

B HEALTHY RELATIONSHIPS & SCHOOLS

15 MINS

PURPOSE

→ To examine how positive interactions and relationships can lead to a healthy school environment that is free from bullying

OBJECTIVES

By the end of this activity, the students will be able to:

- identify qualities of a healthy peer relationship
- identify what a healthy school environment looks, sounds and feels like

MATERIALS

- Flip chart or black/white/Smart board
- Markers
- PowerPoint slide #6

PREPARATION

- Using three pieces of flip chart paper or three sections of a black/white/Smart board write the following titles: SEE, HEAR, and FEEL
- Ensure that PowerPoint slide #6 is ready but not showing

SUGGESTED PROCESS

1. Say, “Supportive and positive relationships are very important to everyone. These healthy relationships are within our families, with our friends and in our schools and communities.”
2. Ask students to think about what a healthy relationship with a friend looks like. List their responses on flip chart paper. (**Possible answers:** honest, fun, trusting, loyal, respectful, supportive, non-judgmental, caring, sharing.)
3. Let them know that research tells us that kids who have supportive and positive relationships in their life will do better in school, have stronger friendships, be more confident, and are less likely to engage in bullying.
4. Display slide #6 and say “Now let’s look at a healthy school environment.” Have the students choose a partner, and then ask everyone to please close their eyes and picture a school that is safe and welcoming for every student. When their eyes are closed, ask the students, “What do you see? What do you hear? How do you feel?”
5. After one minute ask students to open their eyes. Give them four minutes to share their vision with their partner. They may take notes if they wish.
6. Go over to the SEE, HEAR, and FEEL titles. Have one-third of the pair groups provide responses for SEE, one-third for HEAR, and one-third for FEEL. Write their responses under the appropriate title. The following chart gives you some examples.

SEE	HEAR	FEEL
students looking comfortable being anywhere in the school	friendly and welcoming comments	safe
a clean school	compliments are given	energized
open doors	friendly teasing	cared for
people standing up for each other	ideas and feelings are shared	appreciated
students/staff welcome newcomers	a variety of languages	included
sharing, playing, smiling	students challenge their friends when they are bullying others	accepted
signs of celebration: art, certificates awards on walls	students/staff challenge anyone using homophobic, sexist or racist language/comments	hopeful
students/staff comforting and helping others	music	optimistic
students easily making friends	laughter	supported
		proud of their school

- If the students have missed something you feel is important, try to prompt them with questions. If they still do not mention it, ask if you may add it to the list.

CONCLUSION

- All of these sights, sounds and feelings are part of a positive school, a place where people treat each other well and have healthy relationships.
- It isn't only treating your friends with respect that's important; it's having respect for everyone.
- Healthy peer relationships and safe schools are very important in preventing bullying.

HINT

Remember that if you are teaching the workshop in two parts to keep the flip chart paper with responses to the SEE, HEAR, FEEL activity. You will use it again in the Prevention Pledge activity.