

Teaching and learning activity

For students in Years 3 to 6

OVERVIEW

This resource provides a teaching guide for the Year 3 - 6 teaching and learning activity, delivered as part of the 2026 Bullying No Way: National week of action.

LEARNING INTENTION

Students explore and demonstrate how small actions, such as showing respect, empathy and kindness can positively influence relationships and create ripple effects in their classroom and school community.

RESOURCES

- Example scenarios (Attachment A)
- Ripple template (Attachment B – 2 per page)
- Pencils or markers (lead or coloured)
- Scissors
- Glue or stapler
- A3 or 1 large piece of butcher's paper to display ripples

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 Links (Version 9.0)

Years 3 and 4 Health and Physical Education Content Descriptions

Personal, social and community health

Interacting with others:

- Select, use and refine personal and social skills to establish, manage and strengthen relationships (AC9HP4P04)

Personal and Social Capabilities

Social awareness: [Empathy](#)

Social management: [Collaboration](#)

Years 5 and 6 Health and Physical Education Content Descriptions

Personal, social and community health

Interacting with others:

- Describe and demonstrate how respect and empathy can be expressed to positively influence relationships (AC9HP6P04)

Personal and Social Capabilities

Social awareness: [Empathy](#)

Social management: [Communication](#)

Australian Curriculum Links (Version 8.4)

Years 3 and 4 Health and Physical Education Content Descriptions

Personal, social and community health

Communicating and interacting for health and wellbeing:

- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

Years 5 and 6 Health and Physical Education Content Descriptions

Personal, social and community health

Communicating and interacting for health and wellbeing:

- Practise skills to establish and manage relationships (ACPPS055)

Cross-Curricular Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

Asia and Australia's Engagement with Asia

IMPORTANT NOTE

This teaching and learning activity provides an opportunity for students to build social awareness and encourages everyday actions that contribute to a respectful and inclusive environment.

Underlying this activity is the concept of kindness building inclusivity and wellbeing. In Years 3-6, students can understand their own and others' emotional responses and how it can influence bullying dynamics.

Empowering students to create connections and practise social skills—with small, intentional acts of kindness—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.

SMALL ACTS, BIG IMPACT

Strong connections and social skills are protective factors in the prevention of bullying and enable positive help seeking behaviours. 'Students who feel accepted, respected, included, and supported by others in the school environment are likely to perform better in school and show better motivational, social emotional and behavioural outcomes.' (Korpershoek et al 2020). Effective anti-bullying programs engage students, teachers and parents, individually and collectively through a whole-school and community approach and integrate bullying prevention, response, teaching and understanding (Gaffney, Ttofi and Farrington, 2020). Lasting change happens when schools build a culture that supports kindness and respect (Gaffney, Ttofi and Farrington, 2020). Even small, intentional acts of kindness have a powerful ripple effect, building inclusivity and wellbeing (Wibowo & Ayriza, 2023).

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 for young people.

[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.

Learning Activity

INTRODUCTION (2 mins)

Read the statement to the class:

"This week is Bullying No Way Week and the theme is Small Acts, Big Impact. Small actions, like including someone, speaking up, or showing kindness can help make a change. Actions don't need to be big to change someone's world."

CLASS DISCUSSION (10 mins)

Read the statement to the class:

"Today we are learning about how small acts can make a big difference. It's easy to do and a small act of kindness can have a wide-reaching effect. A small act of kindness helps everyone feel included and supported."

Watch the '[Small Acts, Big Impact](#)' video (1 min 30s) and complete the activities below. Discuss the following questions:

1. How can small kind actions, like sharing or helping someone, make a big difference in our school?
Can you share an example of a kind thing you've seen or done?
2. What does bullying mean to you? What actions can you take if you see or know it is happening?
3. How can showing respect and understanding (empathy) stop bullying?
What can we do as a class to make sure everyone feels welcome, safe and included?
4. Why is it important for students, teachers, and families to work together to stop bullying?
How can we all help make our school a safe and positive place?

These questions encourage students to reflect on their own behaviours and experiences, while fostering discussions about the importance of respect, empathy, and diversity in building positive relationships. They also integrate the research findings by highlighting the role of kindness, inclusivity, and a whole-school approach in preventing bullying and promoting wellbeing.

ACTIVITY (15 mins) & REVIEW (5 mins)

1. Discuss the idea of a "ripple effect" and how one small act can create positive ripple effects. Show Example scenarios (Attachment A) on screen as examples.
2. a. Teacher to cut Example scenario layers into strips (1 per student). Students work together to determine how the layers connect and stand in a group to show the ripple effect. Students can then explain the group ripple effect to the class OR
b. Students work together to write their own scenarios. Students can then explain their group ripple effect to the class.
3. Print Attachment B (2 per page) the ripple effect template (1 per student) or students can draw a ripple on paper.
4. Give each student one ripple to write their group (or individual) ripple effect scenario. Students can then decorate as they please.
5. Staple (or glue/tape) each ripple on a large piece of A3 / butcher's paper.
6. Display all the completed ripples in the classroom. Leave room for extra ripples to be added as new students join the class.
7. Facilitate a whole class discussion reflecting on how the ripples are all showing how small acts make a big impact, as shown by the displayed ripples.
8. Ask reflection question: Which small act of kindness will you do next?
9. End with a class promise, e.g. This week, we will do small acts that make a big difference.

DIFFERENTIATION

- Teacher can pre-cut ripple template for students to use in groups or as individuals.
- Teacher can create one whole class ripple, where students write/draw their representation of kindness, which can be added to the class ripple.
- Students can offer peer support to other students.

1. Complimenting someone

- Layer 1: You tell a friend you like their drawing.
- Layer 2: Your friend feels proud and decides to draw a picture for their sibling.
- Layer 3: The sibling feels special and shares the drawing with their teacher.
- Layer 4: The teacher displays the drawing in the classroom, inspiring other students to create art.

2. Helping a friend with homework

- Layer 1: You help a friend understand a tricky maths problem.
- Layer 2: Your friend does well on their test and feels more confident.
- Layer 3: They decide to help another classmate who is struggling with spelling.
- Layer 4: That classmate feels encouraged and starts participating more in class.

3. Including someone in a game

- Layer 1: You see someone sitting alone during lunch and invite them to join your game.
- Layer 2: They feel happy and make new friends in your group.
- Layer 3: They gain confidence and start inviting others to join in future games.
- Layer 4: More students feel included, and the playground becomes a friendlier place for everyone.

Attachment B: Ripple templates

