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| **BUZ TODAY PROGRAM (PP – YR 1) OUTCOMES AND LINKS TO CURRICULUM FRAMEWORK** | | | | |
| **BUZ Today Program**  **Outcomes** | Early Childhood Health and Physical Education Integrated Scope and Sequence - YEAR 1  **WELLNESS** | | | |
| **SOCIAL CIRCLE SKILLS**   * learn circle skills and learn how to cooperate with others in the BUZ circle. | **Caring For Others**   * Making friends * Caring for friends and others | **Knowledge and Understandings**  Growth and development   * Expression of ideas and feelings | **Interpersonal Skills**  Communicating   * Ways to interact with people * Ways to interrupt appropriately * Ways to express needs and opinions * Ways to assert yourself using assertive verbal and non-verbal communication skills   Cooperating and collaborating in groups   * Strategies to use when following basic instructions * Ways to contribute to a group | **Self Management Skills** |
| **SELF CONCEPT AND SELF RESPECT**   * before they can truly be a friend to anyone else they have to be a friend to themselves. * identify what they are good at or what they like about themselves (their strengths) and appreciate the strengths of others. * become more aware of their own uniqueness and the uniqueness of others and continue to build a healthy self respect. | **Personal Identity**   * Attributes of self and others | **Knowledge and Understandings**  Growth and development   * Similarities and differences   Social and Emotional Well Being   * Characteristics, strengths and challenges | **Interpersonal Skills**  Communicating   * Ways to interact with people * Ways to assert yourself using assertive verbal and non-verbal communication skills | **Self Management Skills**  Planning before deciding   * How to identify personal strengths and challenges |
| **FRIENDSHIP SKILLS**   * demonstrate to children that games that include everyone are more fun and making friends is important. * demonstrate through stortelling the attributes of being a good friend. * build knowledge base of friendship skills and recognise that to have a friend you have to be a friend. * introduce the idea that it is important to do things together as friends. | **Caring For Others**   * Making friends * Caring for friends and others * Appropriate behaviour * Cooperation * School and community | **Social and Emotional Well Being**   * Peer relationships and how they can affect how we feel | **Interpersonal Skills**  Communicating   * Ways to interact with people   Building and Nurturing relationships   * Ways to show care and concern * Ways to build friendships |  |
| **EMOTIONAL COMPETENCE**   * experience excitement and fun and begin to build a vocabulary of feelings. * identify the feeling of being happy, explore what it means to feel 'good' and have desirable feelings. * identify sad characteristics and reflect on what can cause sadness. * understand that feeling sad is OK and there are things they can do that can make themselves feel better. * identify other feelings they don’t like inclduing fear and worry. * establish for themselves what 'bad' feelings are and what causes them as well as enhance their skills to handle these feelings. * identify what negative feelings feel and look like in themselves and others and continue to build on the emotional vocabulary and competence. * enble children to individually reflect on the feelings that they don’t like (Sad and Bad) | **Resilience**   * Identifying and showing emotions * Emotional control | **Knowledge and Understandings**  The meaning and dimensions of health   * Words to describe feelings   Growth and development   * Expression of ideas and feelings   Social and Emotional Well Being   * Peer relationships and how they can affect how we feel | **Interpersonal Skills**  Communicating   * Ways to interact with people * Ways to interrupt appropriately * Ways to express needs and opinions * Ways to assert yourself using assertive verbal and non-verbal communication skills | **Self Management Skills**  Understanding emotions   * Ways to describe emotions * How to identify emotions before taking action   Managing Emotions   * Ways to manage and cope with emotions * Appropriate ways of self restraint |
| **ANGER MANAGEMENT**   * identify the facial expressions and body language that are expressed in anger. * realise that their anger can build up and explode like a coke bottle if it is not handled correctly. * learn how to handle their feelings in a positive way. Children recognise that it is ok to get angry but there are effective ways of handling the anger without hurting anyone. * Learn and practice the ‘BUZ Feelings Managemnet Creed’. | **Resilience**   * Identifying and showing emotions * Emotional control | **Knowledge and Understandings**  The meaning and dimensions of health   * Words to describe feelings   Growth and development   * Expression of ideas and feelings   Social and Emotional Well Being   * Peer relationships and how they can affect how we feel | **Interpersonal Skills**  Communicating   * Ways to interact with people * Ways to interrupt appropriately * Ways to express needs and opinions * Ways to assert yourself using assertive verbal and non-verbal communication skills   Building and Nurturing relationships   * Ways to show care and concern | **Self Management Skills**  Understanding emotions   * Ways to describe emotions * How to identify emotions before taking action   Managing Emotions   * Ways to manage and cope with emotions * Appropriate ways of self restraint   Deciding and acting   * Ways to decide |
| **CONFLICT RESOLUTION**   * experience what can cause fights. Children identifty how fights begin. * realise that friendships are too important to break up because of a conflict, fight or disagreement and that there are ways to sort things out. * learn and apply the BUZ Hopscotch Method of Conflict resolution to solve fights. Children recognise that a fight is really a problem that can be fixed. * recognise the importance of saying sorry in the restoring of friendships and the power of forgiveness. | **Caring for others**   * Cooperation   Resilience   * Safe happy schools * Sharing and comparing experiences * Caring for self and others * Asking for help | **Knowledge and Understandings**  Growth and development   * Expression of ideas and feelings   Social and Emotional Well Being   * Peer relationships and how they can affect how we feel   Social and Emotional Well Being   * Characteristics, strengths and challenges | **Interpersonal Skills**  Communicating   * Ways to interact with people * Ways to interrupt appropriately * Ways to express needs and opinions * Ways to assert yourself using assertive verbal and non-verbal communication skills   Building and Nurturing relationships   * Ways to show care and concern | **Self Management Skills**  Managing Emotions   * Ways to manage and cope with emotions * Appropriate ways of self restraint   Deciding and acting   * Ways to decide   Planning before deciding   * How to consider more than one option in a situation * How to identify positive and negative consequences of decisions |
| **BULLY-PROOFING**   * begin to get an understanding of the difference between conflict and bullying and think about some ideas for when someone is not being friendly. * learn an effective ways of walking away from and talking to someone who is constantly not treating them properly * learn the most effective way to get help and the difference between getting help and 'dobbing' | **Resilience**   * Bullying behaviour * School bullying rules * Caring for self and others * Asking for help * People who can help at school | **Knowledge and Understandings**  Growth and development   * Expression of ideas and feelings   Social and Emotional Well Being   * Peer relationships and how they can affect how we feel   Resources and consumer skills   * People and places that can help | **Interpersonal Skills**  Communicating   * Ways to interact with people * Ways to interrupt appropriately * Ways to express needs and opinions * Ways to assert yourself using assertive verbal and non-verbal communication skills   Building and Nurturing relationships   * Ways to show care and concern * The difference between ‘telling’ to help of ‘telling’ to get someone in trouble | **Self Management Skills**  Managing Emotions   * Ways to manage and cope with emotions * Appropriate ways of self restraint   Deciding and acting   * Ways to decide |
| Revise the content of the program and share ideas with others in the class. Celebrate the learnings in the program. |  |  |  |  |