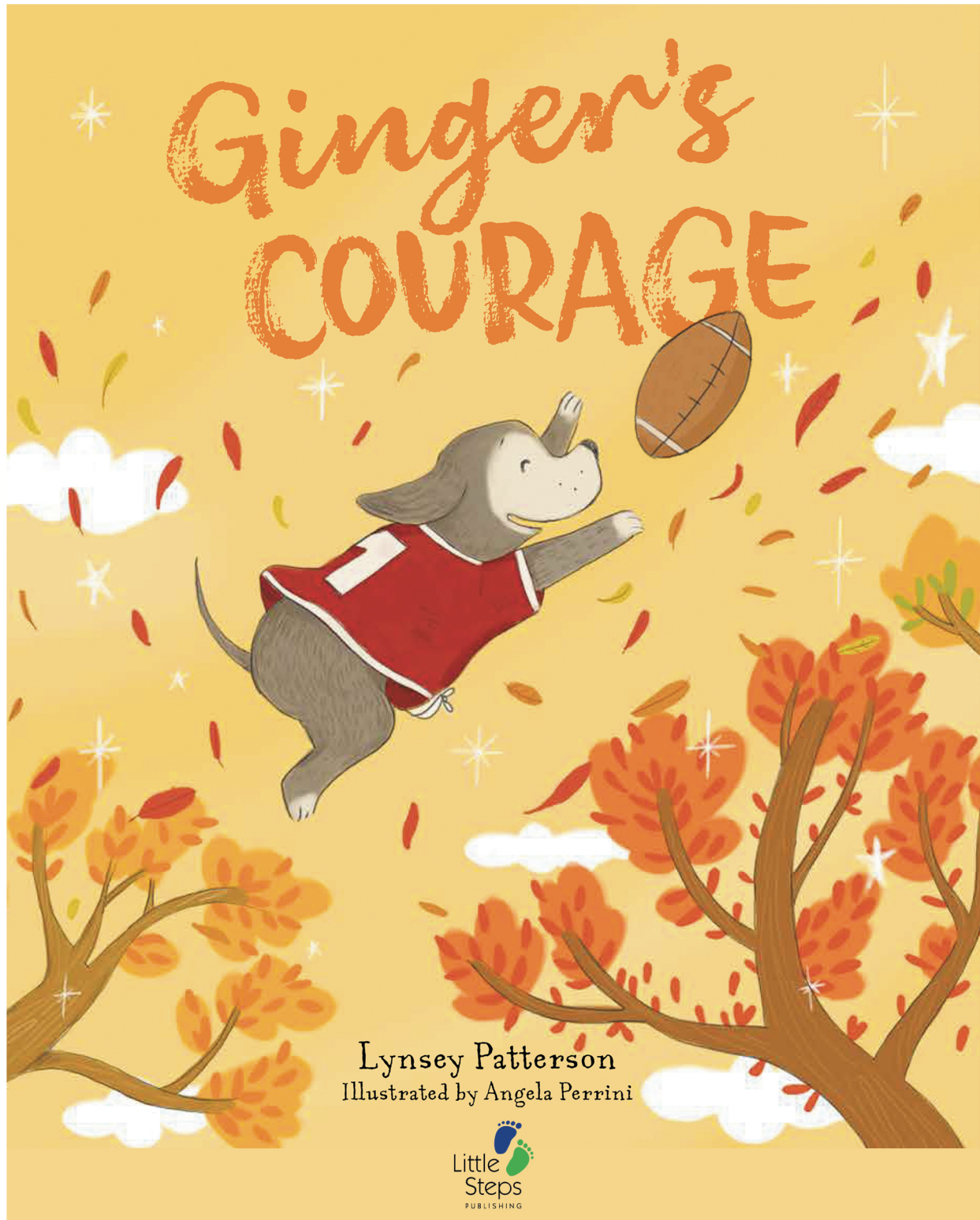


EDUCATIONAL RESOURCE

A Teaching Guide for Early Years - Year 2

Aligned with the Australian Curriculum Version 9.0 and UK National Curriculum



Themes Covered:

- Resilience and Courage
- Inclusion and Diversity
- Friendship and Support
- Overcoming Challenges
- Self-Acceptance

Curriculum Areas:

- English (Foundation - Year 2)
- Personal and Social Capability
- Health and Physical Education



Developed for children aged 4-6 years

ABOUT THE BOOK, AUTHOR, AND ILLUSTRATOR



ABOUT THE BOOK

"Ginger's Courage" tells the inspiring story of a spirited dog who loves playing football. When Ginger faces a life-changing injury that results in the loss of her back leg, her world is turned upside down. Through sadness, fear, and self-doubt, Ginger eventually discovers that having a disability doesn't mean she can't pursue her dreams. With the support of her friends and her own inner strength, Ginger learns to play football again and creates an inclusive team for dogs of all abilities.



ABOUT THE AUTHOR - LYNSEY PATTERSON

Lynsey Patterson is an Australian author who writes heartwarming stories for children. She believes in the power of storytelling to teach important life lessons and help children understand the world around them. Lynsey was inspired to write "Ginger's Courage" to show children that everyone deserves to be included and that differences make us special, not less capable.



ABOUT THE ILLUSTRATOR - ANGELA PERRINI

Angela Perrini is a talented illustrator who brings stories to life through her beautiful artwork. Her colourful and expressive illustrations help readers connect with the characters and feel the emotions in the story. Angela's illustrations in "Ginger's Courage" perfectly capture Ginger's journey from sadness to joy, helping young readers understand the story's important messages.

DIFFERENTIATED DISCUSSION QUESTIONS

Foundation Level:

- What do you think courage means?
- Have you ever felt scared to try something new?
- How do you think Ginger's friends helped her?
- What makes a good friend?

Developing Level:

- How did Ginger show courage throughout the story?
- Why do you think Ginger felt scared after her accident?
- What lesson do you think Ginger learned about including others?
- How can we make sure everyone feels included in our games?

Advanced Level:

- Analyze how Ginger's character develops throughout the story.
- Evaluate the different ways the author shows us about resilience and inclusion.
- How does this story challenge our assumptions about disability and ability?

What message is the author trying to convey about creating inclusive communities?

Teacher's Notes: Discussion questions align with:

Australian Curriculum:

AC9E1LE02 - discussing literary texts and sharing personal responses, and AC9E1LY02 - using interaction skills including listening and speaking clearly.

UK National Curriculum:

KS1 English Programme of Study - spoken language (participating in discussions, expressing views clearly) and reading comprehension (discussing books and expressing preferences).



READING COMPREHENSION ACTIVITIES

Understanding the Story

ACTIVITY 1: STORY SEQUENCE

Put these events in the correct order by numbering them 1-6:

- ☐ Ginger gets injured in a traffic accident
- ☐ Ginger loves playing football every day
- ☐ Ginger sees another three-legged dog playing happily
- ☐ Ginger feels sad and won't come out to play
- ☐ Ginger starts playing football again
- ☐ Ginger creates a team for dogs with all different abilities

ACTIVITY 2: COMPREHENSION QUESTIONS - TIERED BY LEVEL

Foundation Level - True or False Circle T for True or F for False:

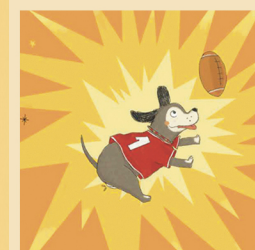
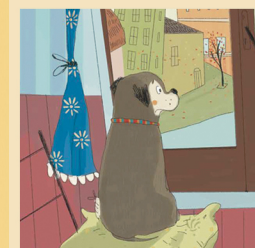
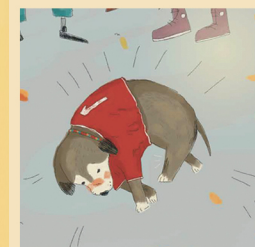
1. Ginger loved playing football before her accident T / F
2. Ginger lost her front leg in the accident T / F
3. Ginger's friends stopped asking her to play T / F
4. Ginger saw another dog with three legs playing T / F
5. Ginger gave up football forever T / F
6. Ginger only let four-legged dogs on her team T / F

Developing Level - Short Answer Questions

1. Why do you think Ginger felt scared to play with her friends?
2. What helped Ginger feel brave again?
3. How did Ginger's attitude change throughout the story?
4. What lesson do you think Ginger learned?

Advanced Level - Extended Response:

1. Examine how the author uses Ginger's journey to explore themes of resilience. Use examples from the text.
2. Evaluate the effectiveness of the story's message about inclusion. How does it challenge stereotypes?
3. Compare Ginger's experience to real-world examples of people overcoming physical challenges.



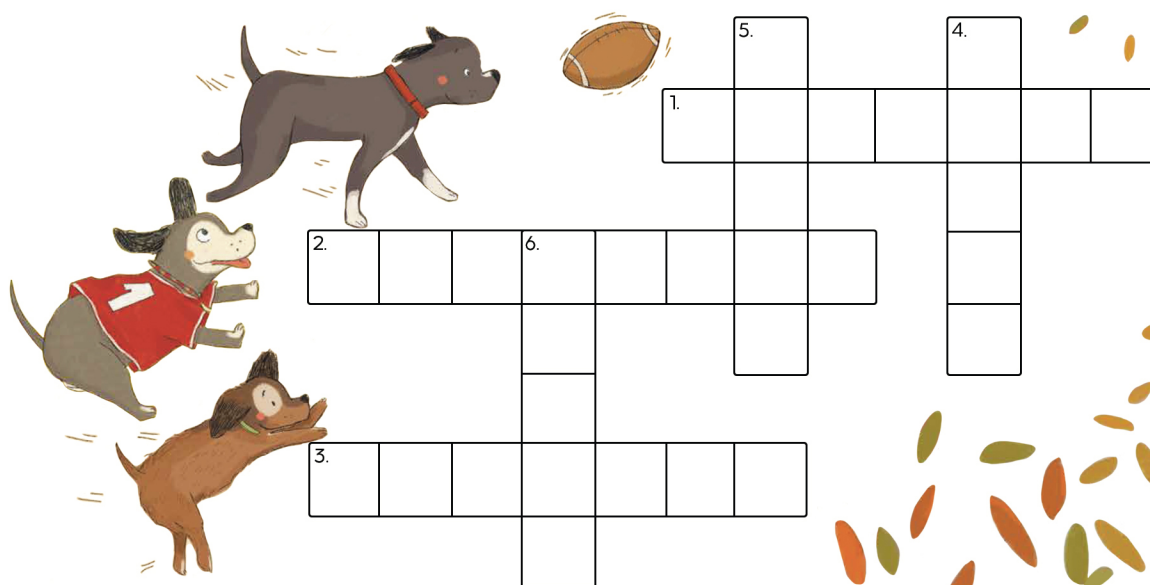
Teacher's Notes: These differentiated activities align with:

Australian Curriculum: AC9E1LE02 and AC9E1LE05 - discussing literary texts, making connections with personal experiences, and using comprehension strategies to build meaning. Advanced level extends to AC9E2LE02 for accelerated learners.

UK National Curriculum: KS1 English Programme of Study - reading comprehension (discussing books, expressing views, making connections to personal experiences) and spoken language (participating in conversations and discussions). Advanced activities support Year 2-3 transition expectations.

GINGER'S COURAGE CROSSWORD

Use words from the story to complete the crossword puzzle.



ACROSS

1. What Ginger showed when she started playing again (7 letters)
2. Ginger's favourite sport (8 letters)
3. The people who supported Ginger (7 letters)

DOWN

4. How Ginger felt at the end of the story (5 letters)
5. What Ginger wanted to score in football (5 letters)
6. How many legs Ginger had after her accident (5 letters)

DIFFERENTIATED EXTENSION ACTIVITIES:

Foundation Level: Choose three words from the crossword and use each one in a sentence about the story.

Developing Level: Find rhyming words in the story (Hint: Look for words like "play/day" or "ball/fall"). Write three pairs of rhyming words.

Advanced Level: Create complex rhyming pairs using sophisticated vocabulary from the story's themes (e.g., "adversity/diversity", "resilience/brilliance").



Challenge: Can you write a four-line poem about Ginger using some of the crossword words and rhyming patterns?

Teacher's Notes: These differentiated activities align with:

Australian Curriculum: AC9E1LA09 - recognising vocabulary of learning area topics and AC9E2LE05 - creating literary texts using language features through creative activities. Differentiated levels support progression from Foundation through Year 2.

UK National Curriculum: KS1 English Programme of Study - vocabulary development, word reading, and engaging with texts through creative response activities. Advanced level incorporates higher-order thinking skills.

BOOK REVIEW AND REFLECTION ACTIVITIES

My Book Review

ACTIVITY 1: RATE THE BOOK

Colour in the stars to show how much you liked "Ginger's Courage":



ACTIVITY 2: STORY CONNECTIONS - DIFFERENTIATED LEVELS

Foundation Level: Have you ever felt like Ginger? Draw or write about a time when:

- You felt scared to try something new: _____
- A friend helped you feel better: _____
- You helped someone else feel included: _____

Developing Level: Reflect on these deeper connections:

- Describe a time when you showed courage like Ginger: _____
- How can you apply Ginger's lesson about inclusion in your own life: _____
- What would you say to encourage someone facing a challenge: _____

Advanced Level: Critical reflection questions

- Analyze how this story has changed your perspective on disability and inclusion: _____
- Evaluate the author's message about resilience. How does it apply to broader life challenges: _____
- Create your own example of how communities can be more inclusive: _____

ACTIVITY 3: PERSONAL RESPONSE - TIERED WRITING

Foundation Level: Write 2-3 sentences about your favourite part of the story.

Developing Level: Write a paragraph explaining what you learned from Ginger's story and how you can use this lesson.

Advanced Level: Write a detailed response comparing Ginger's experience to real-world examples of people who have overcome challenges and created positive change in their communities.

Teacher's Notes: These differentiated activities align with:

Australian Curriculum: AC9E2LE02 - discussing literary texts and sharing responses by making connections with personal experiences, and AC9E1LY07 - creating texts through drawing and writing. Advanced level supports critical thinking and analysis skills.

UK National Curriculum: KS1 English Programme of Study - reading comprehension (expressing preferences about texts, discussing personal responses) and writing composition (creating texts for different purposes). Tiered activities accommodate diverse learning needs.



EXTENSION ACTIVITIES - INCLUSIVITY AND DIVERSITY

Celebrating Differences

ACTIVITY 1: CLASS INCLUSION CHARTER - TIERED PARTICIPATION

Foundation Level: Work together to create rules for including everyone:

Our Inclusion Promise:

1. We will ask everyone to join our games
2. We will _____
3. We will _____
4. We will _____
5. We will _____



Developing Level: Create detailed guidelines with explanations for each rule.

Advanced Level: Develop a comprehensive inclusion policy with implementation strategies and evaluation methods.

ACTIVITY 2: CREATIVE RESPONSE - DIFFERENTIATED OPTIONS

Foundation Level: Choose one:

- ☐ Write a letter to Ginger telling her how brave she is
- ☐ Draw a comic strip showing Ginger's journey

Developing Level: Choose one:

- ☐ Create a poster campaign about including others
- ☐ Design a new book cover with symbolic elements
- ☐ Write an alternative ending to the story

Advanced Level: Choose one:

- ☐ Research and present real-world examples of inclusive sports programs
- ☐ Create a detailed proposal for making your school more inclusive
- ☐ Write and illustrate your own story about overcoming challenges



Curriculum Alignment:

Australian Curriculum:

AC9HPFP01: Identifying and describing how they are growing and changing
AC9HPFP02: Identifying actions that help them be healthy, safe and physically active
AC9E1LY02: Using interaction skills and contributing ideas in group discussions
AC9E1LY07: Creating texts through drawing and writing to communicate ideas
Personal and Social Capability: Self-awareness, social awareness, and responsible decision-making

UK National Curriculum:

Statutory Relationships Education: Understanding diversity with age-appropriate depth
KS1 English Programme: Reading, writing, and speaking skills differentiated by ability
PSHE Education: Personal development and wellbeing across all levels

