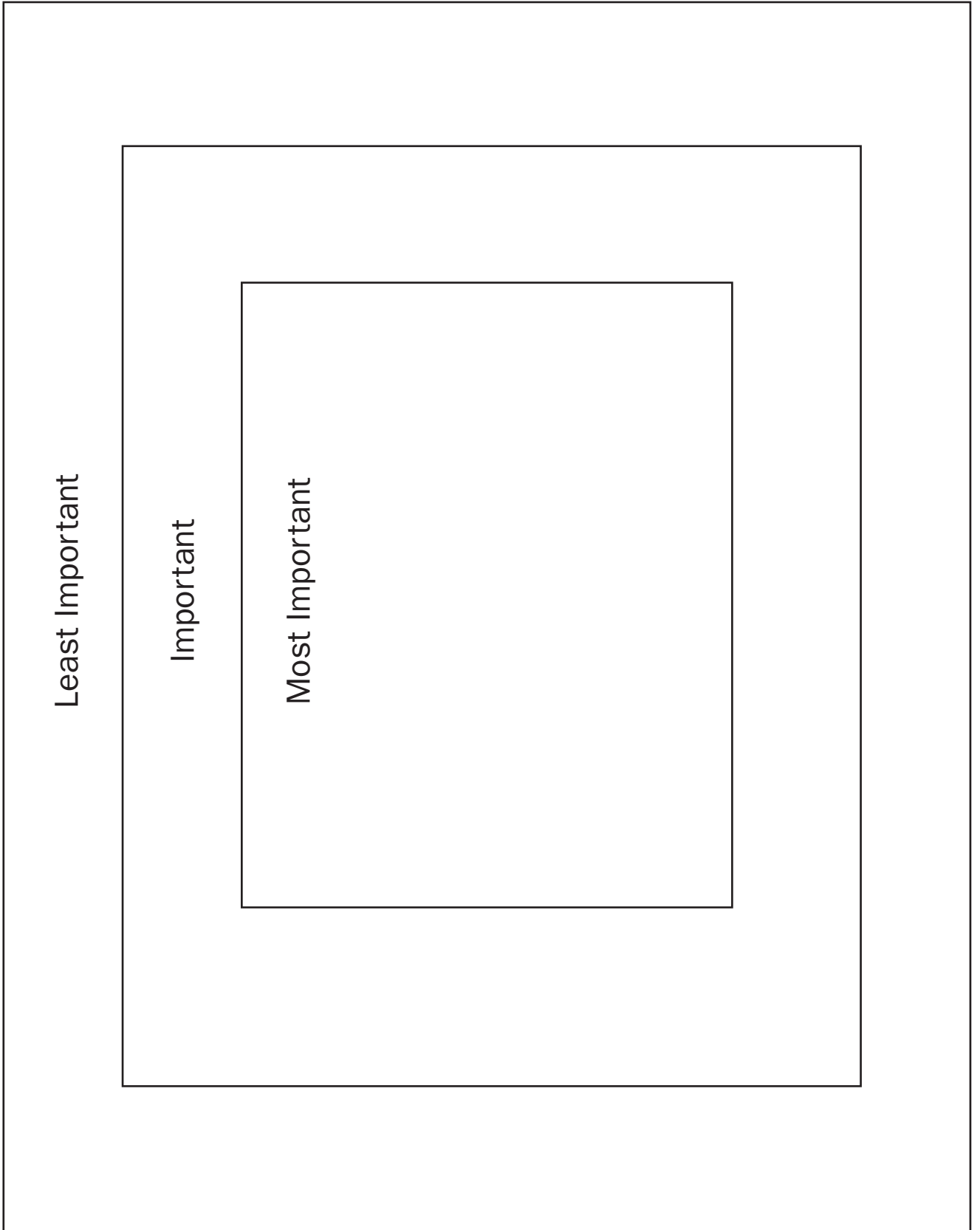
“I’d been bottling it all up for weeks, then I was with my auntie in the holidays and I told her all about it and cried. Afterwards I could talk to my Mum as well and I started to feel better.” Grace

“My brother and I were uncomfortable for ages about the way that our Mum’s new partner Dave seemed to favour his own children. In the end we talked to Dad – he talked with Mum, she talked to Dave... and everything got sorted out really well.” Alannah

“Tell them your thoughts and don’t be scared to speak up. Because if you don’t, they might not see things the way you want them to. Basically, just tell them what you feel.” Andrew

FOCUS 5

NEGOTIATION CHART



“When others experience loss or change we cannot take away their pain, but we can...”

FOCUS 7 POSSIBLE SIGNS OF DISTRESS IN A FRIEND

- Less interested in school, increases/starts wagging
- Eats or sleeps much more or much less than usual
- Stops going out with friends, becomes a loner
- No longer interested in sports or activities they once enjoyed
- Silent or withdrawn
- Snapping at people for no reason, irritable
- Unable to concentrate, finds it difficult to remember things or make decisions
- Increase in use of alcohol or other drugs
- Takes more risks e.g. with driving
- Physically or verbally aggressive, picks fights
- Talks about being worthless, not good enough, guilty
- May cry more often or get angry more often

(from the resource book *SPIN – Helping and Help Seeking*, published by the Mental Health Foundation of New Zealand, 2001)

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.



MINISTRY OF
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Tābū o te Ture

www.justice.govt.nz/family