

School of fish collage

Teaching and learning activity for students in Foundation to Year 2

OVERVIEW

This resource provides a teaching guide for the Foundation to Year 2 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.

LEARNING INTENTION

Students will describe 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

- Attachment A: Individual fish template (4 per page)
- Paper (plain or coloured)
- Pencils (lead or coloured)
- Scissors
- Glue or stapler
- A3 paper or 1 large piece of butcher's paper to display collage

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)

Foundation Health and Physical Education Content Descriptions

Interacting with others:

- Practise personal and social skills to interact positively with others (ACPPS004)

Years 1 and 2 Health and Physical Education Content Descriptions

Interacting with others:

- Describe ways to include others to make them feel they belong (ACPPS019)
- Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)

Australian Curriculum (Version 9)

Foundation Health and Physical Education Content Descriptions

Interacting with others:

- Practise personal and social skills to interact respectfully with others (AC9HPFP02)

Years 1 and 2 Health and Physical Education Content Descriptions

Interacting with others:

- Identify and explore skills and strategies to develop respectful relationships (AC9HP2P02)

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 the lesson.
- 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. The theme is Everyone belongs.

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

Here, belonging is about feeling like you are a part of the class and the school – Where it doesn't matter if we are different from each other. Everyone is nice, kind, and helps each other.

At the end of this lesson, you will be able to say how you might be the same as, or different to, your classmates. You will be able to say what makes you feel happy about being in this class. You will also be able to talk about things you might do to help make others feel happy to be in our class.

CLASS DISCUSSION (10 mins)

Teacher reads the statement below:

People are different in many ways.

We can like different foods or drinks and have different favourite colours. We can look different. When we are with our families, we might do things differently to what other families do. We can like playing different sports and games at lunchtime.

This is what makes everyone special. It would be pretty boring if we were all the same.

In school, belonging is about feeling safe and knowing that it is okay to be different to your classmates.

Belonging is like a superpower against bullying. It helps us to understand and be nice to each other.

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

Teacher asks students the following questions:

- How are we different from one another? (e.g. height, birthdays, hair colour, being left- or right-handed, likes and dislikes, family size etc.)
- Are we all in the same class?
- Is it ok for us to be different and be in the same class?
- Why is it good when everyone is different? (Share different ideas, ways of thinking and ways to do things. Learn new things. Be less afraid of things.)

Teacher reminds students:

Everyone is different and that's a good thing. Everyone belongs in our class and in our school. When we belong, we stick together. When we stick together, we can help stop bullying.

ACTIVITY (15 mins) & REVIEW (5 mins)

Make a fish collage to create a powerful visual statement about how we can be different but all belong.

INSTRUCTIONS

- 1 Copy and cut the fish templates from Attachment A into individual fish.
(Note: Paper can be coloured or plain; if using coloured paper, consider using the colours from the 2024 Bullying No Way week campaign – purple, orange, yellow, blue and green.)
- 2 Give each student (or allow them to choose) one fish to decorate as they please.
- 3 Place (staple/glue/tape) the decorated fish on a large piece of A3/butcher's paper. A title can be added for context, e.g. 'Every fish belongs in our school.' Or 'In our school, we're all different but we all swim together.'
- 4 Display completed fish collage poster/s in the classroom. Leave room for extra fish to be added as new students join the class.
- 5 Discuss as a whole-class how the fish are all different, but they all belong, as shown in the collage.

DIFFERENTIATION

- Students can create their own individual collages representing how they belong at school.
- Students can create more mosaics to add to the class mosaic.
- Students can offer peer support to other students.







