



Unit of work for:

hope

The **b kinder** workbook

**Personal Development,
Health and Physical Education**

Personal Development, Health and Physical Education

'Hope: The b kinder workbook'

Stage 2 Red Workbook

Duration: 10 weeks

Unit overview

This unit is based on *Hope: The b kinder workbook* written, illustrated and inspired by Billie Kinder and Danny Mayson-Kinder. Billie was only twelve years old when she tragically died but she lived an extraordinary life and impacted the lives of so many through her smile, her touch, her thoughtfulness and her kind and loving words. This workbook continues her legacy. It is a compilation of Billie's artworks and poems and aims to connect with students on their level and challenge them to make a difference in this world by being kind. Throughout the workbook, students are given the opportunities to explore and reflect on building and maintaining caring, respectful and inclusive relationships.

Outcomes	PDHPE skills	Key inquiry questions
<ul style="list-style-type: none"> Explains and uses strategies to develop resilience and to make them feel comfortable and safe PD2-2 Explains how empathy, inclusion and respect can positively influence relationships PD2-3 Demonstrates self-management skills to respond to their own and others' actions PD2-9 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10 	<ul style="list-style-type: none"> Self-awareness (S) <ul style="list-style-type: none"> self-monitoring thoughts, feelings and actions developing greater control and responsibility for our actions, feelings and behaviours reflective practice Emotion and stress management (S) <ul style="list-style-type: none"> recognising emotions coping Help-seeking (S) <ul style="list-style-type: none"> recognising when help is needed accessing support and support networks Communication (I) <ul style="list-style-type: none"> verbal and nonverbal communication 	<ul style="list-style-type: none"> How can we address what it means to be kind? Why are empathy, inclusion and respect important in our relationships?

- listening, eg active

Links to other key learning areas

English

EN2-1A Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

- understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations(ACELA1476)👤
- understand and adopt the different roles in a debate, e.g. through experience of formal debates and role-playing

Respond to and compose texts:

- interact effectively in groups or pairs, adopting a range of roles👤
- use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume(ACELY1688, ACELY1792)⚙️👤
- use information to support and elaborate on a point of view
- demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations

EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

Understand and apply knowledge of language forms and features

- plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features(ACELY1682, ACELY1694) 📝⚙️
-
- understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)⚙️

Respond to and compose texts:

- plan, compose and review imaginative and persuasive texts
- discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features
- plan and organise ideas using headings, graphic organisers, questions and mind maps

Creative Arts

VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.




Students learn to:






- select and explore different aspects of subject matter in particular ways in their making of artworks



Students learn about:





- how pictures and other artworks invite interpretations from audiences



Syllabus content	Teaching, learning and assessment	Initial / date
<p>Students:</p> <ul style="list-style-type: none"> - describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships, for example: (ACPPS037) - describe behaviours that show empathy and respect for the rights of others - predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them, 	<p>Weeks 1 – 2</p> <p>Being Kind</p> <ul style="list-style-type: none"> ▪ As a class, introduce <i>Hope: The b kinder workbook</i> with a shared reading of page 1. ▪ Think-Pair-Share: What does it mean to be kind? How can you show kindness to others? ▪ Create a classroom display of the many ways we can be kind to each other. ▪ Read through page 2 of <i>Hope: The b kinder workbook</i> and allow students time to reflect on and answer the questions on page 3. Ask students to share responses to the question, “What could you do to help someone who was crying in the playground?” if they are willing. ▪ Using a website such as www.wordle.net, students create a ‘word cloud’ for “kindness” of words and qualities they associate with being kind. These can be displayed in the classroom. ▪ Every day, your actions can make a difference, not only to your friends but to people you don’t know. Read page 10 of <i>Hope: The b kinder workbook</i> together as a class. Pose the question, “How do you think it made the student feel when she was smiled at each day by 	

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<p>eg tell an adult if someone is being bullied </p> <ul style="list-style-type: none"> investigate how emotional responses vary in depth and strength, for example: (ACPPS038) recognise their own emotional responses to different situations and how these might differ to others, eg anxious, worried, happy, excited  describe strategies they can use to predict and manage their emotions before making a decision, eg calm down before responding, walk away from an emotional situation, consider the alternatives for the situation  	<p>another student that she didn't know?" Discuss.</p> <ul style="list-style-type: none"> Students are given time to write a poem or piece of creative writing around what might have motivated Billie to smile at an un-known pupil at her school. Ask students to read out their responses if they are willing. Mindfulness activity: Allow time for students to independently complete the question on page 11 of <i>Hope: The b kinder workbook</i>. As a class discuss the lists – were there common answers? Why do you think that might be? <p>Assessment opportunity</p> <p><i>Student participation in class discussions</i></p> <p><i>Word cloud work samples</i></p> <p><i>Presentation of creative writing</i></p>	
<p>Students:</p> <ul style="list-style-type: none"> describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships, for example: (ACPPS037) identify roles, rights and responsibilities in different 	<p>Weeks 3 – 4</p> <p>Empathy</p> <ul style="list-style-type: none"> Read page 6 of <i>Hope: The b kinder workbook</i> together as a class. Circle Time: Have you ever helped anyone? What did you do? Allow students to answer these questions first. Once everyone has had a turn, pose the following questions: <ul style="list-style-type: none"> What difference did your actions make to the life of the person you helped? How did it make you feel knowing your actions had made a difference? 	

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<p>relationships </p> <ul style="list-style-type: none"> - describe behaviours that show empathy and respect for the rights of others  - predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them, eg tell an adult if someone is being bullied  <p>• investigate how emotional responses vary in depth and strength, for example: (ACPPS038)</p> <ul style="list-style-type: none"> - recognise their own emotional responses to different situations and how these might differ to others, eg anxious, worried, happy, excited  - describe strategies they can use to predict and manage their emotions before making a decision, eg calm down before responding, walk away from an emotional situation, consider the alternatives for the situation  	<ul style="list-style-type: none"> - Has anyone ever helped you? What did they do? - What difference did their actions make to your life? - How did it make you feel knowing that someone had helped you? ▪ Think-Pair-Share: What does it mean to be a friend? What qualities are important for a good friendship? ▪ Create a classroom display of what caring and respectful friendships look like. ▪ Mindfulness activity: Allow time for students to independently complete the questions on page 7 of <i>Hope: The b kinder workbook</i>. As a class discuss the answers – encourage the children to share their responses if they are willing. ▪ Read page 14 of <i>Hope: The b kinder workbook</i> together as a class. ▪ Circle Time: Discuss and define the term ‘empathy’. Create a classroom display of different ways to show empathy. What feelings are expressed in the poem? Are there any situations that have made you feel the same way as Billie did in the poem? What did you do? ▪ Mindfulness activity: Allow time for students to independently complete the questions on page 15 of <i>Hope: The b kinder workbook</i>. ▪ Think-Pair-Share: Can you act out different non-verbal feelings from your lists and have your partner guess what the feeling is? Take turns. Partner with another pair and take turns guessing the feelings being expressed non-verbally. Encourage the students to share their responses with the class if they are willing. ▪ Role play: Have students physically stand in someone else’s shoes (eg. teacher/principal/friend) and ask students to voice what they think the other person may be thinking or feeling. Ask students to share how they felt when they were standing in someone else’s shoes. <p>Assessment opportunity</p> <p><i>Student participation in class discussions</i></p> <p><i>Non-verbal feelings presentations</i></p> <p><i>Workbook sample page 15</i></p>	

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<p>the situation </p> <ul style="list-style-type: none"> - explore strategies to manage physical, social and emotional change, for example: (ACPPS034) - identify people or sources of information to learn about change and to seek help and advice, eg family members, a trusted adult  	<p>lives?</p> <ul style="list-style-type: none"> ▪ As a mindfulness activity, students are given time to reflect on and answer the question on page 9 of <i>Hope: The b kinder workbook</i>. Encourage the students to share their responses with the class if they are willing. <p>Assessment opportunity</p> <p><i>Student contributions to class discussions and group work</i></p> <p><i>Charity/Organisation groupwork research</i></p>	
<p>Students:</p> <ul style="list-style-type: none"> - explore how success, challenge and overcoming adversity strengthens identity, for example: (ACPPS033) - propose ways to respond positively to challenge and overcoming adversity, eg positive self-talk, optimistic thinking and help-seeking behaviours, appropriate expression of feelings  - explain how persistence and meeting challenges strengthens identity  • describe and practise ways respect, empathy and valuing diversity can positively influence respectful 	<p>Weeks 7 – 8</p> <p>Difficult Situations</p> <ul style="list-style-type: none"> ▪ Read Billie’s poem ‘Hope’ on page 16 of <i>Hope: The b kinder workbook</i>, together as a class. ▪ Circle Time: Ask students to share something that stood out to them in the poem, why they think Billie used the colours she did and what they think the last two lines in the poem mean. ▪ Think-Pair-Share: Students look at page 17 with their partners and spend time discussing the question, “Can you share a time when you or someone you know has been through a difficult situation?” Come back together as a class and share ideas. The teacher will collate these as a visual display for the classroom. ▪ As a mindfulness activity, students are given time to reflect on and answer the questions on page 17 of <i>Hope: The b kinder workbook</i>. Encourage the students to share their responses with the class if they are willing. ▪ Read and reflect on pages 20 and 21 of <i>Hope: The b kinder workbook</i> together as a class. As a class, create a list of difficult situations that people might find themselves in. ▪ Discuss and define the terms ‘refugee’ and ‘injustice.’ Choose a recent or historical case study on injustice (eg. Nelson Mandela, George Floyd) to discuss as a class. ▪ Create a list of different injustices that have featured on the news. Ask students to form groups and work together to present one of these stories to the class. 	

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<p>relationships, for example: (ACPPS037)</p> <ul style="list-style-type: none"> - predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them, eg tell an adult if someone is being bullied  	<ul style="list-style-type: none"> ▪ Think-Pair-Share: Students look at page 21 of <i>Hope: The b kinder workbook</i> with their partners and spend time discussing the questions, “What ways could you show kindness to people in need in your community?” and “What ideas do you have that might be able to help certain situations and make a difference to people in your community?” Come back together as a class and share ideas. The teacher will collate these as a visual display for the classroom. <p>Assessment opportunity</p> <p><i>Student contributions to class discussions and pair-share time</i></p> <p><i>Injustice story presentation</i></p>	
<p>Students:</p> <ul style="list-style-type: none"> - explore how success, challenge and overcoming adversity strengthens identity, for example: (ACPPS033) - propose ways to respond positively to challenge and overcoming adversity, eg positive self-talk, optimistic thinking and help-seeking behaviours, appropriate - explain how persistence and meeting challenges strengthens identity  • describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships, for example: 	<p>Weeks 9 – 10</p> <p>Our Footprint</p> <ul style="list-style-type: none"> ▪ Read pages 22 and 23 of <i>Hope: The b kinder workbook</i> together as a class and encourage students to share their thoughts about the quotes. ▪ Mindfulness activity: Students are given time to reflect on pages 22 and 23 of <i>Hope: The b kinder workbook</i> and respond to the questions posed, “How do you think you could enrich the lives of others around you?” and “What would you like to see yourself being remembered for?” Ask students to share their responses if they feel comfortable or confident enough to do so. ▪ Read page 4 of <i>Hope: The b kinder workbook</i> together as a class and encourage students to share their thoughts. ▪ As a class, discuss the quote “Actions speak louder than words.” What does it mean? Have you found yourself in a situation where it was easy to take action to help someone? Have you found yourself in a situation where it was difficult to take action and help someone? What was the difference? What did you learn about yourself in either situation? ▪ Mindfulness activity: Students are given time to reflect on pages 4 and 5 of <i>Hope: The b kinder workbook</i> and respond to the questions posed on page 5. ▪ Think-Pair-Share: Students look at page 5 with their partners and spend time discussing the questions. Ask students to share their responses if they feel comfortable or confident enough 	

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<p>(ACPPS037)</p> <ul style="list-style-type: none"> - predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them, eg tell an adult if someone is being bullied • explore strategies to manage physical, social and emotional change, for example: <p>(ACPPS034)</p> <ul style="list-style-type: none"> - identify people or sources of information to learn about change and to seek help and advice, eg family members, a trusted adult 	<p>to do so.</p> <p>Assessment opportunity</p> <p><i>Student contributions to class discussions and pair-share time</i></p>	

Resources
<ul style="list-style-type: none"> ▪ <i>Hope: The b kinder workbook</i> written, illustrated and inspired by Billie Kinder and Danny Mayson-Kinder ▪ <i>NSW Syllabus for the Australian Curriculum: Personal Development, Health and Physical Education K-10</i>, NSW Education Standards Authority, 2018 ▪ <i>NSW Syllabus for the Australian Curriculum: English K-10</i>, NSW Education Standards Authority, 2012 ▪ <i>Creative Arts K-6 Syllabus</i>, Board of Studies NSW, 2006

Unit evaluation	Yes
<ul style="list-style-type: none"> ▪ The unit adequately addresses syllabus outcomes. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ The unit reflects the needs, interests and abilities of students. 	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ The unit provides opportunity for students to demonstrate what they know and can do. 	<input type="checkbox"/>

- The unit includes a variety of teaching and learning activities to address the learning needs of all students.



Additional comments and suggestions for improvement: