

Speak up for kindness

Teaching and learning activity for students in Year 3 to 6

OVERVIEW

This is a teaching and learning activity for Year 3-6 to be delivered as part of the 2025 Bullying No Way: National week of action.

LEARNING INTENTION

We are learning to describe safe bystander behaviour when we notice unfair treatment so we can help create a respectful and inclusive environment and support others.

RESOURCES

- BNW speech bubble template (to represent “Speak up”) (Attachment A) (1 A4 sheet per student)
- Sticky tape
- Coloured markers (1 per student)

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 Links (Version 9.0)

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 build social awareness and develop agency to take positive action when they witness bullying or unkind behaviour.

Underlying this activity is the concept of bystander behaviour. In the 3-6 years, students can understand the importance of peer support and how it can influence bullying dynamics.

Empowering students to act when it is safe to do so—by being bold, being kind and speaking up for each other—can serve as a powerful protective factor against bullying.

Bullying is a complex and multifaceted issue that varies across schools, year levels, and individual situations. Therefore, the appropriate way to respond will differ for each context and every student. Teachers play a critical role in scaffolding student responses to ensure they are appropriate, effective and sensitive to the nuances of bullying prevention.

When planning and delivering this activity, it is essential to sequence and interrelate the content thoughtfully, ensuring it aligns with broader efforts to establish a safe and supportive school environment.

Teachers should consider the following guidelines to maximise the effectiveness of the activity and safeguard student wellbeing:

- **Clarify the context of the discussion:** Begin by informing students that this activity is a general discussion about responding to bullying. Emphasise that students can raise personal concerns with you privately after class.
- **Assess the timing:** Ensure there are no obvious or immediate bullying issues within the class or school. If such issues exist, delay the discussion until these concerns are addressed appropriately.
- **Establish a respectful environment:** Reinforce classroom rules for respectful listening and contributing ideas. Remind students that bullying is a sensitive topic and requires thoughtful and respectful engagement.
- **Avoid role-playing:** Refrain from using role-play activities related to bullying, as these can inadvertently raise issues or cause distress for some students.
- **Use protective interrupting:** Be prepared to intervene if a student begins to disclose inappropriate personal information about themselves or others. Acknowledge their feelings but stop them from sharing further details. Follow your school's policies and procedures for managing disclosures.
- **Provide support for distressed students:** Be vigilant for signs of distress among students during the discussion. Refer any students who become upset to the guidance officer or other appropriate staff member, and notify their parents or carers as needed.

By carefully sequencing the content, interrelating it with broader bullying prevention strategies, and fostering a supportive classroom environment, teachers can help students develop the skills and confidence to respond to bullying in safe and constructive ways.

BYSTANDER BEHAVIOUR

Bystander behaviour plays an important role in influencing whether bullying behaviour continues or not. Peers who support each other are better protected from bullying behaviour. When students support each other and feel safe at school this also plays a role in their decisions to act as bystanders (Tapper & Boulton, 2005).

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.

[eSafety](#) – Independent regulator for online safety resources on how to be an upstander.

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

[Australian Student Wellbeing Framework](#) – Supports Australian schools to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life.

**BULLYING
NO WAY**

Learning Activity

INTRODUCTION (2 MINS)

- Read the statement to the class – 'This week is Bullying No Way Week and the theme is *Be Bold. Be Kind. Speak Up.* If you see or hear someone doing or saying the wrong thing to someone else, you can help stop that behaviour. When we say something to help someone else that can help stop others from doing the wrong thing.'

CLASS DISCUSSION (10 MINS)

- Read the statement to the class – 'It is very important to show kindness and respect to everyone. Being kind means using polite words, offering help, and showing care towards others. Being respectful means listening carefully, waiting your turn and treating others the way you would like to be treated. When we are kind and respectful, we help create a positive and welcoming environment where everyone feels valued and safe. Your actions matter. When peers support each other and you feel safe at school, this can protect against bullying. If you see others not being nice, and if you feel it is safe to do so, your action of showing kindness or speaking up, can help to stop bullying.'
- Ask the students the following questions:
 - How can you show your classmates that you are a kind and respectful person?
 - Why do you think it matters that your actions can be helpful to stop bullying?
 - Do you think it is important to show support to others when they are having a hard time? Why or why not?
 - What type of behaviour from others do you find helpful for you when you need support?
 - How do you feel when others are kind and respectful to you?
 - What could you do or say if you saw someone who needed help?
 - How could you help someone if they were being bullied online?
- Remind students: We should be kind and respectful to everyone. If you see or hear someone doing or saying the wrong thing to someone else, you can help stop that behaviour. When we are bold, kind and speak up for someone, that can help stop others from doing the wrong thing.

ACTIVITY (15 MINS) & REVIEW (5 MINS)

- Explain to the class that they are going to do an activity together that will demonstrate what could you do or say if you saw someone who needed help.
 1. Tape A4 paper / A5 speech bubble template to the back of each student (see Attachment A).
 2. Give each student a non-permanent marker.
 3. Each student writes a statement that can be said as a bystander (e.g. That's not cool. How would you feel if someone said that to you?)
 4. When all comments are written, students can read what has been written on their paper.
 5. At the end of the activity, facilitate a whole class discussion reflecting on what could you do or say if you saw someone who needed help.

DIFFERENTIATION

- Teacher can extend the activity from different perspectives. (e.g. What can we say when speaking to the person being treated unfairly, 'You don't deserve to be treated like that. Let's go tell a teacher together' or when encouraging others to act, 'Let's all include them so they don't feel left out'.
- Students can offer peer support to other students.

ATTACHMENT A:

A large, empty speech bubble with a thick purple outline. It has a rectangular body with rounded corners and a pointed tail at the bottom right.A second large, empty speech bubble, identical in style to the first one, with a thick purple outline and a pointed tail at the bottom right.