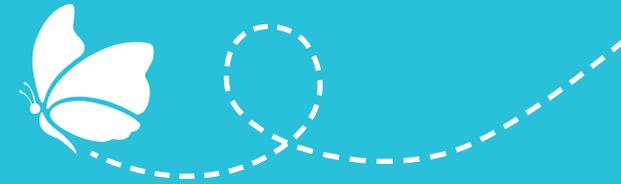


Do It For Dolly Day

Week Lesson Plan

for Secondary Schools



DAY 1 UNDERSTANDING KINDNESS IN OUR WORLD



Learning Focus

Students define kindness in the context of their life and explore its impact.



Introduction

"This week, we are exploring kindness and the difference it makes in our school and our lives. What does kindness mean to you as a young person?"



Guiding Questions

"What does kindness look like in our school?"
Responses: Inviting someone to sit with you, speaking up for others, helping without being asked.
"Is kindness easy or hard to show? Why?"
Responses: Fear of standing out, peer pressure, social media influence.
"What happens when kindness is missing?"
Responses: People feel isolated, more bullying occurs, school feels unsafe.



Activities - Student Cohort

Lower Secondary (Years 7–9)

Create a "Kindness Wall" - Students add sticky notes with kind actions they have seen or done.

Upper Secondary (Years 10–12)

Analyse a media story or real-world example where an act of kindness had a big impact.

E.g. A teenager in Bendigo brightened her community by handing out flowers accompanied by handwritten notes that read "please pass on a small random act of kindness." It turned into a movement of compassion, spreading positivity through small, meaningful gestures.

Source: ABC News



Reflection Prompt



“ One way I can make kindness part of my day is... ”



DAY 2 BANTER, BULLYING AND BOUNDARIES



Learning Focus

Students distinguish between friendly joking and harmful behaviour.



Introduction

"Banter can be fun, but it can also hurt. How do we know when joking has gone too far?"



Guiding Questions

"How do we know if everyone is in on the joke?"

Responses: They're laughing too, they feel included, it stops if someone asks.

"What are signs that someone is uncomfortable?"

Responses: Nervous laughter, going quiet, avoiding the group, walking away.

"What can we do if we realise we've crossed a line?"

Responses: Say sorry, change the subject, check in with the person.



Activities - Student Cohort

Lower Secondary (Years 7–9)

Ask students to create a poster titled "Banter V Bullying" by answering the questions below?

- What is banter?
- Can you give me some examples of banter?
- When does banter turn into bullying?
- How do we know if we cross the line?
- How might we know if we have 'crossed a line' with someone?
- How might they be feeling or behaving?
- Do people use the term banter to disguise bullying?

Upper Secondary (Years 10–12)

Choose a TV show, film, podcast, sports clip, or social media trend where banter is common.

Analyse:

- How is banter shown?
- Is it always friendly, or does it cross the line?
- How does tone, body language, or audience reaction influence meaning?

Reflect:

- Does the media normalise harmful banter?
- How could creators show positive humour without putting people down?



Reflection Prompt

"One way I can make sure banter does not cross the line is.."



DAY 3 BEING AN UPSTANDER, NOT A BYSTANDER



Learning Focus

Students learn practical ways to challenge bullying and support others.

Introduction

"When we see someone being treated badly, we have a choice - stay silent or stand up. What does it mean to be an upstander?"

Guiding Questions

"Why do people stay silent?"

Responses: Scared, don't want to get involved, worried they'll be targeted too.

"How can we speak up safely?"

Responses: Support the person later, report it to a teacher, say something simple like 'Hey, that's not cool.'

Activities - Student Cohort

Lower Secondary (Years 7–9)

Students work in groups to research Four distinct bystander roles have been identified:

- Reinforcer (laughing, cheering, encouraging)
- Assistant (actively helping such as by blocking exits)
- Outsider (silent observation that could be interpreted as approval)
- Defender (active support for the person being bullied, also called an upstander).

Bring the class back together and discuss the Upstander strategies:

- **Strategy 1: Be Present** - When you see bullying, show the bully that their target has a friend. Be present with the victim - be a friend in that moment, even if you are really more like acquaintances.
- **Strategy 2: Distract** - When you see bullying, interrupt the bullying by distracting that person. Ask the bully a

question not related to the situation. Invite the bully to join you in doing something else. In short, get that person's attention off of their target.

- **Strategy 3: Step In** - This one takes more courage; here, the upstander tells the bully to stop and that their behavior is not right. Say it loudly enough to draw attention to the situation.
- **Strategy 4: Get Help** - Tell a trusted adult about the situation to get appropriate help for both the bully and the bullied.

Upper Secondary (Years 10–12)

- Design a peer guide: "What to Do When You See Bullying" – a five-step poster for classrooms.
- Students work in groups to create short scenes showing an upstander response – in person, in group chats, or on social media.

Reflection Prompt

"One thing I can do if I see someone being targeted is..."



DAY 4 BUILDING A KINDNESS CULTURE



Learning Focus

Students identify how to make kindness part of their school culture.



Introduction

“Kindness is more than words – it’s part of how we treat people every day. What would a truly kind school look like?”



Guiding Questions

“What makes a school feel safe?”

Responses: Respect, inclusion, no fear of judgement.

“What could we do differently to make kindness part of our culture?”

Responses: Buddy programs, kindness notes, celebrating positive behaviour.



Activities - Student Cohort

Lower Secondary (Years 7–9)

Brainstorm kindness pledges:

“In our school we choose kindness by...”
– compile into a large poster or mural.

Upper Secondary (Years 10–12)

Plan a kindness campaign

Design social media posts, posters or a short video promoting a safe and supportive school.



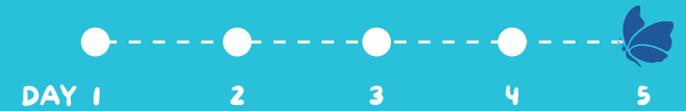
Reflection Prompt



“One change I would like to see in our school is...”



DAY 5 DO IT FOR DOLLY DAY CELEBRATION



Learning Focus

Students celebrate kindness and commit to ongoing action.



Introduction

“Today is Do It For Dolly Day – a day where we take a stand for kindness and against bullying. Let’s share what we’ve learned and how we’ll keep this going.”



Activity Options

- Students wear blue and display their pledges, posters or campaign materials.
- Share kindness reflections in an assembly or create a “Kindness Gallery Walk”.
- Older students may write messages of kindness to younger students or the wider community.



Reflection Prompt



“
This week I learned that kindness...
”

