

BUZ Life Skills

The BUZ Life Skills Programs

for children in schools is proudly

brought to you by YouthCARE and Nurture Works.



BUZ Life Skills is a proactive, wholesome approach that enables children to develop emotional and social well being.

- BUZ Life Skills Programs are aimed at growing confident children in a positive environment.
- They enable children to develop important life skills such as, emotional competence, relationship skills, empathy and respect, conflict resolution, protective behaviours, self confidence, resilience, grief management, and bully-proofing.
- The training is open to chaplains, teachers and other staff from schools.
- The training includes 2 days of BUZ Core training and separate program training days for each of the seven BUZ programs on offer:
- BUZ - "Build Up Zone" initiatives have been developed by Nurture Works, Western Australia. Steve Heron, the creator of BUZ is the trainer.



- BUZ programs are eclectic, combining many identified theoretical frameworks.
- BUZ programs are creative and colourful – the programs have been created to attract interest and make the experience of learning social skills positive and enjoyable for children.
- BUZ programs are child friendly – the elements are presented in a way that kids 'get it'.
- BUZ Programs are easy to use by a facilitator and come with an array of great resources.
- BUZ Programs target particular skills training, to enable children to put into practice the skills they learn.
- BUZ Programs present a useful frame-work that allows all staff to enjoy the same pedagogy, approach and common language with emotional and social well being and pastoral care.



www.youthcare.org.au






www.buildupzone.com



BUZ LIFE SKILLS PROGRAMS



Core Nutrients & Student Outcomes

	NUTRIENT	C & R WORDS	KID LINGO	OUTCOMES (CHILDREN WILL)
1	Each person is treasured and encouraged to contribute	Connectedness Relationships 	I want to have friends	<ol style="list-style-type: none"> 1. Believe that what they have to contribute is valuable. 2. Accept and value other's contributions. 3. Know the basics in instigating social relationships. 4. Be better able to form good, sustaining friendships and to be accepted and valued within their peer group.
2	Negatives are turned to positives, we focus on the good	Confidence Resilience 	I want to be 'good' or 'good at'	<ol style="list-style-type: none"> 1. Know, accept and utilise their personal strengths. 2. Develop the skills to be successful. 3. Grow and flourish in personal confidence. 4. Be able to solve basic problems and handle disappointments. 5. Find meaning and growth in negative situations. 6. Be able to use triggers to personal happiness.
3	We build one another up, there is no place for putdowns	Compassion Respect 	I want to love and be loved	<ol style="list-style-type: none"> 1. Look for the good in and grow a healthy respect for others. 2. Accept and be tolerant of the differences in people. 3. Build a vocabulary of positive language for relating with others. 4. Be aware of and develop a personal values system. 5. Have a positive understanding of social justice and put it into practice.
4	Feelings are acknowledged and allowed to be expressed in healthy ways	Control of Feelings Real Feelings 	I want to feel 'good' or feel 'right'	<ol style="list-style-type: none"> 1. Know their emotions, recognise an emotion when it happens. 2. Appropriately articulate and express their emotions. 3. Understand and regulate their emotions. 4. Recognise emotions in others and the effect of their emotions on others. 5. Recognise the power of emotions and their effect on their own behaviour and health.
5	We look for peaceful ways to solve Problems	Conflict Resolution Restorative Justice 	I want to keep friends	<ol style="list-style-type: none"> 1. Recognise when conflict happens and accept that conflict can be a normal part of relationships. 2. Develop the skills to resolve conflict and negotiate with others. 3. Develop the skills to handle negative social situations or when they are not being treated with respect. 4. Be able to use restorative practices.