



**Unit of work for:**

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hope

The **b kinder** workbook  
Sunflowers and Rainbows

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**Personal Development,  
Health and Physical Education**

## Personal Development, Health and Physical Education

### 'Hope: The b kinder workbook - Sunflowers and Rainbows'

#### Stage 1 Yellow Workbook

**Duration:** 10 weeks

#### Unit overview

This unit is based on *Hope: The b kinder workbook – Sunflowers and Rainbows* 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 artwork and poems and aims to connect with students on their level and challenge them to make a difference in this world by being kind. In this unit, students explore emotions and the words, gestures and facial expressions that go with these as well as positive ways to respond with emotions in different situations. They identify groups they people belong to and why these are important, eg support from family and friends. Students are encouraged and challenged to think of ways to develop caring and respectful relationships, to include others and to make them feel like they belong through acts of kindness.

Outcomes	PDHPE skills	Key inquiry questions
<p>A student:</p> <ul style="list-style-type: none"> <li>recognises and describes strategies people can use to feel comfortable, resilient and safe in situations <b>PD1-2</b></li> <li>recognises and describes the qualities that enhance inclusive and respectful relationships <b>PD1-3</b></li> <li>demonstrates self-management skills in taking responsibility for their own actions <b>PD1-9</b></li> <li>describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong <b>PD1-10</b></li> </ul>	<ul style="list-style-type: none"> <li>Self-awareness (<b>S</b>) <ul style="list-style-type: none"> <li>self-monitoring thoughts, feelings and actions</li> <li>developing greater control and responsibility for our actions, feelings and behaviours</li> <li>reflective practice</li> </ul> </li> <li>Emotion and stress management (<b>S</b>) <ul style="list-style-type: none"> <li>recognising emotions</li> <li>coping</li> </ul> </li> <li>Help-seeking (<b>S</b>) <ul style="list-style-type: none"> <li>recognising when help is needed</li> <li>accessing support and support networks</li> </ul> </li> <li>Communication (<b>I</b>) <ul style="list-style-type: none"> <li>verbal and nonverbal communication</li> <li>listening, eg active</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>How can we predict how a person might feel based on the words used, facial expressions and/or body language?</li> <li>How can we respond positively to different emotions?</li> <li>What groups of people do we belong to and why they are important?</li> <li>How can we be kind and caring to others?</li> <li>How can we be inclusive and respectful?</li> </ul>

## Links to other key learning areas

### English

**EN1-1A** Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

Understand and apply knowledge of language forms and features:

- Use turn-taking, questioning and other behaviours related to class discussions
- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)
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Respond to and compose texts:

- Communicate with increasing confidence in a range of contexts
- Engage in conversations and discussions using active listening behaviours, showing interest and contributing ideas, information and questions (ACELY1656)
- Use role-play and drama to represent familiar events and characters in texts
- Use a comment or a question to expand on an idea in a discussion
- Contribute appropriately to class discussions

**EN1-2A** Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

- Understand and apply knowledge of language forms and features
- create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)

Respond to and compose texts:

- Plan, compose and review simple texts on familiar topics
- Compose texts supported by visual information on familiar topics
- Draw on personal experience and topic knowledge to express opinions in writing

### Creative Arts


**VAS1.1** Makes artworks in a particular way about experiences or real and imaginary things





Students learn to:


- make different kinds of artworks including painting, drawings, sculptures, photographs, digital artworks and videos.






Students learn about:


- how different aspects of the world are represented in pictures and other kinds of artworks.

Syllabus content	Teaching, learning and assessment	Initial / date
<p>Students:</p> <ul style="list-style-type: none"> <li>- identify and practise physical and emotional responses that account for their own and others' feelings, for example: (ACPPS020)</li> <li>- predict how a person might feel based on the words used, facial expressions and/or body language </li> </ul>	<p><b>Week 1</b></p> <p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>▪ As a class, introduce <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i> with a shared reading of page 1.</li> <li>▪ Look at the images on page 2 and ask students to name the emotions or feelings that come to mind when they look at these. Collaboratively develop an 'Emotions Word Wall' to display in the classroom.</li> <li>▪ As a class Circle Time activity, have students discuss some of the following: “what makes me feel happy?”, “Or when do I feel happy?” “Is there a picture, sound, smell, or texture that makes me feel happy?”.</li> </ul> <p>Encourage students to take part but remind them that it is ok to just listen if they don't feel comfortable sharing.</p> <ul style="list-style-type: none"> <li>▪ Allow students time to complete page 3.</li> </ul> <p><b>Assessment opportunity</b></p> <p><i>Student contributions to class discussions</i></p>	
<p>Students:</p> <ul style="list-style-type: none"> <li>- identify and practise physical and emotional responses that account for their own and others' feelings, for example: (ACPPS020)</li> <li>- predict how a person might feel based on the words used,</li> </ul>	<p><b>Week 2</b></p> <p><b>Feelings: Being Happy</b></p> <ul style="list-style-type: none"> <li>▪ Allow time for students to complete page 5 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i>.</li> <li>▪ Ask students to share their drawing with a peer.</li> <li>▪ Students form groups of two or three and role-play a situation in which a person who is feeling 'sad' is comforted by one of the things that they had chosen to draw on page 5.</li> <li>▪ Jointly construct an 'Emotions Toolbox' display for the classroom with ideas and/or strategies for students to use when they're feeling sad.</li> </ul>	

Syllabus content	Teaching, learning and assessment	Initial / date
<p>facial expressions and/or body language </p> <ul style="list-style-type: none"> <li>- recognise own emotions and demonstrate positive ways to respond to different situations </li> </ul>	<p><b>Assessment opportunity</b></p> <p><i>Student contributions to class discussions, pair-share time and role-plays</i></p>	
<p>Students:</p> <ul style="list-style-type: none"> <li>- identify and practise physical and emotional responses that account for their own and others' feelings, for example: (ACPPS020)</li> <li>- predict how a person might feel based on the words used, facial expressions and/or body language </li> <li>- recognise how people feel when they are included and excluded from groups and activities </li> </ul>	<p><b>Weeks 3 and 4</b></p> <p><b>Feelings: Reading Emotions</b></p> <ul style="list-style-type: none"> <li>▪ Play 'Pass the Smile'. In this game, students sit in a circle. The teacher begins the game by looking at the student next to them and smiling at them. The students then 'pass' the smile on all around the circle.</li> <li>▪ As a class, discuss the following questions:             <ul style="list-style-type: none"> <li>- What makes a smile feel genuine or real?</li> <li>- How do you feel when someone smiles at you?</li> <li>- Who do you smile at every day?</li> </ul> </li> <li>▪ Play 'Emotions Charades'. A list of emotions is displayed for the class (happy, angry, sad, scared, surprised, excited). An emotion card is chosen by a student to act out using facial expressions or gestures while the rest of the class tries to guess the emotion.</li> <li>▪ Look at pages 8 and 9 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i> and allow students time to complete the drawings on page 9.</li> <li>▪ In pairs, students share one of their 'feelings' drawings, a time they felt this and what they could do to help someone else if they had that same expression on their face.</li> <li>▪ Add any additional strategies to the class 'Emotions Toolbox' display.</li> </ul> <p><b>Assessment opportunity</b></p> <p><i>Student contributions to class discussions and pair-share time</i></p> <p><i>Work sample – Page 9 of 'Hope: The b kinder workbook – Sunflowers and Rainbows'</i></p>	

Syllabus content	Teaching, learning and assessment	Initial / date
<p>Students:</p> <ul style="list-style-type: none"> <li>describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong, for example: (ACPPS019)</li> <li>identify groups people belong to and why they are important, eg support from family, friends and cultural groups </li> </ul>	<p><b>Weeks 5 and 6</b></p> <p><b>Caring for Others: Family and Friends</b></p> <ul style="list-style-type: none"> <li>Look at pages 10 and 11 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i> and allow students time to fill in the table on page 11.</li> <li>As a class, discuss the following: <ul style="list-style-type: none"> <li>What does it mean to care for someone?</li> <li>How do/should we treat the people we care about?</li> <li>If we need help, how can the people we care about assist us?</li> <li>How does it feel to have people to care about and to have people who care for us?</li> </ul> </li> <li>Using Billie’s writing sample on page 12 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i>, discuss how you can better care for someone by knowing about the things that person loves to do. Allow students time to complete their own description of someone they care for on page 13. Encourage students to list one way they could show this person that they care for them based on what they know they love doing.</li> </ul> <p><b>Assessment opportunity</b></p> <p><i>Student contributions to class discussions</i></p> <p><i>Work sample – Page 13 of ‘Hope: The b kinder workbook – Sunflowers and Rainbows’</i></p>	
<p>Students:</p> <ul style="list-style-type: none"> <li>identify and practise physical and emotional responses that account for their own and others’ feelings, for example: (ACPPS020)</li> <li>recognise own emotions and</li> </ul>	<p><b>Weeks 7 and 8</b></p> <p><b>Caring for Others: Actions and Words</b></p> <ul style="list-style-type: none"> <li>Read pages 14 and 15 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i> as a class. Allow students time to complete page 15 and ask students to share their responses if they are willing.</li> <li>As a class Circle Time activity, students share one thing that “kind hands” can do. The teacher records these as they go. Once everyone has had a chance to share, students complete page 17 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i>.</li> <li>Students may create an artwork similar to Billie’s on page 16 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i> by tracing their hand onto a piece of art paper and decorating their fingers with the kind actions they had</li> </ul>	

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<p>demonstrate positive ways to respond to different situations, eg seeking help </p> <ul style="list-style-type: none"> <li>- demonstrate an understanding of what it means to be inclusive and respectful to others, eg peers  </li> </ul>	<p>listed on page 17 of their workbooks as well as images or drawings they associate with these. Display these in the classroom.</p> <ul style="list-style-type: none"> <li>▪ Students form pairs and share their 5 kind actions from page 17 with each other. Encourage students to aim to do each kind action at least once throughout the week. At the end of the week, students will be given the opportunity to follow-up with each other to see how they went.</li> <li>▪ Read pages 18 and 19 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i> as a class and allow students time to complete page 19 independently.</li> </ul> <p><b>Assessment opportunity</b></p> <p><i>Student contributions to class discussions and pair-share time</i></p> <p><i>Work sample – Page 17 of ‘Hope: The b kinder workbook – Sunflowers and Rainbows’</i></p>	
<p>Students:</p> <ul style="list-style-type: none"> <li>- describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong, for example: (ACPPS019)</li> <li>- identify groups people belong to and why they are important, eg support from family, friends and cultural groups  </li> <li>▪ identify and practise physical and emotional responses</li> </ul>	<p><b>Weeks 9 and 10</b></p> <p><b>Caring for Others: Giving</b></p> <ul style="list-style-type: none"> <li>▪ Look at Billie’s poem ‘Family’ on page 20 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i>. Ask students to identify emotions that Billie has expressed in the poem, the words that conveyed these emotions and how they think Billie’s grandparents would have felt when they received this poem.</li> <li>▪ Revisit the tables that students completed on page 11 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i> earlier in the unit and ask students to write a letter to one of the people listed. Students may choose to include a poem or drawing with their letter.</li> <li>▪ Read page 22 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i> together as a class. Ask students to identify words and phrases that show how Billie cared for others and how this impacted the lives of others.</li> <li>▪ Look at the meaning of the word ‘resilience’ and discuss how caring for others is connected to being resilient.</li> <li>▪ Complete page 23 of <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i> as a mindfulness activity.</li> <li>▪ As a Circle Time activity, ask students to share with the class one thing they have learned or one way that <i>Hope: The b kinder workbook – Sunflowers and Rainbows</i> has helped them.</li> </ul>	

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<p>that account for their own and others' feelings, for example: (ACPPS020)</p> <ul style="list-style-type: none"> <li>- predict how a person might feel based on the words used, facial expressions and/or body language </li> </ul>	<p><b>Assessment opportunity</b></p> <p><i>Student contributions to class discussions and Circle Time</i></p>	

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

Unit evaluation	Yes
▪ 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:	