

# Teaching and learning activity

## For students in Years 7 to 12

### OVERVIEW

This resource provides a teaching guide for the Year 7 - 12 teaching and learning activity, delivered as part of the 2026 Bullying No Way: National week of action.

### LEARNING INTENTION

Students discuss, understand and practise using respect and empathy skills to recognise and perform small acts of kindness.

### RESOURCES

- Relationship web template (Attachment A – 2 per page) or A4 paper (1 per student)
- Pencils or markers (lead or coloured)
- Glue or stapler
- A3 or 1 large piece of butcher's paper to display webs

### 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 7 and 8 Health and Physical Education Content Descriptions**

*Personal, social and community health*

*Interacting with others:*

- Examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04)

#### **Personal and Social Capabilities**

Social awareness: [Empathy](#)

Social management: [Collaboration](#)

#### **Years 9 and 10 Health and Physical Education Content Descriptions**

*Personal, social and community health*

*Interacting with others:*

- Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04)

#### **Personal and Social Capabilities**

Social awareness: [Empathy](#)

Social management: [Collaboration](#)

#### **Australian Curriculum Links (Version 8.4)**

#### **Years 7 and 8 Health and Physical Education Content Descriptions**

*Interacting with others:*

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

#### **Years 9 and 10 Health and Physical Education Content Descriptions**

*Interacting with others:*

- Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)

#### **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 7 - 12, 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. When someone does a small act of kindness, this can have a big impact. Small, positive acts can help build strong connections and social skills which can help prevent bullying."

## CLASS DISCUSSION (10 mins)

Read the statement to the class:

"Today we are learning about how small acts can make a big difference. A small act of kindness can have a wide-reaching effect helping us all to feel accepted, respected, included and supported. When everyone works together to promote kindness and respect, this builds a more inclusive and supportive school environment."

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

1. What does respect look like in your daily interactions with friends, family or classmates?  
How can showing respect help prevent misunderstandings or conflicts?
2. What does empathy mean to you? How can it help you understand someone's feelings or experiences?  
Can you think of a time when showing empathy made a difference in a relationship?
3. How can small acts of kindness, like listening to or helping someone, show respect and empathy?  
Why do these small actions matter in building positive relationships?

These questions are designed to be open-ended, allowing students to explore their own experiences and perspectives while linking to the curriculum's focus on relationships, empathy, respect, and ethical decision-making.

## ACTIVITY (15 mins) & REVIEW (5 mins)

Examine how respect and empathy as small acts of kindness contribute to respectful relationships:

1. Provide each student with a Relationship Web (Attachment A) or a piece of paper and ask them to write their name in the centre of the page.
2. Around their name, write the names of people they have positive relationships with (friends, family, teachers, classmates).
3. Next to each name, write one specific act of kindness they can do to show respect or empathy in that relationship. For example:  
Friend: "Offer to help if they are struggling with something."  
Family member: "Help with chores without being asked."  
Teacher: "Pay attention and follow instructions to show you value their effort."  
Classmate: "Include them in group activities."
4. Discuss as a class:
  1. How do these relationships support your wellbeing?
  2. What qualities make these relationships positive?
  3. What is one small thing you could do to strengthen these relationships?
5. Students can share their webs in small groups or display in the classroom.

## DIFFERENTIATION

- If students are unable to participate, provide them with a task to support the group activity, such as filming the activity for sharing on school social media.
- The teacher can make up extra scenarios to prompt discussion, rather than asking students to share personal stories.
- Students can offer peer support to other students.

Attachment A: Relationship web

