

# RESPECT ALL

**working together to stand against bullying**

**4/08/25 - 16/08/25**

## **QUALITY AREA 1 EDUCATIONAL PROGRAM AND PRACTICE.**

Educators plan programs that are responsive to children's knowledge, strengths, ideas, culture, abilities and interests. Our service will display the educational program and make children's learning visible to share documentation in ways that are accessible, understanding and meaningful for children, families and visitors to the service



## **PROGRAM AIM:**

This program is designed to empower children to stand up against bullying by creating a safe, inclusive, and respectful environment where every voice matters. Through fun, hands-on activities, meaningful conversations, and team challenges, children will build empathy, strengthen their confidence, and learn the power of kindness and standing together. The aim is to inspire a culture at OSHC and beyond, where respect is the norm and everyone feels supported, valued, and brave enough to speak up.

## **BULLYING NO WAY WEEK**

Bullying No Way Week is Australia's national anti-bullying campaign, held in 2025 from the **11th to the 15<sup>th</sup> of August**. The 2025 theme, "Be bold. Be kind. Speak up.", encourages students and communities to take a stand against bullying through courage, kindness, and advocacy, and promote safe and respectful environments.



## Creative Arts:

### Hands of Help” Collage

Each child traces their hand on coloured paper and writes or draws a way they can help others. Hands are then combined into a collaborative wall collage.

### Portrait of a Good Friend

Kids draw or paint a portrait of what a good friend looks like—inside and out—labelled with character traits like honesty, kindness, or supportiveness.

## STEM / STEAM:

### Build a “Safe Space” Model

Using recycled materials, children design a space (real or imaginary) where everyone feels safe, welcome, and supported.

## Language & Literacy:

### Storybook making

Children create short illustrated books or group a story about standing up for someone, being a good friend, or stopping bullying.

### Acrostic Poems

Children choose a word like KINDNESS, RESPECT, or FRIENDSHIP and write an acrostic poem where each letter starts a line related to the word.

## Indoor activities:

### Kindness Mail

Children write anonymous compliments or positive notes for their peers, which are placed in a “kindness mailbox” and read aloud or delivered.

### Puzzle of positivity

Each child decorates a puzzle piece with a positive word, drawing, or message. When assembled, it forms a large mural showing how everyone fits together.

## Outdoor activities:

### “Find a Friend Who...” Scavenger Hunt

Children must find others who match positive prompts (e.g. “Find someone who helped you recently,” “Find someone who likes the same game as you”).

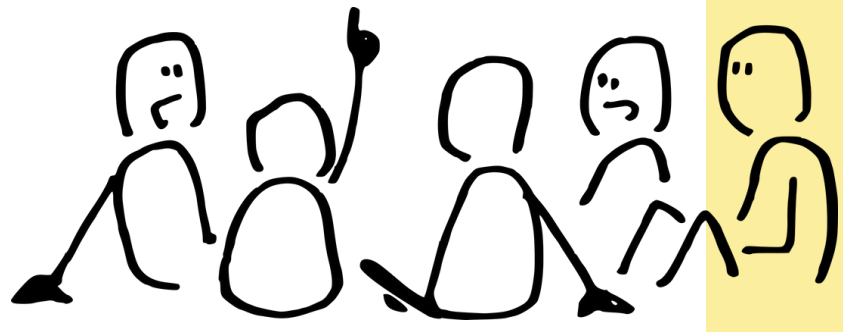
### Team Challenge Stations

Set up a series of team-based challenges (e.g. group balancing, ball carry games) that require communication and fairness.





# GROUP CHAT:



Daily group chats can be a powerful tool in an anti-bullying and inclusion program by providing a safe, supportive space for children to share their thoughts, reflect on their experiences, and build stronger connections with peers. These chats encourage open communication, allow children to express emotions, celebrate acts of kindness, and problem-solve together. They also help educators reinforce positive behaviours, clarify expectations, and create a sense of belonging where every child feels heard and valued.

## My time, our place connections

### 1.1 – Children feel safe, secure, and supported

- establish and maintain respectful, trusting relationships with other children and educators
- sense and respond to a feeling of belonging
- openly express their feelings and ideas in their interactions with others

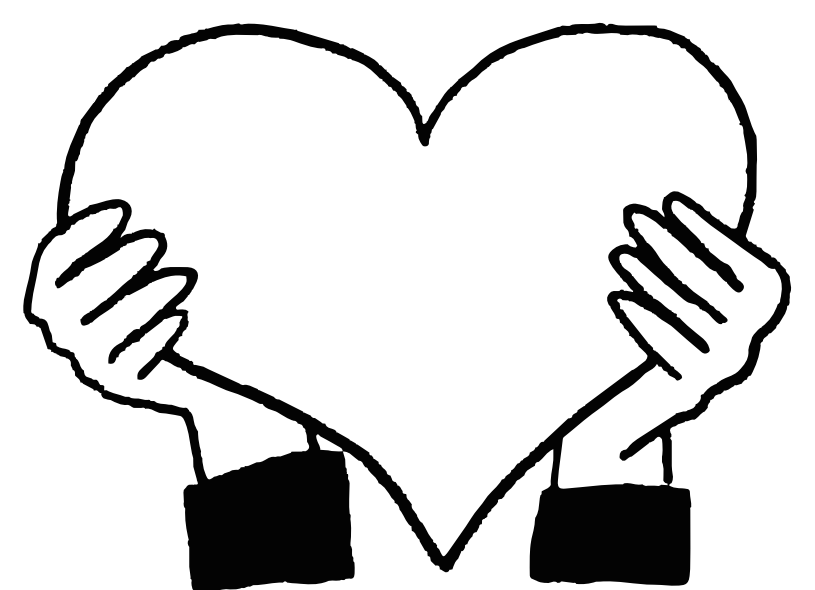
### 1.4 Children learn to interact in relation to others with care, empathy and respect

show interest in other children and being part of a group

- establish and maintain relationships with peers
- engage in and contribute to play and leisure experiences
- empathise with and express concern for others
- display awareness of and respect for others' perspectives
- reflect on their actions and consider consequences for others
- learn to control strong emotions and impulses

### 3.1 Children become strong in their social and emotional wellbeing

- demonstrate trust and confidence
- share humour, happiness and satisfaction
- celebrate their own efforts and achievements and those of others
- increasingly co-operate and work collaboratively with others
- make choices, accept challenges, take considered risks, manage change and cope with frustrations
- recognise the contributions they make to shared projects and experiences and anticipate realistic consequences



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