

# Belonging Mosaic

## Teaching and learning activity for students in Years 3 to 6

### OVERVIEW

This resource provides a teaching guide for the Years 3 to 6 teaching and learning activity delivered as part of the 2024 Bullying No Way: National week of action.

This activity highlights the importance of a sense of belonging to support student social and emotional wellbeing and prevent bullying.

For students in Years 3 and 4 content provides a focus on predicting and reflecting on how new students might feel and strategies to support them (ACPPS037).

For students in Years 5 and 6 content provides a focus on belonging in context to transitioning to high school and meeting new peers (ACPPS055).

### LEARNING INTENTION

Students will examine what belonging means to them.

Students will identify similarities and differences in people and groups, and describe ways to include others to make them feel they belong.

### RESOURCES

- A4 paper (plain or coloured, 1 per person (Note: If using coloured paper, consider using the colours from the 2024 Bullying No Way week campaign – purple, orange, yellow, blue and green.))
- Scissors and glue
- Writing equipment
- Colouring equipment (optional)
- Attachment A: Exemplar Belonging Mosaic

### LEARNING SEQUENCE (30 – 40 mins)

- 1 Introduction (2 mins)
- 2 Facilitate class discussion (10 mins)
- 3 Class activity (10-15 mins)
- 4 Review (5 mins)

### CURRICULUM LINKS

#### *Australian Curriculum (Version 8.4)*

#### **Years 3 and 4 Health and Physical Education Content Descriptions**

##### Interacting with others:

- Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037)
- Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)

#### **Years 5 and 6 Health and Physical Education Content Descriptions**

##### Interacting with others:

- Practise skills to establish and manage relationships (ACPPS055)
- Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)

#### *Australian Curriculum (Version 9)*

#### **Years 3 and 4 Health and Physical Education Content Descriptions**

##### Interacting with others:

- Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)
- Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities (AC9HP4P05)

#### **Years 5 and 6 Health and Physical Education Content Descriptions**

##### Interacting with others:

- Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04)
- Describe and implement strategies to value diversity in their communities (AC9HP6P05)

### IMPORTANT NOTE

This teaching and learning activity provides an opportunity for students to focus on the concept of belonging.

Understanding how a sense of belonging makes students feel more connected is a powerful protection against bullying.

Belonging means students can embrace who they are, respect everyone's differences, build resilience and stand up together against unkindness.

Bullying is a complex, multifaceted issue that can be different in each school and year level. The appropriate way to respond will differ for each situation and every student. Teachers may need to scaffold student responses about bullying to ensure they are appropriate.

**When discussing bullying, it is recommended that teachers ensure:**

- Students are aware that this activity is a general discussion and that students can raise any concerns they may have (e.g. about bullying) with you after class.
- There is currently no obvious or immediate bullying issue. If there is, this may not be the right time for class discussion. In some cases, it may be better to delay this discussion until the problem is addressed.
- Students know classroom rules for talking and contributing ideas – remind students that bullying is a sensitive topic, and it is important to use respectful listening.
- They avoid using class role-play related to this topic as it can cause distress to some students.
- They know how to use protective interrupting (acknowledge they have heard the student but stop them from divulging further details) if a student begins to reveal inappropriate personal information about themselves or other students. Refer to your school policies and procedures for advice about responding to disclosures.

- Any students who become distressed should be referred for support to a guidance officer or other appropriate staff member and parents or carers are notified.

## SCHOOL BELONGING

The Australian Education Research Organisation (2023) suggests that a positive sense of belonging at school has fundamental benefits for students, including feeling that their teacher and peers like, value and accept them, their cultural identity is welcome and valued, and they can 'be themselves' within appropriate boundaries. It can also have a positive influence on academic achievement.

## MORE INFORMATION AND RESOURCES

[Bullying No Way](#) – Supporting school communities with evidence-informed resources and activities for a proactive approach to bullying education and prevention.

[Australian Education Research Organisation](#) – Encouraging a sense of belonging and connectedness in primary schools.

[Be You](#) – Supporting educators to develop a positive, inclusive and resilient learning community.

[Australian Student Wellbeing Framework](#)

# Learning Activity

## INTRODUCTION (2 mins)

**Teacher reads statement below:**

This week is Bullying No Way Week and the theme is Everyone belongs.

Belonging means everyone has a place in our class and in our school.

Here, belonging is all about feeling safe and being a part of the school community. When everyone feels they can be who they are and have positive relationships, then everyone feels welcome, respected and supported.

**For students in Years 3 and 4:** Students who feel their teachers and friends value and like them are more likely to feel they belong. Let us think about how a new student might feel and ways to support them to have a greater sense of belonging.

**For students in Years 5 and 6:** In the future, you will be moving into the high school years. We know that having positive relationships with your teachers and classmates in primary school and early in high school contributes to a greater sense of belonging in a new environment.

**For all year levels:** At the end of this lesson, you will be able to say what belonging means to you and describe ways to include others to make them feel they belong.

## CLASS DISCUSSION (10 mins)

**Teacher reads the statement below:**

In school, belonging is about feeling safe and supported to be yourself. When we all know that everyone is different but we can still be ourselves, we all feel like we belong.

People are different in many ways. We can like different foods, drinks and favourite colours. We have different family traditions and learn in different ways. This is what makes everyone special. It would be pretty boring if we were all the same.

Belonging is like a superpower against bullying. It brings us together and makes us strong. It helps us to understand and help each other.

When someone is different to you, or likes different things, or does things in different ways, it is important to be kind and to include them. That's what makes the world interesting and fun. We can learn new things from each other.

#### For students in Years 3 and 4:

- Can you remember what your first day in a new class felt like?
- When a new student arrives, can you imagine or anticipate how they feel on the first day – when they walk into the school or a classroom or have lunch – and don't know anyone?
- What could you/we do to help the new student feel like they belong: In our class? In our school?

#### For students in Years 5 and 6:

- Imagine it's your first day at high school. You notice another Year 7 student is on their own and looking a bit lost or unsure. What could you do to welcome them and help them to fit in?
- You notice some classmates are teasing another student, and the student seems uncomfortable, upset or unhappy. What could you do to help the student? What might happen if you do something? What might happen if you don't do anything?

#### Teacher reminds students:

Everyone is different and that's a good thing. Everyone belongs in our school and in our class. It feels good to belong. When we belong, it keeps us connected. When we are connected, we have a powerful protection against bullying.

### ACTIVITY (15 mins) & REVIEW (5 mins)

Make a class mosaic to create a powerful visual statement about belonging.

Explain to the class that they are going to work together to create their own Belonging Mosaic to build a whole-class Belonging Mosaic. The completed mosaic will visually show that even though each student's mosaic may be different, each has its own place within the class mosaic.

Reflecting on the class discussion, ask the students "next time you see someone on their own or someone new joins our class, what is one action you can commit to, to promote a sense of belonging at school? This is what you will be writing or drawing on your personal mosaic."

#### INSTRUCTIONS

- 1 Cut coloured paper into 3cm wide strips (4 strips per student).
- 2 Cut A4 pieces of paper in half to create A5 sheets (1 piece of A5 per student in a colour different to their strips).
- 3 Fold A5 paper in half and cut 4 slits from the folded edge to about 1.5cm from the edge (to create a frame). It's ok if the cut lines are a bit wavy or uneven.
- 4 Open the frame and thread (weave) the strips of paper over and under through the frame.
- 5 Students write or draw on the strips or frame their action to promote a sense of belonging at school.
- 6 Join each student's mosaic together for the class display with the title "Belonging Mosaic: Our class embraces diversity".
- 7 Facilitate a whole-class discussion reflecting on difference and belonging, as shown by the Belonging Mosaic.

#### DIFFERENTIATION

- Coloured strips and frames can be pre-cut for students to use as individuals or in groups.
- Teacher can create one (or a series of) whole-class Belonging Mosaic frame/s, where students write/draw their symbol for belonging on a colourful paper strip, which is then woven into the class mosaic frame/s.
- Students can offer peer support to other students.

Attachment A: Exemplar Belonging Mosaic

