



THROUGH MY EYES

YEARS 10-12

Aim

Students learn there are differing perceptions about our school and how to check perceptions of safety and then take action to truly call our school safe.

Description

We all have different perceptions about our school's ability to provide a safe place to learn and develop. Our perceptions often differ from others' and are based on our personal experiences.

Each of us has a role to play in improving our school environment for all members of the school.

Resources

Class survey – multiple copies

OR

Online Survey Monkey

Activity steps

1 Introduction

Commence the activity by asking how we know that we are in a safe place at school to learn and socialise.

Ask students to nominate the major areas of the schoolyard for students where safety is important. Use the headings:

- Learning
- Personal wellbeing
- Physical and social safety
- Personal development.

Check with the students for other types of activity where safety is considered important.

Form student working groups around each major area.

Ask the students in each group to consider the safety perspectives for themselves and for students different to themselves:

- those from different backgrounds



- younger, new or older students
- those with a learning disability
- those with a home issue
- students with social issues at school
- students who have future career needs
- students who are unwell.

2

Review: What are the safety issues from all of our perspectives?

Have the groups feed back to the class the issues emerging from their discussion.

Provide information to the class about who to go to in the school for help in the nominated areas.

Refer students to school information or the school website.

3

Making a survey safe

Have students consider the survey suggested in the handout in pairs.

Have them suggest a range of important safety issues.

Lead a brainstorm about making the survey safe for all students to express their views on all types of safety that are important to them.

The following may need to be addressed:

- no identifiers
- nature of the questions
- enough time
- how it is introduced
- why the class is doing this
- permissions
- how the responses will be treated
- when there will be a report back to all
- follow up
- requests for help
- taking action.

Assign each safe survey aspect to a group to resolve – either by a statement or



an action.

4 What did people say?

Assign groups to focus on a set of questions and the responses to each.

- Students summarise the range of answers and what they might mean as to how people perceive safety.
- Have groups draw up a short written report for the class and for those who undertook the survey.

Arrange for the survey reports to be presented or available to those from the other class who took part in the survey.

5 Planning action

Direct the student groups to use their results to develop an action plan.

Place the action plan on a board to share with the class. Have students talk about the results and their ideas for action.

Work with the class to consider how the action plans can be shared with the group surveyed in the other classes.

6 If appropriate, negotiate an opportunity to present or provide access to these results, the reports and the ideas for action to an appropriate school group, to school personnel or at a whole-school assembly.



STUDENT SURVEY

Part 1

- Bullying is when one student (or a group) keeps picking on another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them.
- Although it's neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, a single event isn't bullying.
- A fight or disagreement between students of equal power or status isn't bullying either.

Tick the box that best describes what you think about your school.

Survey statement	Very true	Somewhat true	Not true
1. I feel safe from being bullied in this school.			
2. The teachers at this school take bullying seriously and they try to stop it if it does happen.			
3. I understand the school's process for reporting bullying and I feel confident about following it if I have been bullied or if I witness others being bullied.			
4. Students are able to report bullying incidents confidentially at this school.			





Part 2

Survey statement	Very true	Somewhat true	Not true
5. I feel very connected to my school. I really feel that I belong here and am accepted.			
6. I feel respected by my teachers.			
7. My teachers know me well and care about me.			
8. I have good relationships with my teachers.			
9. My teachers focus on my strengths and help me to find out what I am best at.			
10. My teachers make our classwork fun, interesting and challenging.			

Part 3

Survey statement	Very true	Somewhat true	Not true
11. My teachers focus on the positive behaviour of students and not just on misbehaviour.			
12. Class breaks at our school are safe and enjoyable, and we have a variety of equipment, spaces and things to do.			
13. I have opportunities in this school to support or work with younger students.			
14. I have opportunities to take part in decision-making about what happens in this school.			
15. This school encourages us to treat each other with respect and kindness and to take care of each other, and most of us do so.			
16. I have learned a lot at school about how to stay safe online.			

