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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
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| **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
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| **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
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| **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
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| **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
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| **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
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| Revise the content of the program and share ideas with others in the class. Celebrate the learnings in the program. |  |  |  |  |