

Bee bold, bee kind and speak up against bullying

Teaching and learning activity for students in Foundation to Year 2

OVERVIEW

This is a teaching and learning activity for Foundation – Year 2 to be delivered as part of the 2025 Bullying No Way: National week of action.

LEARNING INTENTION

We are learning to recognise when someone might need help and explore safe and kind actions we can take to support others who are feeling left out, hurt or treated unkindly.

RESOURCES

- Visual stimulus for lesson introduction (Attachment A)
- Individual bee template (15 per page) (Attachment B)
- Beehive template (1 per page) (Attachment C)
- Pencils or markers (lead or coloured, yellow and black)
- Scissors
- Glue or stapler
- A3 or 1 large piece of butcher's paper to display beehive and bees.

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: Identify and practise emotional responses that account for their own and others' feeling (ACPPS020)

Australian Curriculum Links (Version 9.0)

Foundation Year 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 how different situations influence emotional responses (AC9H2P03)

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 F-2 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.

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.



Learning Activity

INTRODUCTION (2 MINS)

- Show class the stimulus (Attachment A)
- Ask the class 'What do you see?' 'What is happening in this picture?' 'How would each of the people in this picture be feeling?'
- Read 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.'
- Read statement to the class – 'When we say something to help someone else that can help stop others from doing the wrong thing'.

CLASS DISCUSSION (10 MINS)

- Read statement to the class – 'It's very important to be kind and respectful to everyone at school. Being kind means using nice words, sharing and helping others when they need it. Being respectful means listening, taking turns and treating everyone the way you want to be treated. When we are kind and respectful, we make each other feel happy and safe. It also helps everyone enjoy school and have fun together. Remember, everyone deserves kindness and respect. When someone is different to you, it is important to be kind and to include them because that's what makes the world interesting and fun. We can learn new things from each other.'
- Ask the class some of the following questions:
 - Why is it important to be kind?
 - How can you show your classmates that you are a kind and respectful person?
 - How do you feel when others are kind and respectful to you?
 - What could you do if you see someone who is not being nice to someone else?
- Read statement to the class – '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)

- Student will make a hexagonal beehive collage to create a powerful visual statement about how we demonstrate respectful interaction by being bold, kind and speaking up for others:
 1. Copy Attachment B and cut the beehive template into individual hexagons.
 2. Print Attachment C and cut into individual bees (1 bee per student).
 3. Give each student one hexagon to draw a picture about being kind, respectful or helpful or write a word or message about "sharing", "taking turns", "listening".
- The class can display all the completed hexagons in the classroom. Teachers can leave room for extra hexagons to be added as new students join the class.
- The class can add a title to the collage 'Let's bee bold, bee kind and speak up against bullying' as a visual reminder for students.
- Teacher leads a whole class discussion reflecting on how the bees are all showing how they are kind and respectful, as shown by the bees in the collage.

DIFFERENTIATION

- Students can colour in a bee and add it to the hexagon when they show kindness or someone does something kind for them.
- Students can create their own individual bee stories, representing how they are kind and respectful to others.
- Students can create more bees to contribute to the class beehive.
- Students can offer peer support to other students.





