

Teaching and learning activity

For students in Foundation to Year 2

OVERVIEW

This resource provides a teaching guide for the Foundation – Year 2 teaching and learning activity, delivered as part of the 2026 Bullying No Way: National week of action.

LEARNING INTENTION

Students will practise personal and social skills to interact respectfully with others, identify how different situations influence emotional responses, and collaborate to create a learning environment where kindness is valued.

RESOURCES

- A short picture book about kindness or inclusion (e.g. *The Invisible Boy* or *Have You Filled a Bucket Today?*).
- Individual water drop template (12 per page) (Attachment A)
- Ripple template (1 per page) (Attachment B)
- Pencils or markers (lead or coloured)
- Scissors
- Glue or stapler
- A3 or 1 large piece of butcher's paper to display water drops and 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)

Foundation Health and Physical Education Content Descriptions

Personal, social and community health

Interacting with others:

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

Personal and Social Capabilities

Social awareness: [Empathy](#)

Social management: [Collaboration](#)

Years 1 and 2 Health and Physical Education Content Descriptions

Personal, social and community health

Interacting with others:

- Identify how different situations influence emotional responses (AC9HP2P03)

Personal and Social Capabilities

Social awareness: [Emotional awareness](#)

Social management: [Emotional regulation](#)

Australian Curriculum Links (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:

- Identify and practise emotional responses that account for own and others' feelings (ACPPS020)

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 the F-2 years, 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 kids.

[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. Kindness isn't just something we do – it's something we can see, feel, and hear."

Read a short picture book about kindness or inclusion (e.g. *The Invisible Boy* or *Have You Filled a Bucket Today?*).

Ask:

- What small kind thing happened in this story?
- How did it help someone?

Use guided questioning and record student responses to complete the chart together. On the board or chart paper, draw three columns: Looks Like / Feels Like / Sounds Like

- Looks like... Prompt: "What might we see when someone is being kind?"
(e.g. sharing toys, smiling, helping someone up, letting someone join a game, sitting next to someone who is alone).
- Feels like... Prompt: "How does it feel when someone is kind to you?"
(e.g. happy, safe, calm, included, brave, warm inside).
- Sounds like... Prompt: "What might kindness sound like?"
(e.g. Do you want to play? Are you okay? You can have a turn. Stop, that's not kind. Thank you.).

Link back to the theme: "These are all **small acts**, but they can have a **big impact** on how someone feels."

Ask:

- Which of these are small things can we do every day?
- Which one do you want to try this week?

ACTIVITY (15 mins) & REVIEW (5 mins)

Make a water drops collage to create a powerful visual statement about how we can show small acts can have a big impact:

1. Copy Attachment A and cut the water drops template into individual water drops.
2. Print Attachment B (A3 paper) or draw water ripples on butcher's paper for display.
3. Give each student one water drop. Students can draw or write what kindness looks, feels or sounds like to them.
4. Pair students to share their water drops with each other. Encourage them to explain their ideas and listen respectfully.
5. Ask students to work together to arrange the water drops in a way that represents ripples spreading outwards.
6. Staple (or glue/tape) each water drop on a large piece of A3 / butcher's paper.
7. Students can write or draw words and images that represent the emotions that kindness can create (e.g. happiness, gratitude, calmness) to help them connect actions to emotional responses.
8. Display all the completed water drops in the classroom. Leave room for extra water drops to be added as new students join the class.
9. Facilitate a whole class discussion reflecting on how our water drops are all showing how small acts make a big impact, as shown by the water drops in the collage.
10. Ask reflection question: How can one small act make someone's day better?
11. And with a class promise, e.g. This week, we will look for small acts that make a big difference.

DIFFERENTIATION

- Students can create their own individual water drops, representing how what kindness looks, feels and sounds like.
- Students can create more water drops to contribute to the class ripple.
- Students can offer peer support to other students.

Attachment A: Water drops



