



Unit of work for:

hope

The **b kinder** workbook
The Bigger Picture

**Personal Development,
Health and Physical Education**

Personal Development, Health and Physical Education

'Hope: The b kinder workbook – The Bigger Picture'

Stage 3 Orange Workbook

Duration: 10 weeks

Unit overview

This unit is based on *Hope: The b kinder workbook – The Bigger Picture* 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 opportunities to reflect on and practise skills to establish and maintain caring and respectful relationships. They discuss protective and inclusive actions to support their own and others' health, safety and wellbeing.

Outcomes	PDHPE skills	Key inquiry question
<ul style="list-style-type: none"> investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2 evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable PD3-6 applies and adapts self-management skills to respond to personal and group situations PD3-9 selects and uses interpersonal skills to interact respectfully with others to 	<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"> How do empathy, inclusion and respect have an impact on myself and others? What actions positively influence the health, safety and wellbeing of my community?

promote inclusion and build connections PD3-10	<ul style="list-style-type: none"> ▪ verbal and nonverbal communication ▪ listening, eg active 	
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Links to other key learning areas

English

EN3-1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features:

Respond to and compose texts:

- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710) 🗣️ 📺 🧑
- use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) 🧑 🗣️ ⚙️
- use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 🗣️ ⚙️ 🧑
- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🧑 🗣️ ⚙️
- identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies 🗣️ 🧑


EN3-2A Composes, edits and presents well-structured and coherent texts

Understand and apply knowledge of language forms and features

- plan, draft and publish informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714) 🗣️ 📺
- understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs,

eg similes, metaphors, metaphors, personification and sound devices such as alliteration

Respond to and compose texts:


- compose imaginative and informative texts that show evidence of developed ideas
- compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics 

Creative Arts




VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.



Students learn to:




- use different artistic concepts (eg colour, tone, light, scale, abstract), and explores how symbols may be used in their interpretation of selected subject matter
- explore subject matter of personal and social interest from particular viewpoints including issues, activities and events in the community and global environment, places and spaces, people, objects and fantasies.




Syllabus content	Teaching, learning and assessment	Initial / date
<p>Students:</p> <ul style="list-style-type: none"> ▪ practise skills to establish and manage relationships, for example: (ACPPS055) - describe actions that support caring and respectful relationships  - select and practise appropriate ways to resolve conflict and deal with bullying, harassment, discrimination, coercion, abuse and violence, 	<p>Weeks 1 - 3</p> <p>Managing Relationships</p> <ul style="list-style-type: none"> ▪ As a class, introduce <i>Hope: The b kinder workbook – the bigger picture</i> with a shared reading of page 1. ▪ 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. ▪ Read through page 2 of <i>Hope: The b kinder workbook – the bigger picture</i> and allow students time to reflect on and answer the questions on page 3. Ask students to share responses to the question, “What does kindness look like?” if they are willing. 	

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<p>eg negotiation, refusal skills S</p> <p>I #</p> <ul style="list-style-type: none"> - plan for responsible and respectful use of mobile devices and social media in relationships S ▪ investigate community resources and ways to seek help about health, safety and wellbeing, for example: (ACPPS053) ▪ research sources of health information and places where they can seek help about health, safety and wellbeing S <p>I #</p>	<ul style="list-style-type: none"> ▪ Using a website such as www.wordle.net, students create a 'word cloud' for "friendship" of words and qualities they associate with being a good friend. These can be displayed in the classroom. ▪ Being a good friend means we should want to see our friends be their best versions of themselves. Read page 8 of <i>Hope: The b kinder workbook – The Bigger Picture</i> together as a class. Discuss the meaning of the words 'encourage' and 'inspire' and create definitions. ▪ Think-Pair-Share: What ways are you there for your friends? How can you continue to encourage them to do better and try harder? Could it be that for some children it is about not trying quite so hard and being ok with less than perfection? How can you inspire them to believe in themselves? Maybe discuss variations in support and that the best support is that which is most relevant and responsive to the individual. ▪ Students are given time to prepare and present a one-minute talk on someone in their life who has 'inspired' or 'encouraged' them. ▪ Mindfulness activity: Allow time for students to independently complete the questions on page 9 of <i>Hope: The b kinder workbook – The Bigger Picture</i>. Students may decide to decorate the page with their own drawings like the one of Billie's that has been included on page 8. ▪ Read and discuss page 26 of <i>Hope: The b kinder workbook – the bigger picture</i> as a class. Using the Bullyingnoway website definition for Stage 3 students, jointly construct answers to the questions on page 27. Create an anti-bullying promise that can be displayed in the classroom. ▪ As a class, create a list of the different forms bullying can take. Draw the attention of students to the concept of 'cyber bullying' and create a shared definition of this term. Ask students to form groups to work together to establish a set of rules about acceptable and unacceptable online behaviour. <p>Assessment opportunity</p> <p><i>Student participation in class discussions</i></p>	

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	<p><i>Word cloud work samples</i></p> <p><i>Speeches</i></p> <p><i>Group work sample – Rules for behaving acceptably online</i></p>	
<p>Students:</p> <ul style="list-style-type: none"> practise skills to establish and manage relationships, for example: (ACPPS055) describe actions that support caring and respectful relationships  investigate community resources and ways to seek help about health, safety and wellbeing, for example: (ACPPS053) identify trusted adults in the community who can provide advice and support and discuss ways to access these people in a range of different contexts, eg parents/carers, family, community Elders, community organisations, teachers  research sources of health information and places where they can seek help about health, safety and wellbeing  	<p>Weeks 4 - 5</p> <p>Being Kind to Others</p> <ul style="list-style-type: none"> Read page 6 of <i>Hope: The b kinder workbook – the bigger picture</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? Discuss and define the term 'role model'. What qualities would make a person a 'role model'? Is a 'role model' always a positive thing? Read page 10 of <i>Hope: The b kinder workbook – The bigger picture</i>. Ask students to identify ways in which Billie's actions set a good example to others. Students choose 3-5 actions to list on pages 7 and 11 of <i>Hope: The b kinder workbook – The bigger picture</i> and aim to make these happen over the following week. Students choose a friend to pair up with to 'check in' on each other throughout the week to see how they are going with their actions. Read through pages 4, 12 and 16 together as a class. Begin a whole-class 'Think, Puzzle, Explore' thinking routine on the topic of charities using the following prompts: <ol style="list-style-type: none"> What do you think you know about this topic? What questions or puzzles do you have? What does the topic make you want to explore? <p>Keep a visible record of students' answers throughout the discussion.</p> Following this thinking routine, ask students to form groups and choose an appropriate charity to research (teacher may choose to make a short-list of charities for students to 	

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	<p>choose from). In their research, students should aim to include the following information:</p> <ul style="list-style-type: none"> - The purpose of the charity and who it aims to help - A description of the kind of help/aid or assistance it provides - How the general public can be involved/ any charity awareness days they run ▪ The teacher may decide or allow students to determine how they choose to present their research to the class, e.g., a poster, PowerPoint, multimodal, infographic or video. ▪ As a mindfulness activity, students are given time to reflect on and answer the questions on pages 5, 13 and 17 of <i>Hope: The b kinder workbook – the bigger picture</i> ▪ <i>Optional: Choose a charity as a class and request/organise a fundraising day for the whole school to take part in.</i> <p>Assessment opportunity</p> <p><i>Student participation in class discussions</i></p> <p><i>Charity research project presentations</i></p> <p><i>Workbook sample page 5</i></p>	
<p>Students:</p> <ul style="list-style-type: none"> ▪ investigate community resources and ways to seek help about health, safety and wellbeing, for example: (ACPPS053) - research sources of health information and places where they can seek help about health, safety and wellbeing  - identify trusted adults in the 	<p>Week 6</p> <p>Being Kind to Ourselves</p> <ul style="list-style-type: none"> ▪ Read and reflect on pages 24 and 25 of <i>Hope: The b kinder workbook – the bigger picture</i> together as a class. ▪ Remind students of the importance of eating and sleeping well and exercising for our mental health and wellbeing. Headspace.org.au recommends the following as strategies to maintain mental health and wellbeing: <ul style="list-style-type: none"> - getting into life - creating connections - learning skills for tough times - eating well - staying active - getting enough sleep 	

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<p>community who can provide advice and support and discuss ways to access these people in a range of different contexts, eg parents/carers, family, community Elders, community organisations, teachers </p> <p></p> <ul style="list-style-type: none"> recognise how regular physical activity and movement situations promote enjoyment and positive outcomes for participants, for example: <ul style="list-style-type: none"> examine the benefits of physical activity to social health and mental wellbeing  investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example: investigate actions that support their own mental health and that of others, eg talking to a parent or friend, positive self-talk, 	<ul style="list-style-type: none"> Ask students to form groups and choose one of these strategies to research with the main inquiry question being: How does this help/affect a person's mental health and wellbeing? Information is to be collated and presented on an A3 piece of paper. Once complete, posters are to be placed on different tables around the classroom. Groups are then given the opportunity to visit each poster, read over the information and add a practical example to each. If possible, find a location in the classroom to have these posters permanently on display. As a mindfulness activity, students are given time to reflect on and answer the question on page 25 of <i>Hope: The bigger picture workbook</i> – <i>the bigger picture</i>. Encourage students to also list the names of people they trust to help or support them. <p>Assessment opportunity</p> <p><i>Student contributions to class discussions and group work</i></p> <p><i>Mental Health and Wellbeing posters</i></p>	

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regular sleep 		
<p>Students:</p> <ul style="list-style-type: none"> practise skills to establish and manage relationships, for example: (ACPPS055) describe actions that support caring and respectful relationships  	<p>Weeks 7 - 8</p> <p>Being Thankful</p> <ul style="list-style-type: none"> Read Billie's poem 'Family' on page 20 of <i>Hope: The b kinder workbook – the bigger picture</i> together as a class. Ask students to share something that stood out to them in the poem. Encourage students to choose someone they care about to write a letter or a card to. Students can use page 21 of <i>Hope: The b kinder workbook – the bigger picture</i> to draft their message and send a formal copy by post or email once they are happy with it. Read page 22 of <i>Hope: The b kinder workbook – the bigger picture</i> together as a class and encourage students to share their responses. Form a circle and ask students to share a time that they have been thanked for doing something and how that made them feel. Think-Pair-Share: Students look at page 23 with their partners and spend time discussing the question, "How could you take time to be grateful and show people in your life that you are thankful for them and the things they do?" Come back together as a class and share ideas. The teacher will collate these as a visual display for the classroom. Mindfulness activity: Students choose one or two people to focus on for that week and list ways they can show/tell that person they are thankful for what they do. <p>Assessment opportunity</p> <p><i>Student contributions to class discussions and pair-share time</i></p>	
<p>Students:</p> <ul style="list-style-type: none"> practise skills to establish and manage relationships, for example: (ACPPS055) describe actions that support caring and respectful relationships  	<p>Weeks 9 - 10</p> <p>Our Legacy</p> <ul style="list-style-type: none"> Read pages 14 and 28 of <i>Hope: The b kinder workbook – the bigger picture</i> together as a class and encourage students to share their thoughts, especially if they have ever felt this way too. Mindfulness activity: Students are given time to reflect on pages 15 and 29 of <i>Hope: The b kinder workbook – The bigger picture</i> and respond to the questions posed, "How do you 	

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	<p>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.</p> <ul style="list-style-type: none"> ▪ Read page 30 of <i>Hope: The b kinder workbook – The bigger picture</i> together as a class and encourage students to share their thoughts. ▪ Look at some examples of quotes on kindness, making a difference or inspiring others. Discuss the language features of a quote, e.g., length, rhyme, tone as well as font, layout and colour. ▪ Students are given time to draft their own personal message or quote on page 31 of <i>Hope: The b kinder workbook – The bigger picture</i> and publish it using a form of digital technology. Allow students the opportunity to present these to the class with an explanation of what their quote or message means and the reasons for their choice of font, layout and colour. Display these in the classroom or even around the school. <p>Assessment opportunity <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 – The bigger picture</i> written, illustrated and inspired by Billie Kinder and Danny Mayson-Kinder ▪ Bullying definition for Stage 3 - https://bullyingnoway.gov.au/resources/fact-sheets/fact-sheets-for-students ▪ ‘Think, Puzzle, Explore’ Visible Thinking routine from <i>Project Zero, Harvard Graduate School of Education</i> ▪ https://headspace.org.au/

Unit evaluation	Yes
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▪ The unit adequately addresses syllabus outcomes.	<input type="checkbox"/>
▪ The unit reflects the needs, interests and abilities of students.	<input type="checkbox"/>
▪ 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.	<input type="checkbox"/>
Additional comments and suggestions for improvement:	