

Kindness Ambassadors

(Year 4 - Ages 9-10):

Lesson 8 of 9

Lesson Overview

Lesson Title:	Kindness Ambassadors
Year Level:	Year 4 (Ages 9-10)
Lesson Duration:	60 minutes
Key Focus Areas:	Advocacy, media literacy, persuasion (positive), teamwork, consolidating facts.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP4P08</u>: Access, use and evaluate health information, products, services and strategies to promote health and wellbeing.• <u>AC9E4LY06</u>: Plan, create, edit and publish... informative and persuasive texts... using text structures, language features, and visual features to suit the purpose and audience.• <u>AC9E4LY02</u>: Use interaction skills... selecting vocabulary, grammar and multimodal features appropriate to the topic, purpose and audience.• <u>AC9AMA4C01</u>: Create and shape media artworks to share ideas, experiences and emotions with audiences

Learning Intentions

- Consolidate their understanding of all the key positive metaphors for donation.
- Understand that being an "Ambassador" or "Spokes-hero" means sharing kind facts to help others learn.
- Explore how to create a simple, positive, and persuasive message for a specific audience (their school).
- Recognise that sharing the good news is a vital way to support the "Hero's Echo."

Success Criteria

- List three key positive messages or facts they have learned in this unit.
- Explain who their "audience" is (e.g., other students) and what message they would find inspiring.
- Design a "Good News Poster" with a clear, kind, and factual message to raise positive awareness.

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Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A. The Ambassador's Mission	Introduction, Story Time & The "Pledge" Metaphor
15 minutes	Part B. The Campaign Briefing	Interactive "Opt-In" vs. "Opt-Out" Activity
25 minutes	Part C. The "Good News" Workshop	Connecting the Activity to the Big Idea (The Australian System)
10 minutes	Part D. The Campaign Launch	Group Sharing, Reflection, and "Gallery Walk"

Part A. The Ambassador's Mission (10 minutes)

Step 1. Review and Introduction

- Gather students on the floor.
- Say: "Hello, heroes! In our last lesson, you were amazing 'Story Keepers' and 'Kindness Reporters.' You heard the **real, positive** story of Leo and 'The Gift of a New Game.' Today, you get a very important promotion."
- Hold up a prop "Ambassador" sash or "Press Pass."
- Say: "Today, you all become official 'Kindness Ambassadors.' An ambassador is a trusted expert who is given the most important mission of all: to share a positive and true message with the world."

Step 2. The Mission Briefing

- Say: "Your mission is to work in 'Campaign Teams' to design a 'Good News Campaign.' A campaign is a plan to share a big idea. Our campaign is to share the true, positive story of donation with our audience. Who is our audience?" (Other students, teachers, parents in the school).
- Ask: "What is the best way to share a message in our school hallways?" (A poster!).

Part B. The Campaign Briefing (15 minutes)

Step 1. Reviewing the "Good News" Facts

- Say: "As ambassadors, you are now experts in the good news. You must use the true, kind facts, not myths or scary stories. Let's review our official facts."



- Introduce the "Kindness Ambassador's Fact Sheet" (the new resource).
- Read the facts aloud together. Key facts should include:
 - THE HERO'S GIFT: One 'Helping Hero' can save up to 7 lives.
 - THE TRUE TREASURE: The gift is the "Treasure of More Time" for a whole family.
 - THE PLEDGE: In Australia, it's a "Hero's Pledge"—a 100% "opt-in" choice you must make.
 - THE ECHO: The most important step is to "start your echo" by sharing your kind wish with your family.

Step 2. Defining the Message

- Ask: "If our audience is other students, what is the most important message we want them to know? What is the one thing we want them to do?"
- Guide the discussion. CRITICAL: The "Call to Action" is not "Go register" (they are too young).
- Say: "The most important message for everyone is our 'Hero's Echo.' So the best 'Call to Action' for our posters is: 'Share your kind wishes with your family!'"

Part C. The "Good News" Workshop (25 minutes)

Step 1. Group Activity: The Campaign Brief

- Divide students into "Campaign Teams" of 3-4.
- Distribute the "Our Campaign Brief" worksheet and A3 paper/markers.
- Instruct: "Ambassadors, with your team, you must first fill in your 'Campaign Brief' worksheet. This is your plan. You must decide on your Key Facts, your Headline, your Main Picture, and your Call to Action."

Step 2. Creative Time: Designing the Poster

- Once the brief is filled in (5-7 mins), teams begin designing their "Good News Poster" on A3 paper.
- Instruct: "Now, create your poster! It must be bright, positive, and eye-catching. It must have your 'Good News' headline. It must have your key fact. And it must have our important 'Call to Action': 'Share your kind wishes with your family!'"
- Circulate and help teams. Prompt: "That's a great headline! Is it positive? Does your picture show the joy of the gift?"

Part D. The Campaign Launch (10 minutes)

Step 1. "Gallery Walk" and Sharing

- Say: "Attention, Kindness Ambassadors! Your campaigns are ready to launch."
- Have each team stand and hold up their poster. Give the class a big round of applause.
- Do a "Gallery Walk" where students walk around the room to see all the posters.
- Ask 2-3 teams to "present" their poster: "What is your headline, and what is the key fact you wanted to share?"



Step 2. Reflection

- Ask: "Why is it so important for us, as ambassadors, to share the good news and the true facts about donation?" (e.g., "So people aren't scared," "So they know it's about kindness," "So they know to talk to their family.")
- Say: "You have all done a heroic job today. You have consolidated all your learning and used it to help others. You are all truly Kindness Ambassadors."

Differentiated Learning

- Extension:
 - Challenge students to write a 15-second "radio ad" script on the back of their worksheet, using the same key message as their poster.
- Learning Support:
 - Provide a pre-written "Call to Action" on a slip of paper for students to glue onto their poster: "Share your kind wish with your family!"
 - Brainstorm a list of "Good News Headlines" on the board for teams to choose from.

Teacher Reflection

- Did the "Kindness Ambassador" metaphor empower students and make them feel like "experts" on the topic?
- Were teams able to select positive facts and design a poster that was on-message (positive, factual, kind)?
- Did the groups successfully identify the correct, age-appropriate "Call to Action" (sharing with family) instead of the senior one (registration)?
- Did this lesson work as a good consolidation of all the key metaphors from the unit?

Assessment

- Worksheet (Activity): Assess the "Our Campaign Brief" worksheet. Did the team identify their audience, select positive facts, and plan a logical poster?
- Poster (Product): Assess the final poster. Is it positive? Does it contain a key fact? Does it include the correct "Call to Action" (sharing with family)?
- Class Discussion: Listen for students' ability to explain why their campaign is important, using language from the unit.

Additional Notes:

This lesson is a critical consolidation of the entire unit, adapting the "Registering Your Audience" module into a positive advocacy project. The Safety and Sensitivity guidelines in the "Teacher Content" document are paramount. The focus must be on positive fact-sharing, not "myth-busting." The "Call to Action" must be the age-appropriate "Share your wish with your family," as this reinforces the core message of the entire unit.

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