



SOARING TOWARDS ZERO BULLYING



**STUDENT ACTIVITIES
RESOURCE PACK**



Created by Katie McIntyre
On behalf of Little Wings

DEAR EDUCATORS,

Welcome to the “Soaring Toward Zero Bullying” Teacher’s Guide, a comprehensive resource designed to support you in delivering a transformative and impactful ten-week program on kindness, empathy, and bullying prevention. We understand the pivotal role teachers play in shaping young minds and nurturing a safe and inclusive school environment.

This guide is your companion as you embark on this educational journey with your students. It provides you with a structured framework, lesson plans, and engaging activities to facilitate meaningful discussions and experiences that promote kindness and empathy. Together, we will equip students with the tools they need to stand up against bullying and create a culture of respect and inclusivity.

Throughout the program, you will find lesson ideas for each of the ten weeks, carefully crafted to align with educational objectives and promote thoughtful reflections. We recognize that every classroom is unique, and this guide offers the flexibility to adapt lessons to suit your students’ needs and your teaching style.

Our aim is to empower you as educators to inspire your students, fostering not only a deeper understanding of the program’s core principles but also a commitment to applying them in their daily lives. Together, we can create a lasting impact that extends beyond the classroom, shaping a generation of compassionate and empathetic individuals who will contribute to a kinder and more inclusive world.

Thank you for your dedication to this important cause. We are excited to join hands with you in the journey toward a future with zero tolerance for bullying.

WE KNOW IT’S THE
LITTLE THINGS
 THAT MAKE A
GIGANTIC

IMPACT

OVERVIEW OF THE STUDENT ACTIVITIES RESOURCE PACK

The Soaring Toward Zero Bullying program is a ten-week educational initiative designed to cultivate kindness, empathy, and bullying prevention among students.

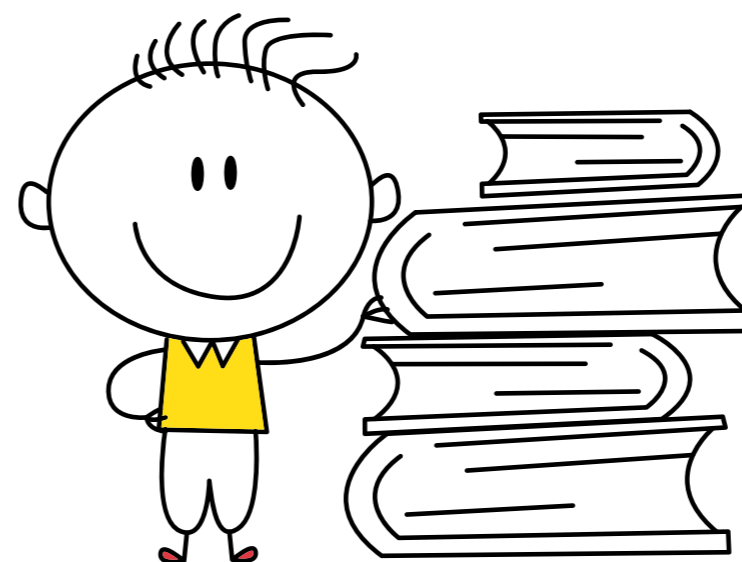
Aligned with the Australian Curriculum for Health and Physical Education, this program offers flexibility to adapt to individual classroom needs. Each week, students engage in structured lessons, activities, and discussions that explore various aspects of kindness, empathy, and bullying awareness. These lessons empower students to develop essential life skills and become advocates for a respectful and inclusive school culture. It’s a dynamic and adaptable resource that equips educators to make a lasting impact on their students’ social and emotional growth.

The Soaring Toward Zero Bullying program has been developed by Little Wings, a non-profit organization with a critical mission. Little Wings is dedicated to providing essential transport assistance to seriously ill children and their families in rural and regional areas of NSW, ACT, and QLD. Recognizing the significant challenges these families face, especially when their children require specialized medical care available only in major cities, Little Wings was established to alleviate their burdens. While Little Wings initially focused on assisting children

undergoing cancer treatment at The Children’s Hospital in Westmead, Sydney, its services have expanded to support seriously ill children receiving treatment at various medical institutions. This program reflects Little Wings’ commitment to supporting children facing serious illness and aims to promote a culture of kindness and empathy to create safer and more inclusive school environments.

Throughout the ten weeks, students embark on a journey of self-discovery and social growth. They explore various aspects of kindness, empathy, and bullying awareness, with each week building upon the last. The program aims to equip students with practical life skills and empower them to be champions of respect and inclusivity.

As students’ progress week by week, they delve into essential topics, from understanding different forms of bullying to discovering the diverse ways they can show kindness in their daily lives. The program culminates in an optional celebration, recognizing students’ achievements in cultivating a more compassionate and empathetic school culture. This program isn’t just about learning; it’s about actively embracing change and making a positive impact.



OVERVIEW OF THE PROGRAM



The following is an overview of the Soaring Toward Zero Bullying Program, which aligns with the Australian Curriculum, Health and Physical Education. This program is supported by the learning materials you will find in this Student Activities Resource Pack.

This 10-week program is designed for students in years 5-8 and aligns with the Australian Curriculum - Health and Physical Education, fostering a culture of respect, empathy, and inclusion while equipping students with valuable skills to address and prevent bullying. It includes detailed lesson plans for each of the 10 lessons for both upper and lower middle years learners as well as ideas for differentiation to enhance student learning. These lessons are a guide and can be adapted and modified to best suit the needs of the individual learners, the school and community.

WEEK	OVERVIEW
Week One Introduction	<ul style="list-style-type: none"> ▷ Overview of the program's purpose and goals. ▷ Establishing a safe and inclusive learning environment. ▷ Introduction to empathy
Week Two How Are People Different?	<ul style="list-style-type: none"> ▷ Exploring diversity and the uniqueness of individuals. ▷ Recognising differences in abilities, backgrounds, and experiences.
Week Three The Many Types of Difference	<ul style="list-style-type: none"> ▷ Delving deeper into various forms of diversity, including cultural, physical, and cognitive differences. ▷ Fostering awareness of different perspectives and backgrounds.
Week Four How We React to Difference	<ul style="list-style-type: none"> ▷ Discussing common reactions to differences, such as curiosity, fear, or discomfort. ▷ Encouraging open dialogue about feelings and reactions.
Week Five Understanding Our Reactions	<ul style="list-style-type: none"> ▷ Examining the reasons behind our reactions to differences. ▷ Promoting self-awareness and reflection.
Week Six How to React with Kindness	<ul style="list-style-type: none"> ▷ Introducing the concept of kindness as a response to differences. ▷ Discussing the positive impact of empathy and understanding.
Week Seven Ways to React with Kindness	<ul style="list-style-type: none"> ▷ Exploring practical ways to show kindness and support to others. ▷ Discussing the importance of inclusive language and behaviour.
Week Eight What Is Bullying?	<ul style="list-style-type: none"> ▷ Defining bullying and distinguishing it from other conflicts. ▷ Understanding the various forms of bullying, including verbal, physical, and cyberbullying.
Week Nine How to Respond to Bullying	<ul style="list-style-type: none"> ▷ Empowering students with strategies to respond to bullying, including seeking help from trusted adults. ▷ Promoting a culture of reporting and intervention.
Week Ten Demonstrating Our Learning	<ul style="list-style-type: none"> ▷ Students showcase what they've learned through creative projects, presentations, or discussions. ▷ Reflecting on personal growth and the importance of empathy and kindness.
Week Eleven (Optional) Celebrating Soaring Toward Zero Bullying	<ul style="list-style-type: none"> ▷ Closing ceremony to celebrate the successful completion of the program. ▷ Reinforcing the message of empathy, kindness, and zero tolerance for bullying. ▷ Optional Little Wings presentation.

LITTLE PEOPLE



PERSONALITIES



THE PROGRAM

The Soaring Toward Zero Bullying program has its roots deeply intertwined with Little Wings' core mission of supporting seriously ill children and their families.

Serious illnesses and injuries, coupled with the ensuing treatments, often usher in significant disruptions in children's lives. These impacts can vary in their subtlety, visibility, or intensity, but all hold the potential to disrupt a child's social and educational experiences.

Children contending with health challenges may find themselves intermittently absent from school, leading to decreased interactions with friends and social circles. This isolation can pose emotional challenges and, in certain cases, may expose children to instances of bullying. Children undergoing intensive medical treatments might appear distinct or require specific accommodations, which their peers may find challenging to comprehend.

The genesis of this program emanated from the inspiring journey of a young survivor who bravely shared her experience with bullying. Recognizing the pressing need to address the profound effects of bullying on children who may look or feel different due to their health conditions, Little Wings embarked on this endeavour. Our primary objective is to nurture empathy and understanding among children.

This program aims to instil in children the notion that kindness is a universal language, transcending disparities in appearance or life experiences. It is normal for children to feel uncertain or uneasy about what they don't comprehend, but we strive to empower them with strategies for responding to these differences with compassion rather than judgment or fear.

Furthermore, our program endeavours to educate children about how to respond when they witness acts of bullying. By championing empathy, imparting the value of kindness, and equipping them with tools to combat bullying, we aspire to create a more inclusive, supportive, and respectful environment, especially for children grappling with severe illnesses.

Soaring Toward Zero Bullying represents an extension of our unwavering commitment to making a tangible difference in the lives of ill children. We firmly believe that through education, empathy, and acts of kindness, we can contribute to cultivating a more compassionate and inclusive world for all children, irrespective of the unique challenges they face.

CURRICULUM LINKS TO THE ACHIEVEMENT STANDARDS

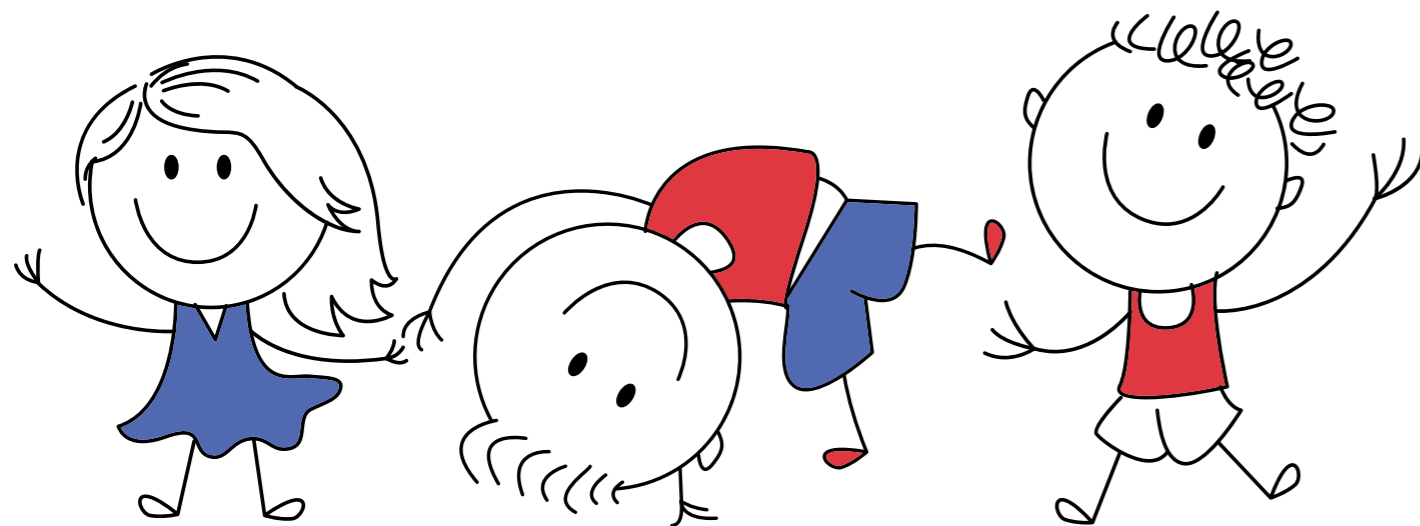
The Soaring Toward Zero Bullying Program supports the following Achievement Standards of the Australian Curriculum - Health and Physical Education in the Health and Physical Education F-10 Strand: Personal, Social and Community Health. The program aligns with the achievement standards for The Australian Curriculum - Health and Physical Education for students in years 6 to 8 including the following achievement standards.

YEAR 5 – 6 ACHIEVEMENT STANDARD

By the end of Year 6, students explain how different factors influence identities. They propose strategies to manage emotions, developmental changes and transitions. They propose strategies to demonstrate respect, empathy and inclusion. They explain how stereotypes influence roles and responsibilities. Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and evaluate the impact on movement outcomes. Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing. They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

YEAR 7 – 8 ACHIEVEMENT STANDARD

By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.



CURRICULUM LINKS TO THE AUSTRALIAN CURRICULUM CONTENT

The Soaring Toward Zero Bullying Program supports the following content of the Australian Curriculum - Health and Physical Education in the Health and Physical Education F-10 Strand: Personal, Social and Community Health.

SUB STRAND	YEAR 5-6	YEAR 7-8
Being healthy, safe and active sub-strand	Help-seeking: Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) – Making healthy and safe choices: Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	Help-seeking: Practise and apply strategies to seek help for themselves or others (ACPPS072) – Making healthy and safe choices: Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)
Communicating and interacting for health and wellbeing sub-strand	Interacting with others: Practise skills to establish and manage relationships (ACPPS055) – Understanding emotions: Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	Interacting with others: Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074) – Understanding emotions: Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)

WEEK ONE



LEARNING OBJECTIVE

Students will be able to understand the program's overarching purpose and goals, recognize the importance of establishing a safe and inclusive learning environment, and grasp the concept of empathy and its significance in fostering positive relationships and preventing bullying.

PRIOR LEARNING

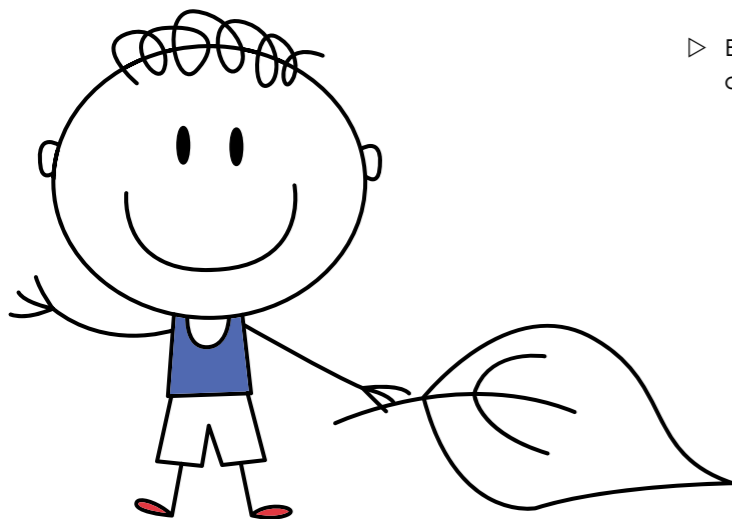
Students in years 5-8, should have an initial understanding of the following concepts related to the learning objective.

1. Understanding Respect:

Prior to introducing the concept of empathy, students should have a foundational understanding of respect for others. They should know that treating others with kindness and respect is important.

2. Understanding Emotions:

Students should have basic knowledge of different emotions and how to identify and express them. This can serve as a foundation for discussing empathy and understanding others' feelings.



LOWER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 GOAL POSTER

- ▷ Provide each student with a sheet of paper and art supplies.
- ▷ Ask students to create a "Goal Poster" that visually represents the program's purpose and goals.
- ▷ Students can use drawings, words, and images to convey their understanding of what it means to have a safe and inclusive learning environment and the importance of empathy in achieving these goals.

ACTIVITY 2 CLASSROOM EXPECTATIONS DISCUSSION

- ▷ Have a class discussion about what it means to establish a safe and inclusive learning environment.
- ▷ Ask students to brainstorm a list of specific expectations or rules that contribute to a safe and inclusive classroom.
- ▷ Record these expectations on a whiteboard or chart paper.

ACTIVITY 3 EMPATHY STORIES

- ▷ Select a short story or anecdotes that highlight moments of empathy, kindness, or understanding.
- ▷ Read the story aloud to the class.
- ▷ After the story, facilitate a group discussion about the characters' actions and emotions, emphasizing the concept of empathy.
- ▷ Encourage students to share their own experiences of showing or receiving empathy.

UPPER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 PROGRAM GOALS DISCUSSION

- ▷ Begin the lesson by providing a brief overview of the program's goals.
- ▷ Engage students in a focused discussion about the significance of the program's goals in creating a positive school environment.
- ▷ Facilitate a class brainstorming session where students share their thoughts and perspectives on how these goals can impact their own school experiences.

ACTIVITY 2 INCLUSIVE CLASSROOM STRATEGIES

- ▷ Divide the class into small groups and provide each group with a set of scenarios related to inclusion and diversity.
- ▷ In their groups, students discuss and generate specific strategies or actions that can be implemented to ensure a safe and inclusive classroom.
- ▷ Each group presents one or two key strategies to the class.
- ▷ Collaboratively create a brief "Inclusive Classroom Charter" on the whiteboard or a shared document based on the presented strategies. Highlight key ideas, and ask for student input on additional items.

ACTIVITY 2 EMPATHY CASE STUDIES

- ▷ Provide students with a selected real-world case study that involves a complex interpersonal situation related to empathy, diversity, or inclusion.
- ▷ In pairs or small groups, students analyze and discuss the case study, focusing on the perspectives, emotions, and empathetic responses of the individuals involved.
- ▷ Each group shares their insights and potential empathetic solutions with the class, aiming for a brief presentation of their findings.
- ▷ Conclude the activity with a class discussion, where students reflect on the importance of empathy in addressing real-life challenges and conflicts.

OPPORTUNITIES TO ADAPT THE ACTIVITIES TO SUPPORT DIVERSE LEARNERS

WORD WALL ACTIVITY

Create a "Word Wall" in the classroom with key vocabulary words related to empathy and inclusivity, such as:



EMPATHY ROLE-PLAY

Divide the class into pairs or small groups and provide each group with a scenario involving a common social or emotional challenge, such as a disagreement between friends or a new student joining the class.

OPTIONAL FORMATIVE ASSESSMENT TASK

THINK-PAIR-SHARE REFLECTION

Instruct students to individually reflect on the following question:

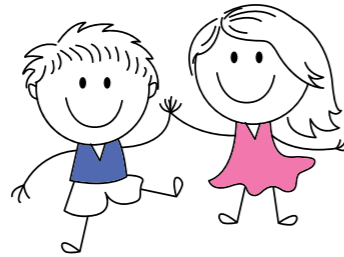
"How can empathy positively impact our classroom environment?"

After a brief individual reflection, have them pair up with a classmate to discuss their thoughts and insights. Finally, each pair should share one key idea or strategy for promoting empathy in the classroom with the whole class. This task assesses students' understanding of empathy's role in fostering a positive classroom environment and encourages collaborative discussion and sharing of ideas.

WEEK ONE



SOARING TOWARD ZERO BULLYING STUDENT WORKSHEET 1



A STORY ABOUT EMPATHY

In a local school in rural New South Wales, Australia, there was a year six student named Grace. Everyone knew Grace for her incredible kindness and her special way of making friends with people with everyone around her. She had a real knack for understanding and helping those who needed it the most and would often offer kindness to others.

One hot and humid morning, in the school playground Grace noticed one of her classmates named Will sitting by himself away from everyone else. Will had just returned to school after some time away due to a serious car accident. The accident had left him with some scars, and he looked a bit different from before. Will had also become a lot quieter and didn't get involved in activities as much as before.

Grace couldn't bear to see Will feeling alone so she gave him a friendly smile and asked him to come and join her group of friends. Will's face lit up with surprise and joy and he eagerly nodded, happy to have a chance to make new friends.

The friends decided to play a game of touch footy. During the game, Grace made sure Will was included and she often passed him the ball. When Will had the ball, she slowed down a bit to give him the chance to pass the ball. Grace and her friends cheered Will on when he scored a try, showing kindness to their new friend. Soon, the other kids followed Grace's lead, and Will started to feel like he truly belonged.

As the school year went on, Grace's kindness caught on like wildfire. The school turned into a place where every student, no matter how they looked or the challenges they faced, felt valued and included. Bullying became rare, and the school became known for being a place where everyone understood and cared for each other. Will, too, grew in confidence as he had found a group of friends who truly appreciated him for who he was, inside and out.



A REAL-WORLD CASE STUDY

Little Wings is an organisation that flies children who are seriously ill and live in the bush to the city where they can receive the treatment they need in city-based hospitals. Sometimes, children experience long periods of time away from school because they need to get treatment so often.

Abbie was one of those children. Abbie was in year 7 at the time of her illness and she flew with Little Wings often. She missed a lot of school when she was having her treatments which made her feel sad and lonely. She missed parties, and excursions and time with her friends. Abbie's classmates though understood how she felt and showed empathy. They learned about her illness and they sent her get-well cards with funny jokes and cheerful messages.

They also had lessons that were just for her when she came back to school and made sure she was included in the activities they were doing. Abbie didn't look different on the outside but on the inside, she felt different because of her illness. With the help of her school and her classmates Abbie was able to start to feel better and to feel like she belonged.

WEEK TWO



LEARNING OBJECTIVE

Students will be able to explore diversity and appreciate the uniqueness of individuals, as well as recognize differences in abilities, backgrounds, and experiences.

PRIOR LEARNING

Students in years 5-8, should have an initial understanding of the following concepts related to the learning objective.

- 1. Introduction to Diversity:**
Students should have prior exposure to the concept of diversity, understanding that it encompasses differences in race, culture, abilities, and more.
- 2. Respect for Differences:**
Students should have a foundational understanding of respecting and valuing differences in people, including recognizing that everyone is unique.

LOWER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 DIVERSITY STORYTELLING CIRCLE

- ▷ Have students sit in a circle.
- ▷ Provide each student with a blank piece of paper and coloured markers.
- ▷ Instruct students to think of a personal experience where they encountered diversity or witnessed someone's unique background, ability, or experience.
- ▷ Ask them to illustrate this experience on their paper with a drawing and a short caption or description.
- ▷ Once everyone has finished their drawings, go around the circle and have each student share their illustration and briefly explain the story behind it.
- ▷ Encourage classmates to ask questions or express their thoughts after each sharing.
- ▷ Emphasize the importance of listening with empathy and respect while learning about each other's diverse experiences.

ACTIVITY 2 DIVERSITY REFLECTION JOURNALS

- ▷ Distribute blank journals or notebooks to students.
- ▷ Ask students to spend a few minutes reflecting on and writing about a time when they encountered someone who was different from them in terms of abilities, backgrounds, or experiences.
- ▷ Encourage them to describe their feelings, thoughts, and how they reacted in that situation.
- ▷ After writing, invite students to share their reflections with a partner or in a group discussion.
- ▷ Emphasize the value of reflecting on personal experiences to better understand diversity.

UPPER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 DIVERSITY DISCUSSION CIRCLES

- ▷ Divide the class into small discussion circles of 4-6 students each.
- ▷ Provide a list of thought-provoking questions related to diversity, such as "What does diversity mean to you?" or "How can we celebrate our differences?"
- ▷ Instruct each circle to choose a question and engage in a structured discussion, ensuring that everyone has an opportunity to share their thoughts and perspectives.
- ▷ Afterward, invite a representative from each circle to share the key takeaways or insights with the whole class.

ACTIVITY 2 DIVERSITY REFLECTION ESSAYS

- ▷ Provide students with a list of diverse individuals who have made significant contributions to society, such as activists, artists, scientists, or historical figures from various backgrounds.
- ▷ Ask each student to choose one individual from the list and research their life and achievements.
- ▷ Instruct students to write a short essay that not only presents the individual's accomplishments but also reflects on the importance of diversity in their story.
- ▷ Encourage students to discuss how recognizing and celebrating differences can lead to positive change and innovation.

OPPORTUNITIES TO ADAPT THE ACTIVITIES TO SUPPORT DIVERSE LEARNERS

DIVERSITY STORYTELLING CARDS

- ▷ Create a set of diversity storytelling cards with images representing various aspects of diversity, such as:



- ▷ Instruct students to pick a card randomly and use the image as a starting point for sharing a personal story or experience related to diversity.

DIVERSITY GALLERY WALK WITH ACCOMMODATIONS

- ▷ Organize a diversity gallery walk where students can view and discuss various forms of diversity through visual displays, posters, or multimedia presentations.
- ▷ For diverse learners who may have visual or auditory impairments, provide alternative formats such as tactile materials, audio descriptions, or accessible digital versions of the displays.

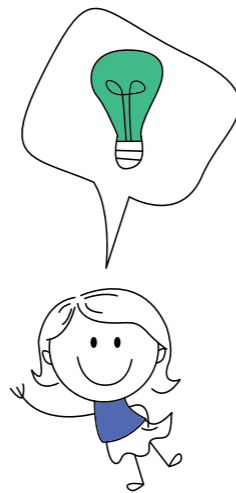
OPTIONAL FORMATIVE ASSESSMENT ACTIVITY

DIVERSITY MIND MAP

- ▷ Provide each student with a blank sheet of paper or access to a digital mind mapping tool.
- ▷ Instruct students to create a mind map centered around the topic of "Diversity." They should include key concepts, terms, or ideas related to diversity, recognizing differences, and promoting inclusivity.
- ▷ Encourage students to use visuals, keywords, and short phrases to represent their understanding of the topic. They can include categories such as "Types of Diversity," "Importance of Empathy," or "Inclusive Behaviours."

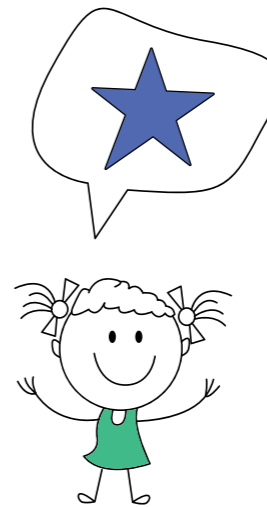
WEEK TWO

SOARING TOWARD ZERO BULLYING STUDENT WORKSHEET 1



DIVERSITY QUESTION CARDS

How can we celebrate and learn from the different backgrounds and experiences of our classmates?	What stereotypes have you heard about people from different backgrounds, and how can we challenge those stereotypes?	How does diversity make our community stronger?
What are some ways we can show kindness and respect to people who are different from us?	How do you think our school would be different if everyone was exactly the same?	Why is it important to learn about different cultures and traditions?
Can you name some things that make people different from each other?	What does the word "diversity" mean to you?	Why is it essential to listen to and learn from people who have experiences different from our own?



DIVERSE INDIVIDUALS CARDS

<p>Mahatma Gandhi</p> <p>Known for his nonviolent resistance, Gandhi led India to independence from British rule and promoted civil rights and freedom for all.</p>	<p>Mother Teresa</p> <p>This Catholic nun devoted her life to helping the poor and sick in Calcutta, India, and received the Nobel Peace Prize for her humanitarian work.</p>	<p>Kofi Annan</p> <p>The former Secretary-General of the United Nations, Annan worked to promote peace, conflict resolution, and humanitarian efforts worldwide.</p>
<p>Ellen DeGeneres</p> <p>The comedian and talk show host has used her platform to advocate for LGBTQ+ rights and inspire kindness and generosity.</p>	<p>Jane Goodall</p> <p>A renowned primatologist, Goodall's work has raised awareness about chimpanzees and conservation efforts.</p>	<p>Stephen Hawking</p> <p>A theoretical physicist and cosmologist. He continued his research and advocacy for science even after being diagnosed with ALS and using a wheelchair.</p>
<p>Helen Keller</p> <p>Despite being deaf and blind from a young age, she learned to communicate and became an advocate for people with disabilities.</p>	<p>Cathy Freeman</p> <p>Cathy Freeman is one of Australia's most celebrated athletes and is known for her advocacy for Indigenous rights and reconciliation in Australia.</p>	<p>Dalai Lama</p> <p>The spiritual leader of Tibetan Buddhism promotes peace, compassion, and tolerance worldwide.</p>

WEEK THREE



LEARNING OBJECTIVE

Students will delve deeper into various forms of diversity, including cultural, physical, and cognitive differences. They will foster awareness of different perspectives and backgrounds.

PRIOR LEARNING

Students in years 5-8, should have an initial understanding of the following concepts related to the learning objective.

- Diversity Familiarity:**
Students should already have a basic understanding of diversity and the various forms it can take, such as cultural, physical, and cognitive differences.
- Respect and Perspective:**
Prior knowledge about the importance of respecting others and considering different points of view can lay the groundwork for deeper exploration of diverse perspectives and backgrounds.

LOWER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 DIVERSITY BINGO

- ▷ Create bingo cards with different diversity-related terms or characteristics in each square (e.g., “different languages spoken,” “uses a wheelchair,” “likes different foods,” “wears glasses,” “plays a musical instrument,” “celebrates different holidays,” etc.).
- ▷ Distribute the bingo cards to students and explain the rules: They need to talk to their classmates and find someone who matches each description on their card. Once they find a match, that person signs the square.
- ▷ Encourage students to interact with their peers and ask questions to discover the unique qualities and experiences of their classmates.
- ▷ Once a student fills their bingo card (or a row/ column), they can share what they’ve learned about their classmates with the class. This activity fosters awareness of various forms of diversity and encourages respectful conversations.

ACTIVITY 2 PERSPECTIVE SWAP

- ▷ Prepare scenarios or short stories that involve characters from diverse backgrounds, each with their unique perspectives and experiences. These stories should be relatable to students’ lives.
- ▷ Divide the class into small groups and assign each group one of the scenarios or stories.
- ▷ Ask each group to discuss the story from the perspective of the character(s) involved. What do they think and feel? What challenges and experiences might they have?
- ▷ Have each group share their discussions with the whole class. Encourage students to compare and contrast the different perspectives and backgrounds portrayed in the scenarios.
- ▷ Facilitate a class discussion about the importance of understanding and respecting different viewpoints. Emphasize that everyone’s perspective is shaped by their unique background and experiences.

UPPER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 CULTURAL EXCHANGE FAIR

- ▷ Divide the class into small groups, and assign each group a different country or culture to research and represent.
- ▷ Instruct each group to create a booth or presentation about their assigned culture. They should include information about customs, traditions, food, clothing, and any other relevant aspects.
- ▷ Organize a “Cultural Exchange Fair” where each group sets up their booth or presentation in the classroom or a designated area.
- ▷ Students from other groups visit each booth and engage with the presentations, asking questions and learning about different cultures.
- ▷ After the fair, have a class discussion about what students learned, emphasizing the value of cultural diversity and understanding.

ACTIVITY 2 IDENTITY MAP

- ▷ Provide each student with a blank sheet of paper and art supplies (markers, coloured pencils, etc.).
- ▷ Instruct students to create an “Identity Map” on the paper. They should draw a large circle in the centre and write their name inside it.
- ▷ Around the circle, students should draw branches or lines, each representing an aspect of their identity. These aspects can include family, culture, hobbies, interests, values, beliefs, and any other elements that define who they are.
- ▷ Encourage students to decorate and label each branch with details about their identity.
- ▷ After completing their identity maps, students can share them with the class, explaining the significance of each aspect they included.
- ▷ Facilitate a discussion about how diverse identities contribute to the richness of the classroom and the importance of respecting and understanding each other’s backgrounds and experiences.

OPPORTUNITIES TO ADAPT THE ACTIVITIES TO SUPPORT DIVERSE LEARNERS

MULTILINGUAL SUPPORT

- ▷ To cater to students with diverse language backgrounds, consider providing multilingual support during activities focused on cultural exploration and identity sharing.
- ▷ Identify students in the class who may require multilingual support or have English as a second language (ESL).
- ▷ Assign bilingual or multilingual student buddies to work with those who need assistance, facilitating communication and translation as needed.

DIFFERENTIATED ROLES AND RESPONSIBILITIES

- ▷ Recognize that students possess varying strengths and preferences when engaging in group activities. Customize roles and responsibilities to accommodate diverse learners.
- ▷ Assess students’ strengths and preferences before starting group activities.
- ▷ Assign differentiated roles within each group to cater to diverse talents. For example, designate roles like information gatherer, visual creator, or analytical thinker.

OPTIONAL FORMATIVE ASSESSMENT ACTIVITY

DIVERSE PERSPECTIVES GALLERY

- ▷ Prepare a set of posters or visual materials that depict various aspects of diversity, including cultural, physical, and cognitive differences.
- ▷ Each poster should have a brief description or scenario related to diversity.
- ▷ Arrange the posters around the classroom or in a designated area. Divide the students into small groups and instruct each group to start at one poster and explore the scenario or description of each.

WEEK THREE



SOARING TOWARD ZERO BULLYING STUDENT WORKSHEET 3

BINGO CARDS



Has used a wheelchair

(name)

Plays a musical instrument

(name)

Has travelled to another country

(name)

Has curly hair

(name)

Is left-handed

(name)

Can ride a bike

(name)

Wears glasses

(name)

Has a different religion

(name)

Has a unique hobby

(name)

Has freckles

(name)

Has a birthmark

(name)

Has been to hospital

(name)

Has a pet of a different species

(name)

Has a different hairstyle or hair colour

(name)

Has a different favourite colour

(name)

Has a different eye colour from their siblings

(name)

WEEK FOUR



LEARNING OBJECTIVE

Students will discuss common reactions to differences, such as curiosity, fear, or discomfort, and encourage open dialogue about feelings and reactions.

PRIOR LEARNING

Students in years 5-8, should have an initial understanding of the following concepts related to the learning objective.

- 1. Emotion Awareness:**
Students should have prior knowledge of different emotions and an understanding of how to identify and express them.
- 2. Respect and Openness:**
Prior learning experiences related to respecting others' feelings and being open to discussing sensitive topics can be helpful.

LOWER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 EMOTION CHARADES

- ▷ Prepare a set of emotion cards with various emotions written on them, including curiosity, fear, discomfort, happiness, surprise, and empathy.
- ▷ Arrange the students in a circle or sit them in a way that everyone can see each other.

- ▷ Explain that you will be playing a modified game of charades. Each student will take turns drawing an emotion card and expressing that emotion through non-verbal cues (facial expressions, body language, gestures). The rest of the class will guess which emotion is being acted out.
- ▷ After each round, engage in a brief discussion about the guessed emotion. Ask questions like:

How did you recognize the emotion?

Have you ever felt this emotion in response to someone's differences?

What can we learn from understanding and acknowledging these emotions?

- ▷ Encourage students to openly share their thoughts and experiences related to the discussed emotions. Create a safe and non-judgmental environment for sharing.

ACTIVITY 2 CLASSROOM EXPECTATIONS DISCUSSION

- ▷ Provide magazines, newspapers, scissors, glue sticks, and large sheets of paper for each student.
- ▷ Begin with a brief discussion about feelings and reactions to differences. Share examples of common reactions like curiosity, fear, or discomfort. Explain that it's normal to have these emotions, but it's essential to explore and understand them.
- ▷ Instruct students to create a collage on their large sheets of paper that represents their feelings and reactions to differences. They can cut out images or words from the magazines and newspapers that resonate with them.
- ▷ After completing their collages, allow each student to share their creation with the class. Encourage them to explain the elements they chose and why. This can lead to discussions about empathy and understanding.
- ▷ Conclude the activity with a class discussion on the importance of acknowledging and discussing these emotions openly. Emphasize the role of empathy in bridging gaps caused by differences.

UPPER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 PERSPECTIVES COLLAGE

- ▷ Provide magazines, newspapers, scissors, glue, and large sheets of poster paper.
- ▷ Instruct students to create a collage that represents their initial reactions to differences and their reasons behind these reactions.
- ▷ They can cut out images, words, or phrases from the provided materials to construct their collages.
- ▷ Encourage students to think critically about why they might react in certain ways to differences and how these reactions may be influenced by their background, experiences, or beliefs.
- ▷ After completing their collages, have students share their creations with the class and explain the symbolism and meaning behind their choices.
- ▷ Facilitate a class discussion on the diversity of perspectives and reactions within the classroom, highlighting the importance of self-awareness and understanding one's reactions to differences.

ACTIVITY 2 THE EMPATHY LETTER

- ▷ Assign students to write a letter to themselves, reflecting on a time when they reacted to someone's differences and what they learned from that experience.
- ▷ Instruct them to be honest and self-reflective in their letters, discussing their initial thoughts, feelings, and the reasons behind their reactions.
- ▷ Encourage students to explore how their perspectives may have evolved or changed since that time.
- ▷ After completing their letters, have students seal them in envelopes addressed to their future selves.
- ▷ Collect the letters and keep them in a safe place, to be returned to students at a later date (e.g., several months or at the end of the school year).
- ▷ When the letters are returned, provide students with the opportunity to read and reflect on their past thoughts and feelings, emphasizing the importance of self-awareness and personal growth in understanding differences.

OPPORTUNITIES TO ADAPT THE ACTIVITIES TO SUPPORT DIVERSE LEARNERS

DIFFERENTIATED REFLECTION OPPORTUNITIES

Recognizing that students in years 5-8 may have varying abilities and comfort levels when it comes to expressing their emotions and reactions, provide differentiated reflection opportunities. Allow students to choose between written reflections, artistic expressions, or verbal discussions. This accommodates diverse learning styles and preferences, ensuring that all students can engage meaningfully with the content.

PEER SUPPORT AND COLLABORATIVE LEARNING

Foster a classroom environment where peer support and collaborative learning are encouraged. Pair students with different abilities or backgrounds to work together on activities. This not only promotes inclusivity but also provides opportunities for students to learn from each other's perspectives and experiences. Pairing students who may need additional support with those who are more confident can enhance their understanding of the material.

OPTIONAL FORMATIVE ASSESSMENT TASK

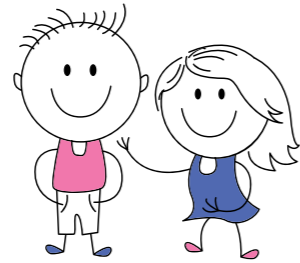
FEELINGS COLLAGE PRESENTATION

In this formative assessment, students create a collage representing their feelings and reactions to differences. After completing their collages, each student presents their creation to the class, explaining the elements they chose and the reasons behind their choices. This activity allows students to showcase their understanding of common reactions to differences, such as curiosity, fear, or discomfort.

WEEK FOUR



SOARING TOWARD ZERO BULLYING STUDENT WORKSHEET 4



EMOTION CARDS



Happiness



Fear



Love



Guilt



Embarrassment



Confusion



Surprise



Contentment



Sadness



Disgust



Jealousy



Curiosity



Boredom



Pride



Anger



Excitement

WEEK FIVE



LEARNING OBJECTIVE

Students will examine the reasons behind their reactions to differences, promoting self-awareness and reflection.

PRIOR LEARNING

Students in years 5-8, should have an initial understanding of the following concepts related to the learning objective.

- 1. Emotion Awareness:**
Students should have a foundational understanding of different emotions and how to recognize and express them.
- 2. Reflective Practices:**
Prior exposure to reflection as a tool for self-awareness and personal growth can serve as a foundation for examining reasons behind reactions to differences.

LOWER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 EMPATHY SKITS

- ▷ Divide the class into small groups.
- ▷ Provide each group with a scenario involving a diversity-related situation, such as a conflict arising from a misunderstanding between individuals from different cultural backgrounds or a group project involving students with various abilities.

- ▷ Instruct each group to create a short skit that portrays the scenario and demonstrates how empathy can be applied to resolve the situation positively.
- ▷ Allow time for groups to prepare their skits, and encourage creativity in their presentations.
- ▷ After all groups have performed their skits, facilitate a class discussion. Ask students to identify the key empathy-related actions and behaviours depicted in each skit and discuss how these actions contributed to resolving the scenario.

ACTIVITY 2 EMPATHY WALK

- ▷ Set up a series of stations around the classroom, with each station representing a different aspect of diversity. For example, one station might focus on cultural diversity, another on physical abilities, and another on gender diversity.
- ▷ At each station, place a visual prompt or artifact that symbolizes that aspect of diversity. For instance, at the cultural diversity station, you could display flags or images from various countries.
- ▷ Divide the class into small groups and assign each group to a starting station.
- ▷ Instruct each group to spend a few minutes at their assigned station, observing the visual prompt and discussing their initial thoughts and questions about the represented diversity aspect.
- ▷ After the allotted time, have each group rotate to the next station and repeat the process.
- ▷ Continue rotating the groups until they have visited all the stations.
- ▷ Conclude the activity with a whole-class discussion. Encourage students to share their observations, reflections, and any changes in their perspective regarding diversity and empathy as a result of the activity.

UPPER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 EMPATHY INTERVIEWS

- ▷ Divide the class into pairs, with each pair consisting of two students who are not close friends.
- ▷ Provide each pair with a set of interview questions related to empathy and understanding differences.
- ▷ Instruct the students to take turns interviewing each other, discussing their experiences, perspectives, and thoughts on the importance of empathy in their lives.
- ▷ After the interviews, have each student share something they learned about their partner's experiences or perspective that they were previously unaware of.
- ▷ Facilitate a class discussion based on these interviews, focusing on how empathy can bridge gaps and foster understanding among individuals with different backgrounds and perspectives.

ACTIVITY 2 EMPATHY THROUGH ART

- ▷ Provide art supplies such as drawing materials, paints, and craft materials.
- ▷ Assign each student to create an artwork that represents empathy and understanding of diversity.
- ▷ Encourage students to think creatively and use symbolism to convey their messages.
- ▷ Once the artworks are complete, organize an art gallery within the classroom, where students can display their pieces.
- ▷ Instruct students to do a gallery walk, during which they view and appreciate each other's artworks.
- ▷ After the gallery walk, hold a reflective discussion about the power of art as a tool for expressing empathy and promoting awareness of diversity.
- ▷ Discuss how the different artworks conveyed empathy and what messages or emotions they evoked in viewers.

OPPORTUNITIES TO ADAPT THE ACTIVITIES TO SUPPORT DIVERSE LEARNERS

ALTERNATIVE PRESENTATION FORMATS

Recognize that students in years 5-8 may have varying communication preferences and abilities. Allow students to choose from various presentation formats for their empathy skits or art projects. Some students may excel at acting out scenarios, while others might prefer expressing themselves through visual art or written reflections. Offering flexibility ensures that all students can participate meaningfully and play to their strengths.

MIXED-ABILITY PAIRINGS

In both the empathy interviews and empathy walk activities, consider implementing mixed-ability pairings. Pair students who may need additional support or accommodations with those who have stronger communication or social skills. This fosters an inclusive learning environment where students can learn from each other's experiences and perspectives, and it provides support for those who may benefit from peer assistance.

OPTIONAL FORMATIVE ASSESSMENT ACTIVITY

EMPATHY INTERVIEWS

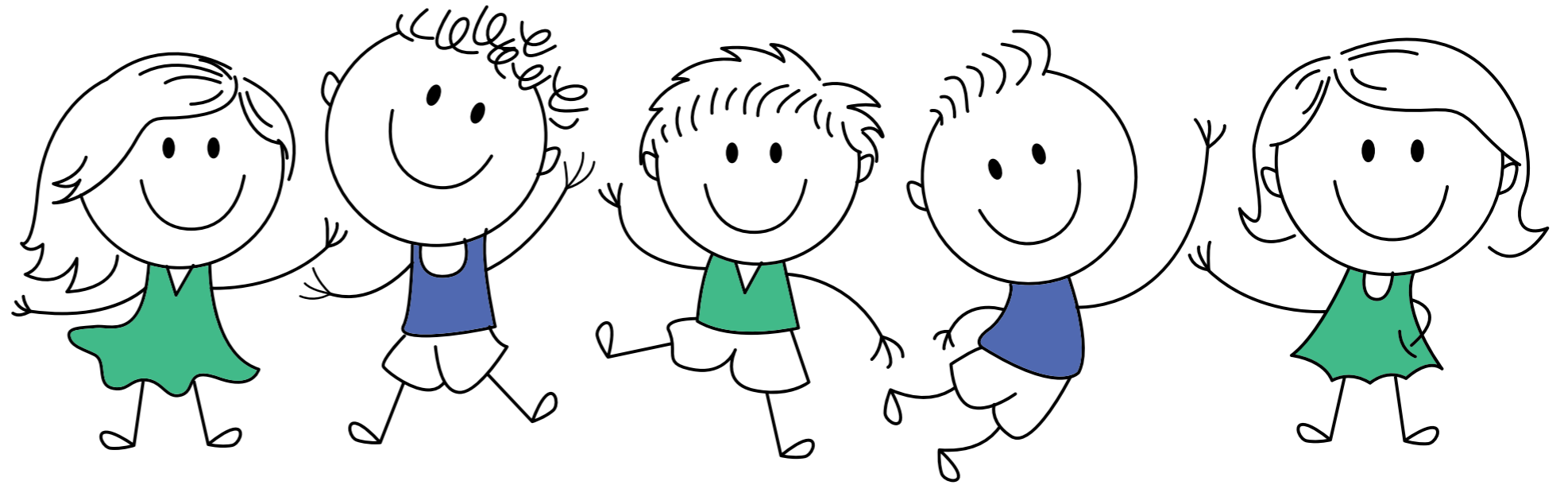
In this formative assessment, students engage in empathy interviews with their peers. Paired with someone they are not close friends with, each student takes turns interviewing and discussing their experiences, perspectives, and thoughts related to empathy and understanding differences. Through these interviews, students demonstrate their ability to examine the reasons behind their reactions to differences, promoting self-awareness and reflection as per the learning objective.

WEEK FIVE



SOARING TOWARD ZERO BULLYING STUDENT WORKSHEET 5

DIVERSITY SCENARIOS



In a school project, one student from a different country suggests a unique idea. Some classmates dismiss it due to language barriers, but they later realize it's brilliant, promoting cultural inclusion.

During a sports game, a team member with a disability is initially underestimated. Their skills shine, highlighting the importance of inclusivity.

A deaf classmate joins a science project group, and everyone learns to use sign language to communicate effectively.

A classmate who is currently sick participates in virtual classes, reminding us all to support each other during challenging times.

In a cultural exchange program, a misunderstanding about food customs leads to laughter and learning, fostering intercultural friendships.

During a class discussion, students with diverse abilities collaborate to solve a problem, showcasing the strength of diverse perspectives.

During a class discussion, a student who survived burns shares their experiences, teaching everyone about resilience and the importance of kindness.

In the school talent show, a blind student sings beautifully, and their friends help them navigate the stage confidently.

WEEK SIX



LEARNING OBJECTIVE

Students will be introduced to the concept of kindness as a response to differences and discuss the positive impact of empathy and understanding.

PRIOR LEARNING

Students in years 5-8, should have an initial understanding of the following concepts related to the learning objective.

- Empathy Awareness:**
Students should have prior knowledge of what empathy is and how it involves understanding and sharing the feelings of others.
- Respect and Kindness:**
Previous discussions or lessons related to showing kindness and respect toward others can provide context for introducing kindness as a response to differences.

LOWER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 EMPATHY BRAINSTORM

- ▷ As a whole class, initiate a brainstorming session about the concept of empathy.
- ▷ Ask students open-ended questions to stimulate their thoughts about empathy, such as:

What does empathy mean to you?
Why is empathy important?

- ▷ Encourage students to share their thoughts, ideas, and personal experiences related to empathy.
- ▷ Write down key points and responses on the board or a shared document, creating a collective understanding of empathy.
- ▷ Facilitate a class discussion on how empathy relates to responding to differences and the positive impact it can have on individuals and the classroom community.

ACTIVITY 2 KINDNESS CHALLENGE

- ▷ Create a "Kindness Challenge" board or chart with various acts of kindness listed, such as helping a peer, complimenting someone, or including others in activities.
- ▷ Discuss the concept of kindness as a response to differences and the positive impact it can have on individuals and the classroom community.
- ▷ Assign students to complete a certain number of kindness challenges within a set time frame (e.g., a week).
- ▷ Encourage students to reflect on how their acts of kindness made them feel and how it might have positively affected others.
- ▷ Provide opportunities for students to share their experiences and reflections with the class.

UPPER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 REAL-LIFE EMPATHY STORIES

- ▷ Share real-life stories or case studies that highlight instances of empathy and its positive outcomes in various situations, such as helping someone in need, supporting a friend, or resolving conflicts through empathy.
- ▷ After each story, facilitate a class discussion to analyze the role of empathy in these situations, the impact it had on individuals involved, and the broader community.
- ▷ Encourage students to share their thoughts on how they can apply empathy in their own lives and respond to differences in a more understanding and compassionate way.

ACTIVITY 2 ROLE-PLAY AND REFLECTION

- ▷ Divide the class into small groups, and provide each group with a scenario that involves a difference or diversity-related situation, such as a conflict arising from a misunderstanding of cultural differences.
- ▷ Assign roles to students within each group, including roles for characters involved in the scenario as well as observers.
- ▷ Instruct each group to perform a role-play based on the scenario, with students acting out the characters' reactions and interactions.
- ▷ After each role-play, the observers should provide feedback on the characters' reactions and behaviours. They should also share their own reflections on how they would have reacted differently in the same situation.
- ▷ Rotate roles within the group, allowing different students to play the characters and observers in subsequent scenarios.
- ▷ Conclude the activity with a class discussion where each group shares their reflections and insights. Discuss the importance of self-awareness in understanding and improving reactions to differences.

ACTIVITIES TO SUPPORT DIVERSE LEARNERS

VISUAL AIDS

Recognize that students have various learning styles and may benefit from visual aids during the brainstorming session. Consider using images, diagrams, or mind maps alongside verbal discussions to help students grasp the concept of empathy. Visual aids can make the abstract idea of empathy more concrete and accessible to visual learners.

PEER COLLABORATION

In the role-play and reflection activity, consider allowing students to collaborate with peers who may require additional support. Pairing students who have a deeper understanding of empathy with those who may need guidance can provide a scaffolded learning experience. This promotes inclusive learning and allows students to learn from their peers.

OPTIONAL FORMATIVE ASSESSMENT ACTIVITY

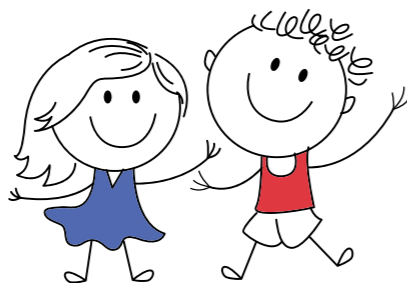
REAL-LIFE EMPATHY STORIES

In this formative assessment, students engage in discussions and reflections based on real-life empathy stories. The teacher shares stories or case studies that highlight instances of empathy and its positive outcomes in various situations. After each story, the class discusses the role of empathy in those scenarios, its impact on individuals involved, and its broader influence on the community. Through these discussions, students demonstrate their understanding of the concept of kindness as a response to differences and the positive impact of empathy and understanding. They also reflect on how they can apply empathy in their own lives to respond to differences more compassionately.

WEEK SIX



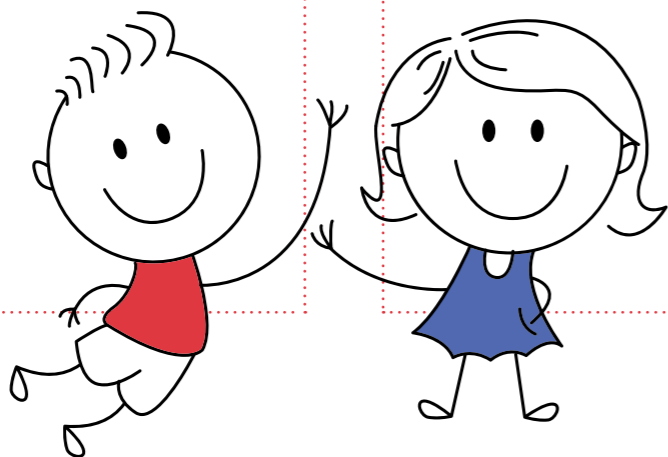
SOARING TOWARD ZERO BULLYING STUDENT WORKSHEET 6



REAL-LIFE STORIES OF EMPATHY

STORY 1

During recess, Emily noticed her classmate, Ahmed, sitting alone on a bench looking upset. She approached him and asked if he was okay. Ahmed shared that he was feeling lonely because he was new to the school and didn't have any friends yet. Instead of leaving him alone, Emily invited Ahmed to join her and her friends for a game of soccer. She made sure to introduce him to everyone and even helped him feel more comfortable with the rules of the game. Ahmed's face lit up with a smile as he made new friends, and Emily's empathy had created a positive and inclusive environment.

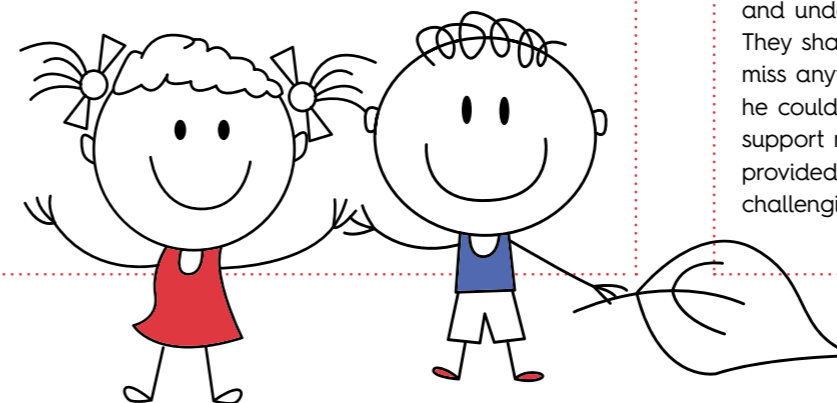
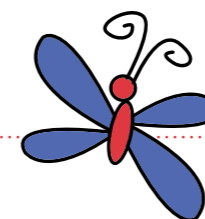


STORY 2

One day, Sam overheard her friend, Leo, talking quietly with another student, Mia. Leo looked worried, so Sam asked him what was going on. Leo explained that Mia was struggling with a difficult math problem, and he was helping her understand it. Sam offered to join them and shared her own tips for solving the problem. Together, they worked through it, and Mia finally grasped the concept. Sam's empathy in recognizing Leo and Mia's need for help turned a challenging situation into a learning opportunity and strengthened their friendships.

STORY 3

During a class presentation, Alex noticed that their classmate, Kayla, was visibly nervous, trembling, and struggling to speak. Instead of ignoring the situation, Alex stood up and offered to assist Kayla. They asked Kayla questions to help guide her through the presentation and provided words of encouragement. By showing empathy and support, Alex helped Kayla regain her confidence and complete the presentation successfully, reinforcing the idea that empathy can make a significant difference in someone's life.



STORY 4

In Sophie's year 8 class, there was a student named Josh who had been diagnosed with a serious illness. Josh had missed many school days due to his treatments and was often tired when he did attend. His classmates noticed the change in him and wanted to make his days at school more enjoyable. One day, during a group project, Sophie and her friends decided to include Josh in their team. They knew he might not be able to contribute as much due to his illness, but they wanted him to feel included. They assigned him a role that allowed him to participate comfortably and made sure to keep the project fun and engaging. Throughout the project, Sophie and her friends were patient and understanding, accommodating Josh's needs. They shared their notes with him, so he wouldn't miss anything, and even visited him at home when he couldn't make it to school. Their empathy and support not only helped Josh academically but also provided him with a strong support system during a challenging time.

WEEK SEVEN



LEARNING OBJECTIVE

Students will explore practical ways to show kindness and support to others, emphasizing the importance of inclusive language and behaviour.

PRIOR LEARNING

Students in years 5-8, should have an initial understanding of the following concepts related to the learning objective.

- Kindness Basics:**
Students should have prior knowledge about what kindness means and why it's important in building positive relationships.
- Inclusivity Awareness:**
Previous discussions or lessons related to inclusive language and behaviour can provide context for exploring practical ways to show kindness and support to others.

LOWER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 INCLUSIVE LANGUAGE AND BEHAVIOURS

- ▷ Begin by discussing the significance of inclusive language and behaviour in creating a welcoming and respectful environment.
- ▷ Provide scenarios or examples where language or behaviour may not be inclusive, such as using exclusionary language or making assumptions about others.
- ▷ In small groups, ask students to identify instances of inclusive and exclusive language/behaviour in the provided scenarios.
- ▷ Have each group share their findings with the class and discuss how they can transform exclusive language or behaviour into inclusive alternatives.
- ▷ Introduce the "Inclusive Language and Behaviours Pledge." Encourage students to create their own pledges committing to using inclusive language and behaviour.
- ▷ Display the pledges in the classroom as a reminder of their commitment to fostering an inclusive environment.

ACTIVITY 2 EXPLORING EMPATHY THROUGH SPORTS

- ▷ Begin by discussing the importance of empathy in sports and how it can lead to a more inclusive and enjoyable experience for everyone.
- ▷ Show video clips or real-life examples of athletes demonstrating empathy and kindness on and off the field.
- ▷ Engage students in a class discussion about what they observed and how these actions contributed to a positive sports environment.
- ▷ Have students work in small groups to brainstorm ways they can demonstrate empathy and kindness in sports, such as supporting a teammate who made a mistake or encouraging opponents.
- ▷ Each group shares their ideas with the class, and together, create a list of actionable steps for promoting empathy in sports.

UPPER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 INCLUSIVE LANGUAGE AND BEHAVIOURS WORKSHOP

- ▷ Begin by explaining the importance of inclusive language and behaviour in fostering a respectful and accepting community.
- ▷ Introduce students to common scenarios where exclusive language or behaviour may occur and explain why it's essential to address them.
- ▷ Engage students in interactive role-playing exercises where they act out scenarios involving exclusive language or behaviour and practice responding inclusively.
- ▷ Facilitate a class discussion after each role-play, encouraging students to reflect on their experiences and share strategies for promoting inclusivity.
- ▷ Provide students with a list of inclusive language and behaviour guidelines to reference in their daily interactions.
- ▷ Encourage students to create posters or presentations that promote inclusive language and behaviour within their school community.

ACTIVITY 2 EMPATHY IN SPORTS

- ▷ Begin by discussing the concept of empathy in sports, emphasizing the importance of understanding teammates, opponents, and coaches.
- ▷ Provide examples of situations in sports where empathy plays a crucial role, such as supporting a teammate after a loss or showing respect for opponents.
- ▷ Engage students in a class discussion about their own experiences with empathy in sports, both positive and negative.
- ▷ Have students work in pairs or small groups to create scenarios where empathy can be demonstrated in various sports situations (e.g., dealing with a competitive teammate or showing sportsmanship in victory).
- ▷ Each group presents their scenarios, and the class discusses how empathy can improve sportsmanship and create a more inclusive sports environment.

OPPORTUNITIES TO ADAPT THE ACTIVITIES TO SUPPORT DIVERSE LEARNERS

MULTIMODAL MATERIALS

Create multimodal materials for the activities. This means providing information and instructions in various formats, such as written text, audio instructions, and visual aids. This accommodates students with different learning styles and preferences, ensuring they can engage with the content effectively.

FLEXIBLE GROUPING

Instead of fixed groups, use flexible grouping strategies that allow students to choose or rotate partners. This approach can help diverse learners find a supportive peer or adapt to changing group dynamics based on their needs and comfort levels during the activities. It promotes a sense of agency and inclusion within the classroom.

OPTIONAL FORMATIVE ASSESSMENT TASK

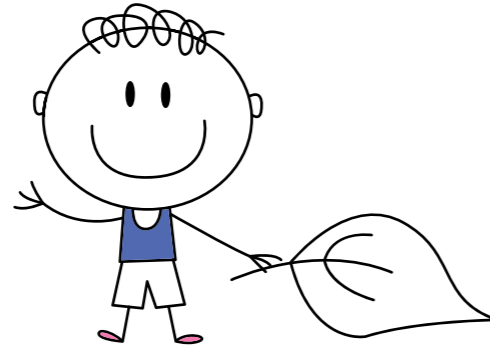
INCLUSIVE BEHAVIOURS REFLECTION

This formative assessment encourages students to reflect on their understanding of inclusive language and behaviour. After engaging in activities related to inclusive language and empathy, students are asked to individually write a reflection. They describe specific instances where they have observed or practiced inclusive language and behaviour, providing examples from their daily interactions at school. Students should also reflect on the impact of these actions on themselves and others, emphasizing the importance of fostering a welcoming and respectful environment.

WEEK SEVEN



SOARING TOWARD ZERO BULLYING STUDENT WORKSHEET 7



INCLUSIVE LANGUAGE

DEAR STUDENTS,

In our school community, we celebrate and respect the diversity of all students. Inclusive language and behaviour are essential aspects of creating a welcoming and supportive environment for everyone. Here's what you need to know:

WHAT IS INCLUSIVE LANGUAGE?

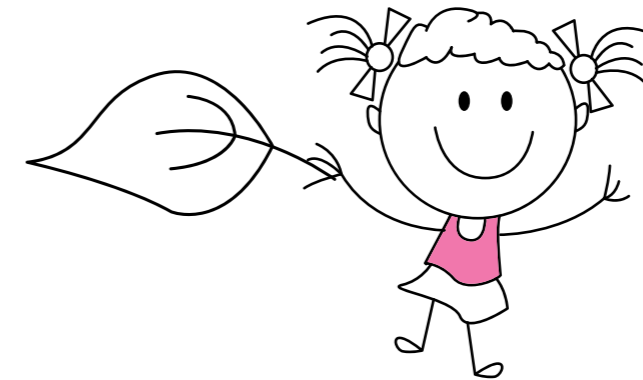
Inclusive language is using words and phrases that show respect for all people, regardless of their differences. It means treating everyone with kindness and fairness. Inclusive language doesn't leave anyone out or make them feel less important because of who they are.

Why Is Inclusive Language Important?

- ▷ It helps everyone feel valued and respected.
- ▷ It creates a sense of belonging and friendship.
- ▷ It prevents hurt feelings and misunderstandings.
- ▷ It shows that you care about others.

HOW CAN YOU USE INCLUSIVE LANGUAGE AND BEHAVIOUR?

1. **Respect Everyone:**
Treat all your classmates and teachers with kindness and respect. Everyone's feelings and ideas matter.
2. **Use People's Names:**
Learn the names of your classmates and use them when talking to them. It makes them feel important.



INCLUSIVE BEHAVIOUR

3. **Avoid Teasing or Bullying:**
Never make fun of someone because of their differences. We are all unique, and that's something to be celebrated.
4. **Listen and Learn:**
When someone shares their thoughts or feelings, listen carefully. You can learn from their experiences.
5. **Be a Good Friend:**
Include others in games and activities. Don't leave anyone out.
6. **Speak Up:**
If you hear someone using unkind or exclusive language, politely tell them it's not okay. Be a role model for others.
7. **Celebrate Differences:**
Learn about different cultures, abilities, and backgrounds. It's exciting to discover the amazing diversity in our world.
8. **Ask Questions:**
If you're curious about someone's experiences, it's okay to ask questions respectfully. People often appreciate when you want to understand them better.

REMEMBER:

Inclusive language and behaviour make our school a better place for everyone. By being kind and respectful, you can help create a community where every student feels valued and supported.

Let's embrace our differences and celebrate the uniqueness of each person in our class!

Best wishes,

[Your School Name]

WEEK EIGHT



LEARNING OBJECTIVE

Students will define bullying and distinguish it from other conflicts, understanding the various forms of bullying, including verbal, physical, and cyberbullying.

PRIOR LEARNING

Students in years 5-8, should have an initial understanding of the following concepts related to the learning objective.

1. **Conflict Recognition:**
Students should have prior knowledge about what conflicts are and how they can arise in various situations.
2. **Communication Skills:**
Previous lessons on effective communication can provide a foundation for distinguishing bullying from other conflicts and understanding different forms of bullying, including verbal, physical, and cyberbullying.

LOWER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 DEFINE AND DISTINGUISH BULLYING

- ▷ Begin by discussing the concept of bullying and its impact on individuals and the community.
- ▷ Provide a clear definition of bullying and differentiate it from other conflicts or disagreements.
- ▷ Engage students in a brainstorming session to list different forms of bullying, such as verbal, physical, social, and cyberbullying.
- ▷ Use real-life scenarios or case studies to help students distinguish between bullying and non-bullying situations.
- ▷ Encourage students to identify the common elements of bullying, such as repetition, power imbalance, and intent to harm.
- ▷ Have students create visual representations or posters that illustrate the differences between bullying and other conflicts.

ACTIVITY 2 UNDERSTANDING VARIOUS FORMS OF BULLYING

- ▷ Begin by introducing the different forms of bullying, including verbal, physical, and cyberbullying.
- ▷ Provide examples of each form and discuss their potential consequences on victims.
- ▷ Divide the class into small groups and assign each group one form of bullying to research and present to the class.
- ▷ In their presentations, groups should cover the definition, common behaviours associated with that form of bullying, and strategies for prevention and intervention.
- ▷ After each presentation, facilitate a class discussion to reinforce understanding and address any questions or misconceptions.
- ▷ Conclude the activity with a group discussion on the importance of recognizing and addressing all forms of bullying to create a safe and inclusive environment.

UPPER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 ANALYSING BULLYING SCENARIOS

- ▷ Provide students with a series of realistic bullying scenarios or case studies. These scenarios should involve various forms of bullying including verbal or physical.
- ▷ In small groups, have students analyse the scenarios and identify the following:
 - ▶ The roles of individuals involved (e.g., the victim, the bully, bystanders).
 - ▶ The potential consequences of the bullying behaviour.
 - ▶ Strategies the victim could use to respond to the bullying.
 - ▶ Strategies bystanders could use to support the victim and discourage the bully.
- ▷ Each group presents their analysis to the class, highlighting key insights and recommendations.
- ▷ Facilitate a class discussion on the impact of bullying and the importance of empathy and kind behaviour.

ACTIVITY 2 CREATING INCLUSIVE LANGUAGE AND BEHAVIOUR GUIDELINES

- ▷ Discuss the significance of inclusive language and behaviour in promoting a respectful and supportive environment.
- ▷ Have students work individually or in pairs to create a set of guidelines or a poster that promotes inclusive language and behaviour within the school community.
- ▷ Encourage students to consider how inclusive language can be applied to interactions with peers, teachers, and staff.
- ▷ Discuss the importance of bystander intervention when witnessing exclusionary or hurtful language or behaviour.
- ▷ Share and display the students' guidelines or posters in the classroom or around the school to serve as a reminder of the commitment to inclusivity.
- ▷ Conclude with a class discussion on the role of each student in upholding these guidelines and fostering a culture of respect and acceptance.

OPPORTUNITIES TO ADAPT THE ACTIVITIES TO SUPPORT DIVERSE LEARNERS

VISUAL SUPPORTS

Recognize that some students may benefit from visual supports to comprehend and remember information about bullying. Create visual aids like posters, infographics, or mind maps that condense key points about bullying, its forms, and how to address it. Use a variety of visual elements such as icons, images, and colour coding to cater to different learning styles and abilities.

ROLE-PLAY WITH ALTERNATIVE COMMUNICATION

Consider that some students may have communication challenges. Offer alternative ways to engage with the role-play activities, such as allowing them to use visual aids, gestures, or written communication if verbal communication is challenging for them. Ensure that the role-play scenarios are flexible and inclusive to accommodate diverse needs and abilities, fostering an inclusive learning environment.

OPTIONAL FORMATIVE ASSESSMENT ACTIVITY

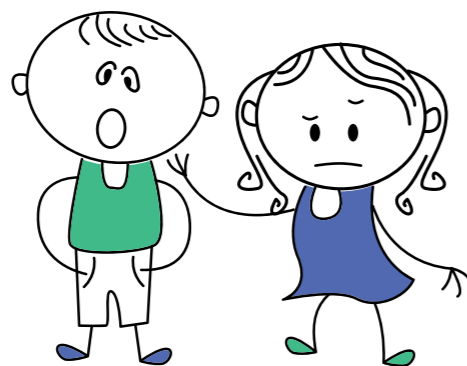
BULLYING SCENARIO ANALYSIS

In this formative assessment, students are presented with a series of bullying scenarios that encompass various forms of bullying, including verbal, physical, and cyberbullying. Working in small groups, students analyse these scenarios to identify key elements that distinguish bullying from other conflicts. They are required to provide detailed explanations of why each scenario constitutes bullying and not a mere disagreement. By examining and discussing these scenarios, students demonstrate their ability to define bullying and distinguish it from other conflicts.

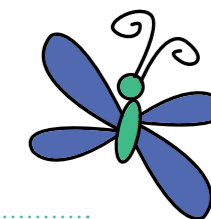
WEEK EIGHT



SOARING TOWARD ZERO BULLYING STUDENT WORKSHEET 8



BULLYING INFORMATION SHEET



REMEMBER

Everyone deserves respect and kindness.

BULLYING IS NEVER OKAY.

If you see someone being bullied,
try to help or inform an adult.
Together, we can create a safe and
inclusive environment for all students.

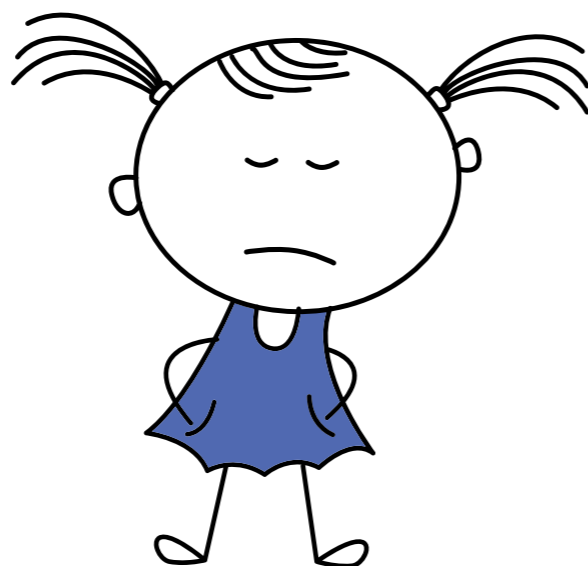
DIFFERENT FORMS OF BULLYING

Bullying is when someone repeatedly hurts, frightens, or excludes another person on purpose. It can take different forms:

1. **Verbal Bullying:**
This includes name-calling, teasing, or saying hurtful things to someone.
2. **Physical Bullying:**
Physical bullying involves hitting, kicking, pushing, or damaging someone's belongings.
3. **Social Bullying:**
This form includes spreading rumors, excluding someone from a group, or embarrassing them in public.
4. **Cyberbullying:**
When bullying happens online, like through mean messages or spreading hurtful content on social media, it's called cyberbullying.

ROLES IN BULLYING

- Victim:**
The person who's being bullied.
- Bully:**
The person who's doing the bullying.
- Bystanders:**
People who see the bullying happen but may not do anything. They can choose to help or support the victim or join the bullying.



POTENTIAL RESPONSES TO BULLYING

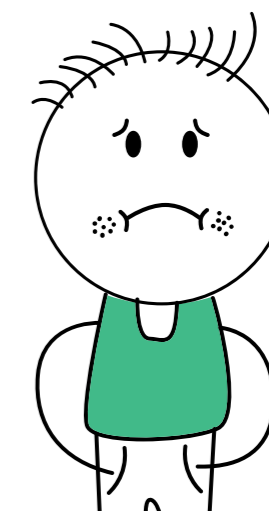
If you witness bullying or are a victim of it, there are different ways to respond:

- Tell a Trusted Adult:**
Share what's happening with a parent, teacher, or counselor.
- Stand Up:**
Politely but firmly tell the bully to stop. Sometimes, this can make them rethink their actions.
- Seek Support:**
Talk to friends or trusted classmates who can help and support you.
- Use Technology Safely:**
If it's cyberbullying, don't respond or retaliate online. Save evidence and report it to adults.
- Stay Confident:**
Bullies often target those who appear vulnerable. Be confident in who you are and your worth.

THE IMPACT OF BULLYING

Bullying can have serious consequences:

- Emotional Impact:**
Victims may feel sad, scared, or anxious. It can affect their self-esteem.
- Physical Health:**
Being bullied can lead to headaches, stomachaches, and other health issues.
- Academic Problems:**
It may be hard to concentrate on schoolwork.
- Long-Term Effects:**
Bullying can leave lasting scars, affecting a person's life even as they grow older.



WEEK NINE



LEARNING OBJECTIVE

Students will be empowered with strategies to respond to bullying, including seeking help from trusted adults, and will promote a culture of reporting and intervention.

PRIOR LEARNING

Students in years 5-8, should have an initial understanding of the following concepts related to the learning objective.

- Bullying Awareness:**
Students should have a foundational understanding of what bullying is and why it's harmful to individuals and the community.
- Conflict Resolution:**
Prior knowledge about strategies for resolving conflicts and seeking help when needed can provide a basis for empowering students with strategies to respond to bullying.

LOWER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 ROLE-PLAY SCENARIOS

- ▷ Divide the class into small groups and provide each group with a different bullying scenario. Scenarios can involve verbal, physical, or cyberbullying situations.
- ▷ In their groups, students should discuss and act out how they would respond to the bullying scenario. Encourage them to consider different strategies, such as seeking help from a trusted adult, standing up for the victim, or using assertive communication.
- ▷ After each group has performed their role-play, facilitate a class discussion. Ask students to share the strategies they used and discuss the potential outcomes of each approach.
- ▷ Emphasize the importance of seeking help from trusted adults when bullying occurs and the role of bystanders in reporting and intervening in bullying situations.

ACTIVITY 2 BULLYING PREVENTION PLEDGE

- ▷ Discuss the concept of a pledge and its significance in making a commitment to specific actions.
- ▷ Have students create a "Bullying Prevention Pledge". The pledge should include statements about:

Promising not to engage in bullying behaviour

Promising to report any bullying they witness

Promising to support and stand up for victims of bullying.

- ▷ Have students sign and decorate their pledges.
- ▷ Display the pledges in the classroom as a visible reminder of their commitment to preventing bullying.
- ▷ Discuss how taking action and seeking help from trusted adults can contribute to a safer and more inclusive school environment.experiences and reflections with the class.

UPPER MIDDLE YEARS ACTIVITIES

ACTIVITY 1 DIGITAL CITIZENSHIP AND CYBERBULLYING SCENARIO ANALYSIS

- ▷ Provide students with a series of real-life cyberbullying scenarios or case studies. These scenarios should involve various forms of online harassment, such as cyberbullying through social media or messaging apps.
- ▷ In pairs or small groups, ask students to analyse the scenarios and identify the key issues, including the roles of the individuals involved, the harm caused, and potential consequences.
- ▷ Encourage students to discuss and propose appropriate responses to each scenario, including reporting mechanisms and strategies for supporting the victim.
- ▷ Facilitate a class discussion where groups can share their analyses and responses. Discuss the importance of digital citizenship, responsible online behaviour, and the role of bystanders in preventing cyberbullying.

ACTIVITY 2 INTERACTIVE BULLYING PREVENTION WORKSHOP

- ▷ Collaborate with a local anti-bullying organization or counsellor to conduct an interactive bullying prevention workshop in the classroom.
- ▷ The workshop can include role-plays, group discussions, and activities that address various forms of bullying, including verbal, physical, and cyberbullying.
- ▷ Encourage students to actively participate in the workshop, sharing their perspectives and experiences related to bullying.
- ▷ Emphasize the importance of seeking help from trusted adults, the role of peer support, and strategies for preventing and intervening in bullying situations.
- ▷ Allow time for questions and open dialogue during the workshop to address students' concerns and provide them with practical tools and resources.

OPPORTUNITIES TO ADAPT THE ACTIVITIES TO SUPPORT DIVERSE LEARNERS

VISUAL SUPPORTS

Recognize that some students may benefit from visual supports to comprehend and remember information about bullying. Create visual aids like posters, infographics, or mind maps that condense key points about bullying, its forms, and how to address it. Use a variety of visual elements such as icons, images, and colour coding to cater to different learning styles and abilities.

ROLE-PLAY WITH ALTERNATIVE COMMUNICATION

Consider that some students may have communication challenges. Offer alternative ways to engage with the role-play activities, such as allowing them to use visual aids, gestures, or written communication if verbal communication is challenging for them. Ensure that the role-play scenarios are flexible and inclusive to accommodate diverse needs and abilities, fostering an inclusive learning environment.

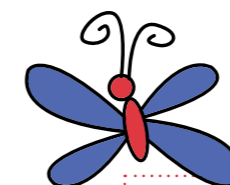
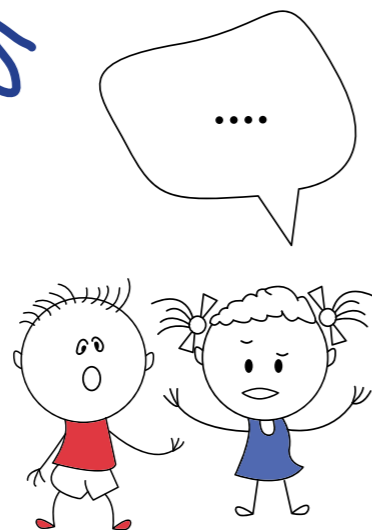
OPTIONAL FORMATIVE ASSESSMENT ACTIVITY

BYSTANDER REFLECTION

In this activity, students are asked to put themselves in the shoes of a bystander who has witnessed a bullying incident at their school. Each student is tasked with writing a reflection of approximately 100 words, outlining the strategies they would employ to respond to the situation. They should consider how they would seek help from trusted adults, support the victim, and emphasize the importance of reporting and intervention in creating a safe school environment. This written reflection allows students to demonstrate their understanding of the concepts discussed in the bullying prevention program and their ability to apply these strategies in real-life scenarios.

WEEK NINE

SOARING TOWARD ZERO BULLYING STUDENT WORKSHEET 9



REMEMBER

It's important to talk to a trusted adult, like a parent or teacher, if you ever face these situations. They can help you decide the best way to handle cyberbullying and support you through it.

BULLYING IS NEVER OKAY.

SCENARIOS THAT INVOLVE VERBAL, PHYSICAL, OR CYBERBULLYING SITUATIONS.

SCENARIO 1 HURTFUL MESSAGES ON SOCIAL MEDIA

You have a classmate named Sam, and you recently had an argument. After the argument, Sam starts posting mean and hurtful messages about you on a social media platform, where many classmates can see.

SCENARIO 2 EXCLUSIONARY ONLINE GROUP

A new student, Emma, joined your class. A few students have created an exclusive online chat group, and they haven't included Emma. They're chatting about plans and events without her, and she's feeling left out.

SCENARIO 4 SPREADING EMBARRASSING PHOTOS

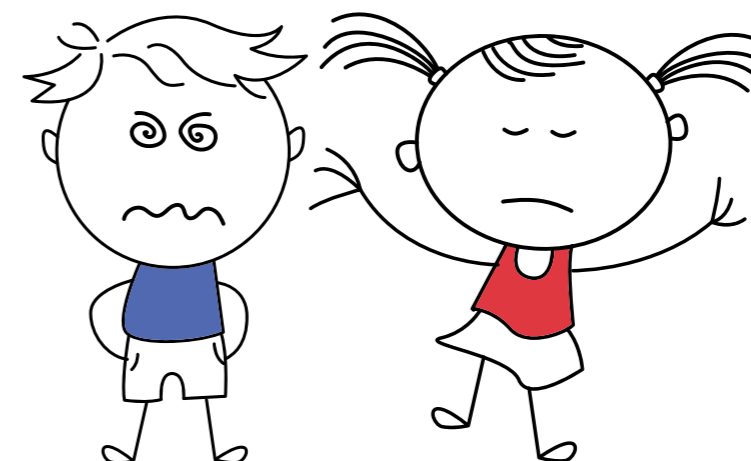
Someone took a funny picture of you during a school event without your permission. They've shared it online, and now other students are making fun of you because of the picture.

SCENARIO 5 IMPERSONATION ONLINE

You receive a friend request on a social media platform from someone who looks like your friend, but it turns out to be someone pretending to be them. They start sending you mean messages, and you're not sure what to do.

SCENARIO 3 MEAN COMMENTS DURING ONLINE GAMING

You and your friends like to play online games together. One day, a player from another team starts making fun of you and using offensive language. You don't know this person, and it's making you feel upset.



WEEK TEN



LEARNING OBJECTIVE

Students will showcase what they've learned through creative projects, presentations, or discussions, and reflect on personal growth and the importance of empathy and kindness.

PRIOR LEARNING

Students in years 5-8, should have an initial understanding of the following concepts related to the learning objective.

- 1. Creative Expression:**
Students should have prior exposure to creative activities and projects that involve artistic expression or presentations.
- 2. Reflection Practices:**
Previous lessons or activities related to reflection, self-assessment, and personal growth can serve as a foundation for reflecting on their learning and personal growth in the context of empathy and kindness.

ASSESSMENT OVERVIEW

The following assessment task can be provided to student to showcase their understanding of the unit of work. A marking guide has been provided to evaluate the student assessment piece related to the Australian Curriculum Health and Physical Education as well as:

- ▷ Creativity and originality of the creative project.
- ▷ Clarity and effectiveness in conveying the concepts of empathy and kindness.
- ▷ Thoughtfulness and depth of the written reflection.
- ▷ Active participation and contributions during the class discussion.

The following areas of the Australian Curriculum Health and Physical Education will be assessed:

|| YEAR 5-6

- ▷ **Help-seeking:**
Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)
- ▷ **Making healthy and safe choices:**
Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
- ▷ **Interacting with others:**
Practise skills to establish and manage relationships (ACPPS055)
- ▷ **Understanding emotions:**
Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

|| YEAR 7-8

- ▷ **Help-seeking:**
Practise and apply strategies to seek help for themselves or others (ACPPS072)
- ▷ **Making healthy and safe choices:**
Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)
- ▷ **Interacting with others:**
Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)
- ▷ **Understanding emotions:**
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)

SOARING TOWARD ZERO BULLYING STUDENT ASSESSMENT TASK

OBJECTIVE

Students will showcase what they've learned through creative projects, presentations, or discussions, and reflect on personal growth and the importance of empathy and kindness.

INSTRUCTIONS

PART 1: CREATIVE PROJECT

1. Choose a medium for your creative project. You can create a poster, a short story, a piece of artwork, a poem, a song, or any other form of expression that resonates with you.
2. Your creative project should illustrate the concepts of empathy and kindness. You can depict real-life scenarios, fictional stories, or use symbolism to convey your message.
3. Your project should be visually appealing, creative, and thoughtful. Ensure that it effectively communicates the importance of empathy and kindness.
4. Include a brief caption or description that explains your project's message and how it relates to the themes of empathy and kindness.



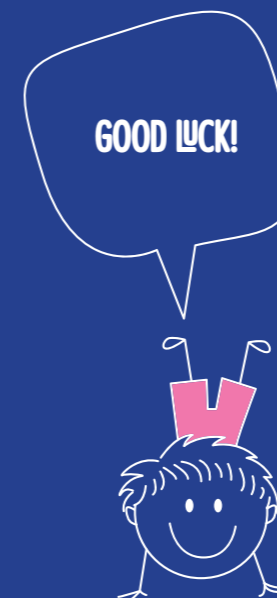
PART 2: CREATIVE PROJECT

1. Prepare a short-written reflection (approximately 250-300 words) on your personal growth during this unit of study. Address the following points:
 - ▶ How has your understanding of empathy and kindness evolved?
 - ▶ Share a specific example of when you demonstrated empathy or kindness in your life, and explain how it made you feel and how it impacted others.
 - ▶ Reflect on any challenges you faced while trying to be empathetic or kind and how you overcame them.
 - ▶ Consider how empathy and kindness contribute to a positive and inclusive community.
2. Be ready to discuss your reflection in a class discussion. You'll have the opportunity to share your thoughts and insights with your classmates and the teacher.

SUBMISSION

Submit your creative project and written reflection to your teacher by the specified due date. Your creative project can be physically submitted or photographed/scanned and sent digitally, depending on your chosen medium.

This assessment is designed to allow you to showcase your understanding of empathy and kindness while encouraging self-reflection and creative expression.



SOARING TOWARD ZERO BULLYING STUDENT ASSESSMENT TASK MARKING GUIDE: YEAR FIVE/SIX		STUDENT NAME:			
	WELL ABOVE YEAR LEVEL STANDARD	ABOVE YEAR LEVEL STANDARD	AT YEAR LEVEL STANDARD	BELOW YEAR LEVEL STANDARD	WELL BELOW YEAR LEVEL STANDARD
<p>Help-seeking: Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)</p>	Demonstrates an exceptional understanding of community resources for help-seeking, offering comprehensive and accurate information along with appropriate scenarios.	Shows a proficient understanding of community resources for help-seeking, providing relevant information and identifying appropriate scenarios.	Demonstrates a satisfactory understanding of community resources for help-seeking, offering basic information and identifying some scenarios.	Shows a limited understanding of community resources for help-seeking, providing insufficient information and identifying only basic scenarios.	Has not met expectations, with significantly lacking understanding, minimal investigation, and no relevant information provided.
<p>Making healthy and safe choices: Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)</p>	Demonstrates excellent planning and practice of strategies to promote health, safety, and wellbeing, with a comprehensive plan and highly competent execution.	Shows proficient planning and practice of strategies, providing a solid plan with generally competent execution.	Demonstrates satisfactory planning and practice of strategies, offering a basic plan with some effective strategies but requiring further refinement in execution.	Shows limited planning and practice of strategies, with a minimal plan and strategies that are not very effective.	Has not met expectations, with insufficient planning and practice of strategies, a lack of effective strategies, and poor execution.
<p>Interacting with others: The Many Types of Difference Practise skills to establish and manage relationships (ACPPS055)</p>	Demonstrates excellent skills in establishing and managing relationships, consistently applying effective communication, cooperation, and conflict resolution skills with respectful and inclusive interactions.	Shows proficient skills in establishing and managing relationships, generally applying effective communication, cooperation, and conflict resolution skills with mostly respectful and inclusive interactions.	Demonstrates satisfactory skills in establishing and managing relationships, applying some effective communication, cooperation, and conflict resolution skills with generally respectful but occasionally inconsistent interactions.	Shows limited skills in establishing and managing relationships, with minimal application of communication, cooperation, and conflict resolution skills, and interactions that may lack respect and inclusivity.	Has not met expectations, with significantly lacking skills in establishing and managing relationships, ineffective communication, cooperation, and conflict resolution skills, and interactions lacking respect and inclusivity.
<p>Understanding emotions: Examine the influence of emotional responses on behaviour and relationships (ACPPS056)</p>	Demonstrates an excellent understanding of the influence of emotional responses on behaviour and relationships, providing comprehensive and insightful analysis with well-reasoned and relevant examples.	Shows a proficient understanding of the influence of emotional responses, offering clear analysis and relevant examples.	Demonstrates a satisfactory understanding of the influence of emotional responses, providing some analysis and examples that require further depth and clarity.	Shows limited understanding of the influence of emotional responses, with minimal analysis and unclear or unrelated examples.	Has not met expectations, with significantly lacking understanding, minimal analysis, and examples unrelated to the topic.
<p>Talent Creativity and originality in the creative piece conveying the concepts of empathy and kindness.</p>	Demonstrates exceptional creativity and originality in conveying the concepts of empathy and kindness. The project or presentation is highly imaginative, unique, and engaging, effectively capturing the essence of these concepts in a novel and memorable way.	Shows proficiency in creativity and originality, effectively conveying the concepts of empathy and kindness in a creative and engaging manner. The project or presentation demonstrates unique elements and thoughtful execution.	Demonstrates satisfactory creativity and originality in conveying the concepts of empathy and kindness. The project or presentation conveys these concepts adequately and with some creative elements but may lack novelty or full engagement.	Shows limited creativity and originality, with minimal efforts to convey the concepts of empathy and kindness in a creative or engaging way. The project or presentation may lack uniqueness and creativity.	Has not met expectations, with significantly lacking creativity and originality. The project or presentation fails to effectively convey the concepts of empathy and kindness in a creative or engaging manner.
<p>Communication Quality of written reflection including clarity and level of analysis.</p>	Demonstrates an excellent quality of written reflection, providing a comprehensive, thoughtful, and insightful analysis of personal growth and the importance of empathy and kindness. Reflection is well-organized, articulate, and effectively communicates the depth of understanding.	Shows proficiency in the quality of written reflection, offering a thoughtful analysis of personal growth and the importance of empathy and kindness. Reflection is generally well-organized and clear in conveying understanding.	Demonstrates a satisfactory quality of written reflection, providing some analysis of personal growth and the importance of empathy and kindness. Reflection may lack depth or clarity in certain areas.	Shows limited quality in written reflection, with minimal analysis of personal growth and the importance of empathy and kindness. Reflection may lack organization and coherence.	Has not met expectations, with significantly lacking quality in written reflection. The reflection fails to provide a meaningful analysis of personal growth and the importance of empathy and kindness.

SOARING TOWARD ZERO BULLYING STUDENT ASSESSMENT TASK MARKING GUIDE: SEVEN/EIGHT

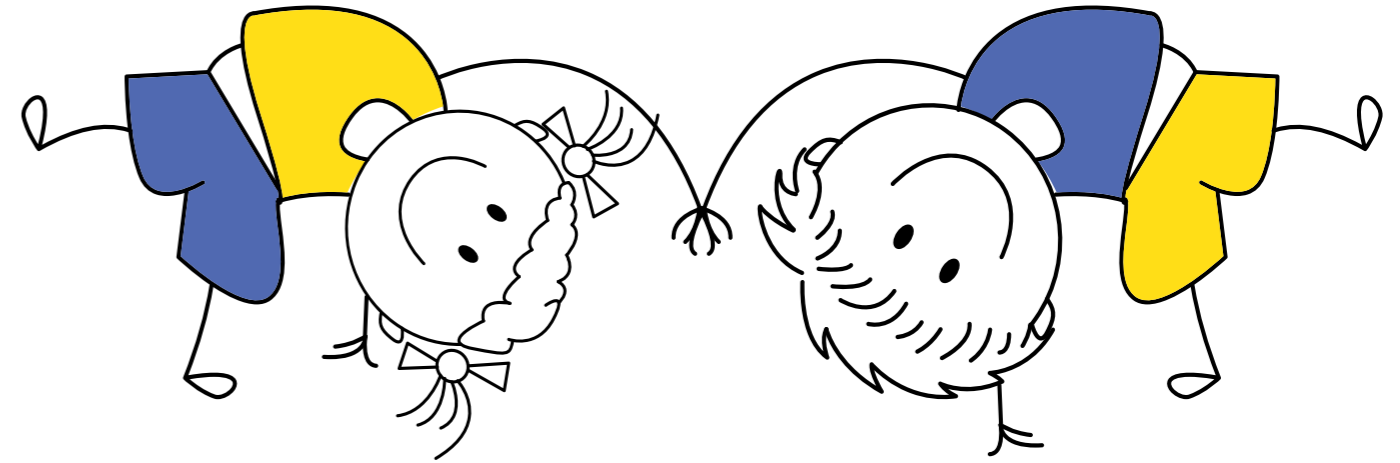
STUDENT NAME:

	WELL ABOVE YEAR LEVEL STANDARD	ABOVE YEAR LEVEL STANDARD	AT YEAR LEVEL STANDARD	BELOW YEAR LEVEL STANDARD	WELL BELOW YEAR LEVEL STANDARD
<p>Help-seeking: Practise and apply strategies to seek help for themselves or others (ACPPS072)</p>	Demonstrates an excellent ability to practice and apply strategies to seek help for themselves or others. Consistently and effectively employs a wide range of strategies, showcasing exceptional skill and understanding.	Shows proficiency in practicing and applying strategies to seek help for themselves or others. Effectively utilizes various strategies with skill and understanding, demonstrating a solid ability.	Demonstrates a satisfactory ability to practice and apply strategies to seek help for themselves or others. Uses several strategies with some degree of effectiveness, though may lack consistency or depth in understanding.	Shows limited ability in practicing and applying strategies to seek help. Utilizes only a few basic strategies with minimal effectiveness, reflecting a basic understanding.	Has not met expectations, with significantly lacking ability in practicing and applying strategies to seek help. Shows minimal to no use of effective strategies and lacks understanding.
<p>Making healthy and safe choices: Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)</p>	Demonstrates an excellent ability to investigate and select strategies to promote health, safety, and wellbeing. Thoroughly and effectively explores a wide range of strategies, showcasing exceptional skill and understanding.	Shows proficiency in investigating and selecting strategies to promote health, safety, and wellbeing. Effectively examines various strategies with skill and understanding, demonstrating a solid ability.	Demonstrates a satisfactory ability to investigate and select strategies. Examines several strategies with some degree of effectiveness, though may lack depth or thoroughness in understanding.	Shows limited ability in investigating and selecting strategies. Examines only a few basic strategies with minimal effectiveness, reflecting a basic understanding.	Has not met expectations, with significantly lacking ability in investigating and selecting strategies. Shows minimal to no use of effective strategies and lacks understanding.
<p>Interacting with others: Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)</p>	Demonstrates an excellent ability to investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing. Thoroughly and effectively explores a wide range of benefits and impacts, showcasing exceptional skill and understanding.	Shows proficiency in investigating the benefits of relationships and examining their impact. Effectively examines various benefits and impacts with skill and understanding, demonstrating a solid ability.	Demonstrates a satisfactory ability to investigate benefits and impacts. Examines several benefits and impacts with some degree of effectiveness, though may lack depth or thoroughness in understanding.	Shows limited ability in investigating benefits and impacts. Examines only a few basic benefits and impacts with minimal effectiveness, reflecting a basic understanding.	Has not met expectations, with significantly lacking ability in investigating benefits and impacts. Shows minimal to no use of effective exploration and lacks understanding.
<p>Understanding emotions: Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)</p>	Demonstrates an excellent ability to analyse a wide range of factors influencing emotions and develop highly effective strategies for demonstrating empathy and sensitivity, showcasing exceptional skill and understanding.	Shows a proficient understanding of the influence of emotional responses, offering clear analysis and relevant examples. Effectively analyses various factors affecting emotions and develops strategies with skill and understanding, demonstrating a solid ability in demonstrating empathy and sensitivity.	Analyses several factors and develops strategies with some effectiveness, though may lack depth in understanding, in demonstrating empathy and sensitivity.	Analyses only a few basic factors and develops strategies with minimal effectiveness, reflecting a basic understanding of demonstrating empathy and sensitivity.	Shows minimal to no use of effective analysis and lacks understanding in demonstrating empathy and sensitivity.
<p>Talent Creativity and originality in the creative piece conveying the concepts of empathy and kindness.</p>	Demonstrates exceptional creativity and originality in the creative piece, effectively conveying the concepts of empathy and kindness in a highly imaginative, unique, and engaging manner. The creative work is novel, memorable, and showcases a deep understanding of the concepts.	Shows proficiency in creativity and originality, effectively conveying the concepts of empathy and kindness in a creative and engaging manner. The creative work demonstrates unique elements and thoughtful execution, reflecting a solid understanding of the concepts.	Demonstrates satisfactory creativity and originality in the creative piece, conveying the concepts of empathy and kindness adequately with some creative elements. The creative work may lack novelty or full engagement but still conveys understanding.	Shows limited creativity and originality, with minimal efforts to convey the concepts of empathy and kindness in a creative or engaging way. The creative work may lack uniqueness and creativity, reflecting a basic understanding of the concepts.	Has not met expectations, with significantly lacking creativity and originality in the creative piece. The creative work fails to effectively convey the concepts of empathy and kindness in a creative or engaging manner.
<p>Communication Quality of written reflection including clarity and level of analysis.</p>	Demonstrates an excellent quality of written reflection, providing a comprehensive, thoughtful, and insightful analysis of personal growth and the importance of empathy and kindness. Reflection is exceptionally well-organized, articulate, and effectively communicates a deep level of understanding.	Shows proficiency in the quality of written reflection, offering a thoughtful analysis of personal growth and the importance of empathy and kindness. Reflection is well-organized, clear, and conveys a solid level of understanding.	Demonstrates a satisfactory quality of written reflection, providing an analysis of personal growth and the importance of empathy and kindness. Reflection may lack depth in certain areas but maintains overall clarity.	Shows limited quality in written reflection, with minimal analysis of personal growth and the importance of empathy and kindness. Reflection may lack organization and coherence, reflecting a basic level of understanding.	Has not met expectations, with significantly lacking quality in written reflection. The reflection fails to provide a meaningful analysis of personal growth and the importance of empathy and kindness, and lacks clarity and organisation.

CELEBRATION WEEK

LEARNING OBJECTIVE

Students will participate in an optional celebration of the successful completion of the program, reinforcing the message of empathy, kindness, and zero tolerance for bullying. For eligible schools this may be an opportune time for the optional Little Wings presentation.



CERTIFICATE OF COMPLETION

THIS IS TO CERTIFY THAT

has successfully completed the

SOARING TOWARD ZERO BULLYING PROGRAM

in recognition of your commitment to promoting kindness, empathy, and creating a safe and inclusive environment.

on

by

[date]

[instructor/coordinator]

[school/organisation]

CELEBRATION!

The following ideas can support schools to celebrate the completion of the Soaring Toward Zero Bullying Program. The ideas presented are simply ideas and we encourage schools to find ways to celebrate the program that meet the needs of their students, parents and staff.

- 1. Kindness Challenge Awards:**
Recognize participants who have excelled in the Kindness Challenge during the program. Present awards for acts of kindness and empathy, such as "Most Compassionate" or "Empathy Champion."
- 2. Kindness Fair:**
Organize a Kindness Fair where participants can create booths or displays showcasing acts of kindness they've performed during the program. Encourage sharing and celebrating each other's efforts.
- 3. Empathy Art Gallery:**
Host an art gallery featuring artwork created by participants that represents empathy, kindness, and anti-bullying messages. Allow participants to explain the inspiration behind their pieces.
- 4. Kindness Rocks:**
Paint rocks with uplifting and kind messages, and then place them in a communal garden or public space. Invite participants to come together to create and place these "kindness rocks."

- 5. Kindness Storytelling:**
Hold a storytelling event where participants can share personal stories of kindness, empathy, or experiences related to the program's themes. This can be done in person or virtually.
- 6. Empathy Workshops:**
Offer empathy-building workshops or activities where participants can practice their empathetic skills, such as active listening exercises or role-playing scenarios.
- 7. Community Awareness Walk:**
Organize a walk or march through the community to raise awareness about bullying prevention, kindness, and empathy. Participants can carry signs with positive messages.
- 8. Empathy Discussion Panel:**
Host a panel discussion featuring experts, counsellors, or individuals with personal experiences related to bullying and empathy. Allow participants to ask questions and engage in a meaningful dialogue.
- 9. Kindness Movie Night:**
Screen a movie or documentary related to kindness and empathy, followed by a discussion session where participants can share their thoughts and insights.
- 10. Kindness Time Capsule:**
Create a time capsule filled with letters, artwork, and reflections on kindness and empathy from participants. Bury or seal it to be opened at a future date to reflect on their growth and commitment.

If you choose, a certificate has been included to present to your students to celebrate their achievements in the program.

TIPS FOR SUCCESSFULLY EXTENDING THE LEARNINGS OF THE SOARING TOWARD ZERO BULLYING PROGRAM

There is a lot the school can do to ensure that the learnings developed in the Soaring Toward Zero Bullying Program reaches well beyond the program. The following are just a few ideas which can be used by schools and tailored to the specific needs of their school and community.



1. Consistent Program Sessions

Schedule regular program sessions, perhaps weekly or bi-weekly, to maintain momentum and reinforce key concepts.



5. Celebrate Milestones

Acknowledge and celebrate students' achievements and contributions to the program through certificates, awards, or recognition ceremonies to boost motivation and commitment.



9. Principal Support

Encourage strong support and involvement from the school principal to demonstrate the program's significance.



13. Data Collection

Collect data on bullying incidents, intervention strategies, and program outcomes to inform decision-making and refine the program.



2. Student Follow-Up

Continuously engage with students to assess their understanding, address questions or concerns, and monitor their progress throughout the program.



6. Cross-Curricular Integration

Align program activities with various subjects to emphasize its importance within the broader curriculum.



10. Schoolwide Initiatives

Expand the program's reach by incorporating its principles into other school initiatives, such as anti-bullying clubs or events.



14. Student Surveys

Conduct regular surveys to gather student opinions and suggestions for program improvement and adaptation.



3. Parental Involvement:

Keep parents informed about the program's objectives and activities through regular updates, meetings, or workshops, fostering a collaborative effort between home and school.



7. Peer Mentoring

Implement a peer mentoring system where older students mentor younger ones, reinforcing program principles and providing support.



11. Community Partnerships

Collaborate with local organizations or experts in bullying prevention to enhance program effectiveness.



15. Communication Channels

Establish open and accessible communication channels for reporting bullying incidents, seeking help, and sharing concerns, ensuring a supportive environment for students.



4. Teacher Training

Provide ongoing training and resources for teachers to effectively facilitate program sessions and address bullying issues in the classroom.



8. Evaluation and Feedback

Continuously assess the program's impact through student and teacher feedback, making necessary adjustments for improvement.



12. Online Resources

Create a dedicated online platform or website where students, parents, and teachers can access program materials, resources, and updates.

A HOLISTIC APPROACH TO ZERO BULLYING

It's important to note that while the Soaring Toward Zero Bullying Program is a valuable step in the right direction, it alone cannot fully address the issue of bullying within the school.

To effectively combat bullying, the school must adopt a comprehensive approach. This involves creating a culture of open communication, where students feel safe reporting incidents and concerns. Regular teacher training should be implemented to ensure that educators are equipped to recognize and respond to bullying effectively. Additionally, involving parents through workshops and information sessions can keep them informed and engaged in the school's anti-bullying efforts. By combining the principles of the program with these essential actions, the school can establish a holistic anti-bullying framework that promotes kindness, empathy, and a safe environment for all students.

If you're concerned about bullying in your school, it's essential to take action to address the issue effectively. Here are some steps you can consider; however, schools should always implement strategies that are most appropriate to their school, students and community:

1. Report the Concern:

Report any incidents or concerns about bullying to your school's administration or designated staff members responsible for handling bullying cases.

2. Document Incidents:

Keep a record of any bullying incidents, including dates, times, locations, and details of what happened. This documentation can be valuable when addressing the issue.

3. Talk to the Victim:

If you're aware of a bullying victim, offer your support, listen to their concerns, and encourage them to report the incidents to school authorities.

4. Engage with Teachers and Staff:

Discuss your concerns with teachers, counsellors, or school staff members who can help address and investigate the issue.

5. Involve Parents:

Inform the parents or guardians of both the victim and the perpetrator about the bullying incidents, keeping them informed of the situation.

6. Promote Prevention:

Advocate for anti-bullying programs, awareness campaigns, and initiatives within your school to prevent bullying and foster a culture of kindness and respect.

7. Seek Professional Help:

If the situation escalates or involves serious physical or emotional harm, consider involving mental health professionals, counsellors, or external support organisations.

8. Follow School Policies:

Ensure that your school follows its established policies and procedures for addressing bullying and maintaining a safe and inclusive learning environment.

REMEMBER

Addressing bullying requires a collective effort from the school community, including students, teachers, parents, and school staff. By taking action and working together, you can help create a safer and more supportive school environment for all students.

BULLYING IS NEVER OKAY.

WHO TO CONTACT IF FURTHER SUPPORT IS NEEDED

It's essential to seek assistance from mental health professionals, counsellors, or local support organisations for counselling and follow-up services when required. The following numbers may be useful in accessing support services if and when it is required.

▷ Health Direct - 1800 022 222

▷ Parentline - 13 22 89

▷ Life line - 131114

▷ Kids helpline - 1800551800

▷ Medicare Public Enquiries line - 132 114

▷ Pregnancy, Birth and Baby - 1800 882 436

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▷ Ronald McDonald House Phone - 1300 307 642

▷ Canteen - 1800 431 312

▷ HeartKids Helpline - 1800 432 785

New South Wales

▷ Parentline NSW - 1300 130 052,

▷ Careline 1300 CARING or 9794 2350

▷ Tresillian Parent's Help Line - 1300 272 736

Queensland

▷ Child Health Phone Support - 13 HEALTH (13 43 25 84)

▷ Parentline Queensland - 1300 301 300

▷ Childrens Health Queensland Helpline - 1800 432 785

Victoria

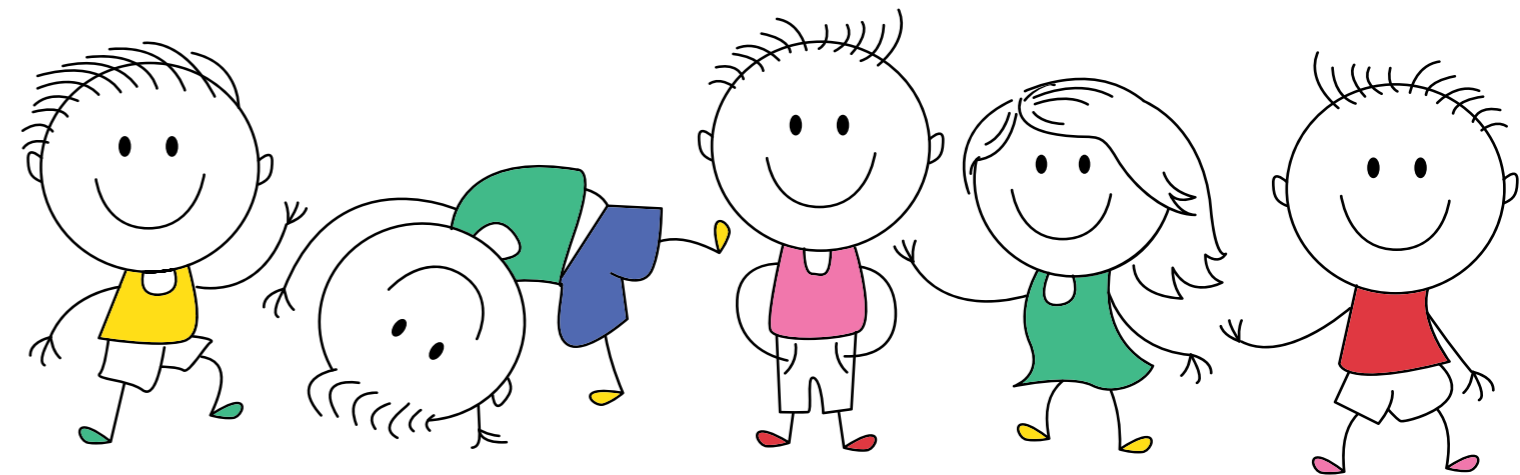
▷ The Maternal and Child Health Line - 13 22 29

▷ Parentline Victoria - 132 289

South Australia

▷ Child and Family Health Service Phone - 1300 733 606

▷ Parent Helpline South Australia - 1300 364 100





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02 9709 2570 - General enquiries

0439 684 642 - Flight related enquiries

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