



YEAR PP- Yr1 LIFE SKILLS PROGRAM

Program Outcomes Alignment to Australian and Western Australian Curriculum

AC Tag legend			
ACPP**	HPE Personal, Social & Community Health	ACELY**	ENGLISH -Literacy
ACPM**	HPE -Movement & Physical Activity	ACELA**	ENGLISH - Language
ACAMU**	ARTS - Music	ACELT**	ENGLISH - Examining Literature
ACADR**	ARTS - Drama		

Session 1 - FOCUS: It's good to be me (Self Image)

BUZ OUTCOMES

CONNECTING

- A general group introduction and warmup that leads into talk about BUZ circle skills.
- Children learn circle skills and learn how to cooperate with others in the BUZ circle. The first being the importance of eye contact, listening, speaking, thinking and focussing (Concentrating)

SELF RESPECT

- To help the children realise that before they can truly be a friend to anyone else they have to be a friend to themselves.
- Children identify what they are good at or what they like about themselves (their strengths) and appreciate the strengths of others.
- Children identify what they are good at or what they like about themselves (their strengths).

1.1 Introduction: Fun to Me – Teddy Run

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1443	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice <u>General Capabilities</u>
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	
ACELY1788	Use interaction skills including turntaking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	-Literacy <ul style="list-style-type: none"> • Interacting with other -Critical and creative thinking <ul style="list-style-type: none"> • Metacognition
ACPPS004	Practise personal and social skills to interact positively with others	<u>Attitudes and Values</u> <u>Constructive Learning Strategies</u> -Group work
ACPMP012	Cooperate with others when participating in physical activities	-Team building skills -Personal and Social Skills <u>Multiple Intelligences</u>
ACPMP013	Test possible solutions to movement challenges through trial and error	-Linguistic -Visual* Spatial - Interpersonal -Bodily*Kinesthetic <u>Icebreakers-</u>
ACPMP014	Follow rules when participating in physical activities	- Strategies for forming groups <u>Game skills</u>
ACPMP032	Identify rules and fair play when participating in physical activities	-Hand eye coordination -Team Work -Cooperation skills -Respect -Manners <u>Having Fun</u>

1.2 Introduction to BUZ Circle Skills – Eye Contact, Listening, Speaking, Thinking, Focus		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS006	Identify actions that promote health, safety and wellbeing	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPS019	Describe ways to include others to make them feel they belong	<ul style="list-style-type: none"> ▪ Understand themselves as learners -Self Management
ACELA1428	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	<ul style="list-style-type: none"> ▪ Express emotions appropriately ▪ Develop self-discipline and set goals -Social Awareness
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	<ul style="list-style-type: none"> ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	<ul style="list-style-type: none"> ▪ Communicate effectively ▪ Work collaboratively
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	<u>General Capabilities</u> -Literacy
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	<ul style="list-style-type: none"> • Interacting with others • Personal responses • Express preferences -Ethical Understanding
ACELA1787	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	<ul style="list-style-type: none"> • Reasoning in decision making and actions -Critical and creative thinking - Metacognition <u>Attitudes and Values</u>
ACELY1788	Use interaction skills including turntaking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	<u>Circle Time:</u> -Eye contact -Listening -Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning -Group discussion - Social skills
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	<u>Communication skills</u> -Oral *Speaking and listening -Vocabulary -Body language -Empathy <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts- cards -Reading, Speaking and listening
1.3 It's good to be me – Story and song		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS019	Describe ways to include others to make them feel they belong	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	<ul style="list-style-type: none"> ▪ Recognise emotions ▪ Develop reflective practice -Self Management
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	<ul style="list-style-type: none"> ▪ Express emotions appropriately -Social Awareness
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<ul style="list-style-type: none"> ▪ Appreciate diverse perspectives ▪ Communicate effectively -Social management
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	<u>General Capabilities</u> -Literacy
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	<ul style="list-style-type: none"> • Interacting with others • Personal responses • Express preferences -Ethical Understanding
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	<ul style="list-style-type: none"> • Reasoning in decision making and actions -Critical and creative thinking -Metacognition <u>Attitudes and Values</u>
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	<u>Circle Time:</u> -Eye contact -Listening -Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning -Group discussion
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-Social skills <u>Communication skills</u>
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	-Oral *Speaking and listening -Vocabulary <u>Comprehension Strategies</u> -Levels of Questioning

ACAMUM081	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	-Visual texts -Picture books -Reading, Speaking and listening
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	
ACELT1578	Identify some features of texts including events and characters and retell events from a text	

1.4 I Can Dinosaur Cards in BUZ Circle - Strengths

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS001	Identify personal strengths	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPS015	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	<ul style="list-style-type: none"> ▪ Recognise emotions -Self Management <ul style="list-style-type: none"> ▪ Express emotions appropriately -Social management <ul style="list-style-type: none"> ▪ Communicate effectively -Literacy
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	<ul style="list-style-type: none"> • Personal responses -Ethical Understanding
ACELA1786	Explore the different contribution of words and images to meaning in stories and informative texts	<ul style="list-style-type: none"> • Express preferences -Ethical Understanding
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	<ul style="list-style-type: none"> • Reasoning in decision making and actions -Metacognition
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	<u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -Speaking
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	-Thinking -FOCUS <u>Strength based learning</u> -Personal strengths
ACELY1788	Use interaction skills including turntaking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge- Effective questioning -Decision making -Group discussion -Assertiveness

1.5 BUZ Today Kids booklet and 'It's Good to Be Me Worksheet'

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS001	Identify personal strengths	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPS015	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	<ul style="list-style-type: none"> ▪ Recognise emotions -Self Management <ul style="list-style-type: none"> ▪ Express emotions appropriately -Social management <ul style="list-style-type: none"> ▪ Communicate effectively -Literacy
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	<ul style="list-style-type: none"> • Personal responses - Express preferences -Ethical Understanding
ACELA1435	Recognise that sentences are key units for expressing ideas	<ul style="list-style-type: none"> • Reasoning in decision making and actions -Metacognition
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	<u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS <u>Strength based learning</u> - Personal strengths

Session 2 - FOCUS: What does a friend do? (Being a friend)

BUZ OUTCOMES

SELF RESPECT AND RESPECT FOR OTHERS

- Children become more aware of their own uniqueness and the uniqueness of others and continue to build a healthy self respect.
- To demonstrate to children that games that include everyone are more fun and making friends is important.

FREINDSHIPS AND RELATIONSHIPS

- Demonstrate through reading 'Friends' story book the attributes of being a good friend.
- Children build their knowledge base of friendship skills and recognise that to have a friend you have to be a

friend. <ul style="list-style-type: none"> Revise friendship attributes. Introduce the idea that it is important to do things together as friends. To get children to focus on and consider friendship making skills. 		
2.1 Being me and being different – It's Okay To Be Different - story		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS005	Identify and describe emotional responses people may experience in different situations	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements
ACPPS015	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	-Self Management <ul style="list-style-type: none"> Express emotions appropriately
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	-Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives
ACELA1782	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources	-Social management <ul style="list-style-type: none"> Communicate effectively Literacy <ul style="list-style-type: none"> Personal responses Express preferences
ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	-Ethical Understanding <ul style="list-style-type: none"> Reasoning in decision making and actions
ACELA1542	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody	-Metacognition
ACELT1783	Share feelings and thoughts about the events and characters in texts	<u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS <u>Strength based learning</u> -Personal strengths
2.2 Friendships – Making Friends – Friends in Hoops game and song		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMP012	Cooperate with others when participating in physical activities	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements
ACPMP014	Follow rules when participating in physical activities	-Self Management <ul style="list-style-type: none"> Express emotions appropriately
ACPMP030	Use strategies to work in group situations when participating in physical activities	-Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives
ACPMP032	Identify rules and fair play when participating in physical activities	-Social management <ul style="list-style-type: none"> Communicate effectively
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	Literacy <ul style="list-style-type: none"> Personal responses Express preferences
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	-Ethical Understanding <ul style="list-style-type: none"> Reasoning in decision making and actions
ACELY1788	Use interaction skills including turntaking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	-Metacognition <u>Game skills</u> -Team Work -Cooperation skills
ACAMUM081	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	-Respect -Manners -Personal safety <u>Having Fun</u> <u>Explicit teaching</u>
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	- Cues, questions, activating prior knowledge - Effective questioning -Decision making / Problem solving -Group discussion
ACELT1578	Identify some features of texts including events and characters and retell events from a text	-Assertiveness -Game Rules
2.3 Story – 'Friends'		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practise personal and social skills to interact positively with others	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements
ACPPS005	Identify and describe emotional responses people may experience in different situations	-Self Management <ul style="list-style-type: none"> Express emotions appropriately

ACPPS019	Describe ways to include others to make them feel they belong	-Social Awareness ▪ Appreciate diverse perspectives
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	-Social management ▪ Communicate effectively Literacy
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	• Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making & actions -Metacognition
ACELA1786	Explore the different contribution of words and images to meaning in stories and informative texts	<u>Communication skills</u> -Oral *Speaking and listening -Written *Vocabulary - Reading*Vocabulary -Interpersonal -Empathy
ACELT1575	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (<u>Thinking skills</u> - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition -Creative and critical thinking <u>Mental Health and Wellbeing</u> -Safety -Relationships <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models - Picture books -Reading, Speaking and listening
2.4 Building blocks for friendship 'What does a friend do?' – Cards and song		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions
ACPPS006	Identify actions that promote health, safety and wellbeing	▪ Understand themselves as learners ▪ Develop reflective practice -Self Management
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable
ACPPS024	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected	-Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships
ACELA1435	Recognise that sentences are key units for expressing ideas	-Social management ▪ Communicate effectively ▪ Make decisions
ACELA1437	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	<u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u>
ACELA1786	Explore the different contribution of words and images to meaning in stories and informative texts	-Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical <u>Explicit teaching</u>
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	- Cues, questions, activating prior knowledge -Effective questioning <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models <u>Constructive Learning Strategies</u>
ACAMUM081	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	-reflective practice -collaborative construction of knowledge <u>Communication skills</u>
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	-Oral *Speaking and listening -Vocabulary -Body language -Empathy <u>Thinking skills</u> - Cognitive Thinking Skills
ACELT1578	Identify some features of texts including events and characters and retell events from a text	- Decision making - Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain <u>Teaching and Learning Strategies</u> -Cooperative skills - Simulation and modeling -Concrete materials - Brainstorming/callout -Task Cards - Discovery/Inquiry based -Hands on -Roleplay

2.5 Friends song		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS001	Identify personal strengths	<u>CASEL-Personal and Social Capability</u>
ACPPS015	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	-Self Awareness <ul style="list-style-type: none"> ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management <ul style="list-style-type: none"> ▪ Express emotions appropriately -Social Awareness <ul style="list-style-type: none"> ▪ Appreciate diverse perspectives -Social management <ul style="list-style-type: none"> ▪ Communicate effectively
ACPPS019	Describe ways to include others to make them feel they belong	<u>Circle Time</u>
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	-BUZ circle skills <u>Multiple Intelligences</u>
ACAMUM081	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	-Linguistic -Visual* Spatial -Intrapersonal- Interpersonal <u>Explicit teaching</u>
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	- Cues, questions, activating prior knowledge- Effective questioning <u>Teaching and Learning Strategies</u>
ACELT1578	Identify some features of texts including events and characters and retell events from a text	-Social skills - Choral singing - Song lyrics -Friendship vocabulary <u>Communication skills</u> -Oral *Singing and listening -Vocabulary <u>Thinking skills</u> - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain <u>Mental Health and Wellbeing</u> -Safety -Relationships

Session 3 - FOCUS: Feelings (Feeling 'good')

BUZ OUTCOMES

FEELINGS AWARENESS and VOCABULARY (EMOTIONAL COMPETENCE)

- For the children to experience excitement and fun and begin to build a vocabulary of feelings.
- Children identify the feeling of being happy and explore what it means to feel 'good'.
- Children identify 'good' or desirable feelings. They may briefly explain a time when they have felt that way.

3.1 Feeling good – feeling happy

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMP012	Cooperate with others when participating in physical activities	<u>CASEL-Personal and Social Capability</u>
ACPMP014	Follow rules when participating in physical activities	-Self Awareness <ul style="list-style-type: none"> ▪ Recognise personal qualities and achievements -Self Management <ul style="list-style-type: none"> ▪ Express emotions appropriately -Social Awareness <ul style="list-style-type: none"> ▪ Appreciate diverse perspectives -Social management <ul style="list-style-type: none"> ▪ Communicate effectively
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	Literacy <ul style="list-style-type: none"> • Personal responses • Express preferences -Ethical Understanding <ul style="list-style-type: none"> • Reasoning in decision making and actions -Metacognition
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	<u>Having Fun</u> <u>Game skills</u>
ACPMP030	Use strategies to work in group situations when participating in physical activities	-Team Work - Cooperation skills
ACPMP031	Propose a range of alternatives and test their effectiveness when solving movement challenges	-Respect -Manners -Personal safety <u>Explicit teaching</u>
ACPMP032	Identify rules and fair play when participating in physical activities	- Cues, questions, activating prior knowledge - Effective questioning
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	-Decision making / Problem solving -Group discussion - Assertiveness
ACELA1437	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	-Game Rules
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	

3.2 Feeling good and when I am feeling happy - story and song

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS019	Describe ways to include others to make them feel they belong	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management <ul style="list-style-type: none"> ▪ Express emotions appropriately -Social Awareness <ul style="list-style-type: none"> ▪ Appreciate diverse perspectives -Social management <ul style="list-style-type: none"> ▪ Communicate effectively <u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal- Interpersonal <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Following directions <u>Teaching and Learning Strategies</u> -Roleplay -Inquiry Process <u>Communication skills</u> -Oral *Speaking and listening -Written *Vocabulary -Interpersonal *Team building skills - Body language - Empathy <u>Thinking skills</u> - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain <u>Mental Health and Wellbeing</u> -Safety - Relationships
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	
ACAMUM081	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	
ACELT1578	Identify some features of texts including events and characters and retell events from a text	
3.3 Feeling good and when I am feeling happy – worksheet and song		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management <ul style="list-style-type: none"> ▪ Express emotions appropriately -Social Awareness <ul style="list-style-type: none"> ▪ Appreciate diverse perspectives -Social management <ul style="list-style-type: none"> ▪ Communicate effectively <u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal- Interpersonal <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts and models <u>Constructive Learning Strategies</u> -reflective practice - collaborative construction of knowledge - Following directions <u>Teaching and Learning Strategies</u> -Roleplay - Inquiry Process
ACPPS006	Identify actions that promote health, safety and wellbeing	
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	
ACPPS018	Recognise situations and opportunities to promote health, safety and wellbeing	
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACAMUM081	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs	

	used by cultural groups in the community	<u>Communication skills</u> -Oral *Speaking and listening - Written *Vocabulary -Interpersonal *Team building skills - Body language - Empathy
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<u>Thinking skills</u> - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACELT1578	Identify some features of texts including events and characters and retell events from a text	<u>Mental Health and Wellbeing</u> -Safety – Relationships
3.4 Feeling good - Bears Cards		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice
ACPPS006	Identify actions that promote health, safety and wellbeing	-Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	-Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships
ACPPS018	Recognise situations and opportunities to promote health, safety and wellbeing	-Social management ▪ Communicate effectively ▪ Make decisions
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	<u>Circle Time</u> -BUZ circle skills
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	<u>Multiple Intelligences</u>
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	-Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical <u>Explicit teaching</u> - Cues, questions, activating prior knowledge-
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Effective questioning <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge <u>Teaching and Learning Strategies</u> -Discovery/Inquiry based - Hands on <u>Communication skills</u> -Oral *Speaking and listening -Vocabulary -Body language -Empathy <u>Thinking skills</u> - Cognitive Thinking Skills - Decision making -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain

Session 4 - FOCUS: Feelings (Feeling sad and bad)

BUZ OUTCOMES

FEELINGS AWARENESS and VOCABULARY (EMOTIONAL COMPETENCE)

- Children identify sad characteristics and reflect on what can cause sadness.
- Children understand that feeling sad is OK and there are things they can do that can make them feel better.
- For the children to identify the feelings they don't like, including fear and worry.
- Children establish for themselves what 'bad' feelings are and what causes them as well as enhance their skills to handle these feelings.
- Children can identify what negative feelings feel and look like in themselves and others and continue to build on the emotional vocabulary and competence.
- To enable children to individually reflect on the feelings that they don't like (Sad and Bad) using their worksheet activities

4.1 Feeling sad – Bears Cards

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions

ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	<ul style="list-style-type: none"> ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management
ACPPS006	Identify actions that promote health, safety and wellbeing	<ul style="list-style-type: none"> ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable -Social Awareness
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	<ul style="list-style-type: none"> ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management
ACPPS018	Recognise situations and opportunities to promote health, safety and wellbeing	<ul style="list-style-type: none"> ▪ Communicate effectively ▪ Make decisions
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	Circle Time -BUZ circle skills
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	<u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	<u>Comprehension Strategies</u> -Levels of Questioning - Visual texts -cards
		<u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge <u>Teaching and Learning Strategies</u> -Discovery/Inquiry based - Hands on <u>Communication skills</u> -Oral *Speaking and listening -Vocabulary -Body language -Empathy <u>Thinking skills</u> - Cognitive Thinking Skills - Decision making -Strategic/Reflective Thinking Skills

4.2 When I'm Feeling Sad - story

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS019	Describe ways to include others to make them feel they belong	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	<ul style="list-style-type: none"> ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	<ul style="list-style-type: none"> ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable -Social Awareness
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	<ul style="list-style-type: none"> ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	<ul style="list-style-type: none"> ▪ Communicate effectively ▪ Make decisions
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	Circle Time -BUZ circle skills
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	<u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning -Decision making / Problem solving -Group discussion - Assertiveness
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	<u>Comprehension Strategies</u> -Levels of Questioning -Visual texts - Picture books
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	-Reading, Speaking and listening <u>Different types of text:</u> - picture books <u>Mental Health and wellbeing</u> -Relationship Skills

4.3 Feeling 'bad' – What's the Time Mr Wolf Game

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMPO12	Cooperate with others when participating in physical	<u>CASEL-Personal and Social Capability</u>

	activities	-Self Awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice -Self Management <ul style="list-style-type: none"> Develop self-discipline and set goals Become confident, resilient and adaptable -Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives Contribute to civil society Understand relationships -Social management <ul style="list-style-type: none"> Communicate effectively Work collaboratively Make decisions Negotiate and resolve conflict Develop leadership skills <u>General Capabilities</u>
ACPMP013	Test possible solutions to movement challenges through trial and error	
ACPMP014	Follow rules when participating in physical activities	
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACPMP030	Use strategies to work in group situations when participating in physical activities	
ACPMP032	Identify rules and fair play when participating in physical activities	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-Literacy <ul style="list-style-type: none"> Interacting with others Personal responses Express preferences -Ethical Understanding <ul style="list-style-type: none"> Reasoning in decision making and actions -Critical and creative thinking - Metacognition
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<u>Attitudes and Values</u>
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	<u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -Speaking - Thinking -FOCUS
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	<u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	-Team building skills - Personal and Social Skills <u>Communication skills</u>
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	-Oral *Active Speaking and listening -Vocabulary*Spoken -Interpersonal *Team building -Intrapersonal*Self Talk -Social skills -Group work <u>Multiple Intelligences</u>
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical - Experiential
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	<u>Mental Health and wellbeing</u> -Safety - Relationships <u>Icebreakers-</u> - Strategies for forming groups <u>Game skills</u> -Team Work-Cooperation skills -Respect -Manners -Personal safety -Personal identity-Achievement - Resilience <u>Having Fun</u>
4. 4 When I'm Feeling Scared – Story		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS019	Describe ways to include others to make them feel they belong	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> Recognise emotions Understand themselves as learners Develop reflective practice -Self Management <ul style="list-style-type: none"> Express emotions appropriately Develop self-discipline and set goals Become confident, resilient and adaptable -Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives Understand relationships -Social management <ul style="list-style-type: none"> Communicate effectively Make decisions <u>Circle Time</u> -BUZ circle skills
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	
ACELY1656	Engage in conversations and discussions, using active	

	listening behaviours, showing interest, and contributing ideas, information and questions	<u>Multiple Intelligences</u> -Linguistic -Visual* Spatial-Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical <u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning -Decision making / Problem solving -Group discussion - Assertiveness <u>Comprehension Strategies</u>
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	-Levels of Questioning -Visual texts - Picture books -Reading, Speaking and listening <u>Different types of text:</u> - picture books <u>Mental Health and wellbeing</u> -Relationship Skills
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	
4.5 Feeling 'bad' – Bears Cards		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	-Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Make decisions <u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u>
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning <u>Comprehension Strategies</u>
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	-Levels of Questioning - Visual texts and models <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge <u>Teaching and Learning Strategies</u>
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	-Discovery/Inquiry based - Hands on <u>Communication skills</u> -Oral *Speaking and listening -Vocabulary -Body language -Empathy <u>Thinking skills</u> - Cognitive Thinking Skills - Decision making - Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	
4.6 'Bad and Sad' – Worksheet		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Become confident, resilient and adaptable
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	
ACELY1650	Use comprehension strategies to understand and discuss	

	texts listened to, viewed or read independently	<ul style="list-style-type: none"> ▪ Make decisions
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	<u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal-Logical-I
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge- Effective questioning <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts -Following directions
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	<u>Constructive Learning Strategies</u> -reflective practice
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	-collaborative construction of knowledge -Student directed learning <u>Teaching and Learning Strategies</u> -Inquiry Process <u>Collaboration and Co-operation</u> -Positive Interdependence -Individual Accountability <u>Communication skills</u> -Oral *Speaking and listening -Written *Vocabulary <u>Thinking skills</u> - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain - Metacognition -Creative and critical thinking <u>Mental Health and Wellbeing</u> -Safety – Relationships

Session 5 - FOCUS: Feeling Mad – (Handling Anger)

BUZ OUTCOMES

FEELINGS AWARENESS and VOCABULARY

- Children identify the facial expressions and body language that are expressed in anger.

FEELINGS MANAGEMENT (EMOTIONAL COMPETENCE)

- Children realise that their anger can build up and explode like a coke bottle if it is not handled correctly.
- Children 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.

5.1 Feeling Mad – Taming the Madness Monster – Bears Cards

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACAMUM081	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	-Self Management <ul style="list-style-type: none"> ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	-Social Awareness <ul style="list-style-type: none"> ▪ Appreciate diverse perspectives ▪ Understand relationships
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-Social management <ul style="list-style-type: none"> ▪ Communicate effectively ▪ Make decisions
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u>
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	-Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical <u>Explicit teaching</u>
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	- Cues, questions, activating prior knowledge -Effective questioning <u>Comprehension Strategies</u>
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing	-Levels of Questioning - Visual texts and models <u>Constructive Learning Strategies</u>

	ideas, information and questions	-reflective practice -collaborative construction of knowledge <u>Teaching and Learning Strategies</u>
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	-Discovery/Inquiry based - Hands on <u>Communication skills</u> -Oral *Speaking and listening -Vocabulary -Body language -Empathy <u>Thinking skills</u> - Cognitive Thinking Skills - Decision making -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	

5.2 Handling your anger – Songs and BUZ Feelings Management Creed

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice
ACAMUM081	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	-Self Management ▪ Express emotions appropriately ▪ Become confident, resilient and adaptable
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	-Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal -Bodily*Kinesthetic -Logical-Experiential
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	-Effective questioning <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts -Following directions
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	<u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Student directed learning <u>Teaching and Learning Strategies</u> -Inquiry Process
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	<u>Collaboration and Co-operation</u> -Positive Interdependence -Face-To-Face Interaction -Individual Accountability - Social Skills - Group Processing
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	<u>Communication skills</u> -Oral *Speaking and listening -Written *Vocabulary -Interpersonal *Team building skills - Body language -Empathy
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<u>Thinking skills</u> - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain - Metacognition -Creative and critical thinking <u>Mental Health and Wellbeing</u> -Safety – Relationships
ACELT1578	Identify some features of texts including events and characters and retell events from a text	

5.3 Handling your anger – Worksheets – when I get angry and song

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACAMUM081	Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions

	used by cultural groups in the community	<ul style="list-style-type: none"> ▪ Understand themselves as learners ▪ Develop reflective practice
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	<ul style="list-style-type: none"> -Self Management ▪ Express emotions appropriately ▪ Become confident, resilient and adaptable
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	<ul style="list-style-type: none"> -Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<ul style="list-style-type: none"> -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	<ul style="list-style-type: none"> -Self Management ▪ Express emotions appropriately ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	<ul style="list-style-type: none"> -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	<ul style="list-style-type: none"> -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	<ul style="list-style-type: none"> <u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal -Bodily*Kinesthetic -Logical-Experiential
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	<ul style="list-style-type: none"> <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	<ul style="list-style-type: none"> <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts -Following directions <u>Constructive Learning Strategies</u>
ACELT1578	Identify some features of texts including events and characters and retell events from a text	<ul style="list-style-type: none"> -reflective practice -collaborative construction of knowledge -Student directed learning <u>Teaching and Learning Strategies</u> -Inquiry Process <u>Collaboration and Co-operation</u> -Positive Interdependence -Face-To-Face Interaction -Individual Accountability - Social Skills - Group Processing <u>Communication skills</u> -Oral *Speaking and listening -Written *Vocabulary -Interpersonal *Team building skills - Body language -Empathy <u>Thinking skills</u> - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition - Creative and critical thinking <u>Mental Health and Wellbeing</u> -Safety – Relationships - Relationships and sexuality

Session 6 - FOCUS: Solving Fights – (Conflict Resolution)

BUZ OUTCOMES

CONFLICT RESOLUTION

- Children experience what can cause fights. Children identify how fights begin.
- Children 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.
- Children 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.

6.1 Fights with friends – Block Tower game

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS005	Identify and describe emotional responses people may experience in different situations	<p><u>CASEL-Personal and Social Capability</u></p> <p>-Self Awareness</p> <ul style="list-style-type: none"> ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice <p>-Self Management</p> <ul style="list-style-type: none"> ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable <p>-Social Awareness</p> <ul style="list-style-type: none"> ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships <p>-Social management</p> <ul style="list-style-type: none"> ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict ▪ Develop leadership skills <p><u>General Capabilities</u></p> <p>-Literacy</p> <ul style="list-style-type: none"> • Interacting with others • Personal responses • Express preferences <p>-Ethical Understanding</p> <ul style="list-style-type: none"> • Reasoning in decision making and actions <p>-Critical and creative thinking - Metacognition</p> <p><u>Attitudes and Values</u></p> <p><u>Circle Time</u></p> <p>-BUZ circle skills-Eye contact -Listening -Speaking - Thinking -FOCUS</p> <p><u>Explicit teaching</u></p> <p>- Cues, questions, activating prior knowledge - Effective questioning</p> <p>-Decision making / Problem solving</p> <p>-Group discussion – Assertiveness - Game Rules</p> <p><u>Teaching and Learning Strategies</u></p> <p>-Drama and Role plays - Simulation and modeling</p> <p>-Concrete materials - Brainstorming/callout</p> <p>-Discovery/Inquiry based - Hands on – Roleplay</p>
ACPPS020	Identify and practise emotional responses that account for own and others’ feelings	
ACELA1428	Explore how language is used differently at home and school depending on the relationships between people	
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACELA1437	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	

6.2 Friends have fights – story

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	<p><u>CASEL-Personal and Social Capability</u></p> <p>-Self Awareness</p> <ul style="list-style-type: none"> ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice <p>-Self Management</p> <ul style="list-style-type: none"> ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable <p>-Social Awareness</p> <ul style="list-style-type: none"> ▪ Appreciate diverse perspectives ▪ Understand relationships <p>-Social management</p> <ul style="list-style-type: none"> ▪ Communicate effectively ▪ Make decisions <p><u>Circle Time</u></p> <p>-BUZ circle skills</p> <p><u>Multiple Intelligences</u></p> <p>-Linguistic -Visual* Spatial-Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical</p> <p><u>Explicit teaching</u></p> <p>- Cues, questions, activating prior knowledge - Effective questioning</p> <p>-Decision making / Problem solving</p> <p>-Group discussion</p> <p>-Assertiveness</p>
ACPPS019	Describe ways to include others to make them feel they belong	
ACPPS020	Identify and practise emotional responses that account for own and others’ feelings	
ACELA1786	Explore the different contribution of words and images to meaning in stories and informative texts	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing	

	ideas, information and questions	<u>Comprehension Strategies</u> -Levels of Questioning -Visual texts -Picture books -Reading, Speaking and listening <u>Different types of text:</u> - picture books <u>Mental Health and wellbeing</u> -Relationship Skills
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	
6.3 BUZ Hopscotch Method of Solving Fights - method		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practise personal and social skills to interact positively with others	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> ▪ Recognise emotions ▪ Develop reflective practice
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	-Social Awareness <ul style="list-style-type: none"> ▪ Understand relationships -Social management
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	<ul style="list-style-type: none"> ▪ Communicate effectively ▪ Make decisions
ACELA1435	Recognise that sentences are key units for expressing ideas	<u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	<u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	<u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	<u>Teaching and Learning Strategies</u> -Discovery/Inquiry based - Hands on <u>Communication skills</u> -Oral *Speaking and listening -Vocabulary -Body language -Empathy <u>Thinking skills</u> - Cognitive Thinking Skills - Decision making -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
6.4 BUZ Hopscotch Method of Solving Fights – Role plays and worksheet		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practise personal and social skills to interact positively with others	-Self Awareness <ul style="list-style-type: none"> ▪ Recognise emotions ▪ Recognise personal qualities and achievements
ACPPS006	Identify actions that promote health, safety and wellbeing	<ul style="list-style-type: none"> ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	<ul style="list-style-type: none"> ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness
ACPPS018	Recognise situations and opportunities to promote health, safety and wellbeing	<ul style="list-style-type: none"> ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	-Social management <ul style="list-style-type: none"> ▪ Communicate effectively ▪ Work collaboratively

ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	<ul style="list-style-type: none"> ▪ Make decisions ▪ Negotiate and resolve conflict ▪ Develop leadership skills
ACPPS024	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected	<u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> • Interacting with others • Personal responses • Express preferences
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-Ethical Understanding <ul style="list-style-type: none"> • Reasoning in decision making and actions -Critical and creative thinking -Metacognition
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	<u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning -Decision making / Problem solving -Group discussion - Assertiveness
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	<u>Teaching and Learning Strategies</u> -Drama and Role plays - Simulation and modeling -Concrete materials - Brainstorming/callout -Discovery/Inquiry based
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	<u>Comprehension Strategies</u> -Levels of Questioning - Visual texts and models -Posters and diagrams – Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial-Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical <u>Mental Health and wellbeing</u> -Safety – Relationships - Help-seeking behaviour

Session 7 - FOCUS: Saying sorry and when someone is not being friendly (Bully-proofing)

BUZ OUTCOMES

RECONCILIATION, PROBLEM SOLVING, BULLY-PROOFING

- Children recognise the importance of saying sorry in the restoring of friendships and the power of forgiveness.
- Children begin to get an understanding of the difference between conflict and bullying and think about some ideas for when someone is not being friendly.
- Children learn an effective way of walking away from someone who is constantly not treating them properly.
- Children learn an acceptable way to talk to someone who is not being friendly to them.
- Children learn the most effective way to get help and the difference between getting help and 'dobbing'.

7.1 Saying sorry and forgiving – story and song

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practise personal and social skills to interact positively with others	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> ▪ Recognise emotions
ACPPS005	Identify and describe emotional responses people may experience in different situations	<ul style="list-style-type: none"> ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management
ACPPS006	Identify actions that promote health, safety and wellbeing	<ul style="list-style-type: none"> ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable -Social Awareness
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	<ul style="list-style-type: none"> ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management
ACPPS019	Describe ways to include others to make them feel they belong	<ul style="list-style-type: none"> ▪ Communicate effectively ▪ Make decisions
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	<u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> • Interacting with others • Personal responses • Express preferences
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-Ethical Understanding <ul style="list-style-type: none"> • Reasoning in decision making and actions

ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	-Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u>
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	-BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS <u>Strength based learning</u>
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	-Personal strengths -Personal development -Resilience -Life skills
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	- "I statements" <u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	-Decision making / Problem solving -Group discussion - Assertiveness <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Following a procedure - Team building skills
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-Personal and Social Skills <u>Thinking skills</u>
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	- Cognitive Thinking Skills -Decision making -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACELT1578	Identify some features of texts including events and characters and retell events from a text	<u>Mental Health and Wellbeing</u> -Safety - Relationships
7.2 When someone is not being friendly – Story		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practise personal and social skills to interact positively with others	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPS005	Identify and describe emotional responses people may experience in different situations	▪ Recognise emotions ▪ Develop reflective practice
ACPPS006	Identify actions that promote health, safety and wellbeing	-Self Management ▪ Express emotions appropriately
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	-Social Awareness ▪ Appreciate diverse perspectives
ACPPS019	Describe ways to include others to make them feel they belong	-Social management ▪ Communicate effectively
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	<u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	-Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -Eye contact -Listening -Speaking -Thinking -FOCUS
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	-Group discussion - Social skills <u>Communication skills</u>
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	-Oral *Speaking and listening -Vocabulary <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts -Picture books -Reading, Speaking and listening <u>Constructive Learning Strategies</u> -reflective practice
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	-collaborative construction of knowledge <u>Teaching and Learning Strategies</u> -Roleplay - Inquiry Process
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	<u>Communication skills</u> -Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy <u>Thinking skills</u>

		- Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain <u>Mental Health and Wellbeing</u> -Safety – Relationships - Protective behaviours
7.3 When someone is not being friendly strategies - WALK		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practise personal and social skills to interact positively with others	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> Recognise emotions Understand themselves as learners Develop reflective practice
ACPPS005	Identify and describe emotional responses people may experience in different situations	-Self Management <ul style="list-style-type: none"> Express emotions appropriately
ACPPS006	Identify actions that promote health, safety and wellbeing	-Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	-Social management <ul style="list-style-type: none"> Communicate effectively <u>Circle Time</u>
ACPPS018	Recognise situations and opportunities to promote health, safety and wellbeing	-BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal
ACPPS019	Describe ways to include others to make them feel they belong	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge-Effective questioning -Decision making / Problem solving -Group discussion - Assertiveness
ACPPS020	Identify and practise emotional responses that account for own and others’ feelings	<u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and role models
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	<u>Teaching and Learning Strategies</u> -Roleplay -Inquiry Process
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	<u>Communication skills</u> -Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy <u>Thinking skills</u>
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	- Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain <u>Mental Health and Wellbeing</u> -Safety – Relationships - Protective behaviours
7.4 When someone is not being friendly strategies - TALK		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practise personal and social skills to interact positively with others	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> Recognise emotions Understand themselves as learners
ACPPS005	Identify and describe emotional responses people may experience in different situations	-Self Management <ul style="list-style-type: none"> Express emotions appropriately
ACPPS006	Identify actions that promote health, safety and wellbeing	-Social Awareness <ul style="list-style-type: none"> Become confident, resilient and adaptable
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	-Social management <ul style="list-style-type: none"> Communicate effectively Make decisions
ACPPS018	Recognise situations and opportunities to promote health, safety and wellbeing	<u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> Interacting with others Personal responses Express preferences
ACPPS019	Describe ways to include others to make them feel they belong	-Ethical Understanding <ul style="list-style-type: none"> Reasoning in decision making and actions
ACPPS020	Identify and practise emotional responses that account for own and others’ feelings	-Critical and creative thinking -Metacognition
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	<u>Attitudes and Values</u> <u>Circle Time</u> - BUZ circle skills
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge-

	alliteration and rhyme	Effective questioning <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Student directed learning <u>Teaching and Learning Strategies</u> -Cooperative skills - Drama and Role plays -Simulation and modeling - Concrete materials -Brainstorming/callout - Discovery/Inquiry based -Hands on - Pictures and diagrams <u>Collaboration and Co-operation</u> -Positive Interdependence -Face-To-Face Interaction -Individual Accountability - Social Skills - Group Processing <u>Communication skills</u> -Oral *Speaking and listening -Interpersonal - Body language -Empathy <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts and models -Posters and diagrams -Reading, Speaking and listening <u>Thinking skills</u> - Cognitive Thinking Skills -Metacognition - Creative and critical thinking <u>Mental Health and Wellbeing</u> -Safety – Relationships - Protective behaviours
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	
7.5 When someone is not being friendly strategies – GET HELP		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners -Self Management ▪ Express emotions appropriately ▪ Become confident, resilient and adaptable -Social Awareness ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	
ACPPS018	Recognise situations and opportunities to promote health, safety and wellbeing	
ACPPS020	Identify and practise emotional responses that account for own and others’ feelings	
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	<u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking -Metacognition <u>Attitudes and Values</u>
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	<u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -Speaking - Thinking -FOCUS
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	<u>Strength based learning</u> -Personal strengths - Resilience -Life skills - “I statements” <u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning -Decision making / Problem solving -Group discussion - Assertiveness <u>Teaching and Learning Strategies</u> -Drama and Role plays - Simulation and modeling -Discovery/Inquiry based - Pictures and diagrams
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	<u>Mental Health and Wellbeing</u> -Safety – Relationships - Protective behaviours
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures & language features	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	

Session 8 - FOCUS: REVISION AND CELEBRATING

BUZ OUTCOMES

WRAP UP REVISION CELEBRATING

- Children revise the content of the program and share ideas with others in the class. Celebrate the learnings in the program.

8.1 Fun With Friends - Revision, Cooperation and Celebration

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMP012	Cooperate with others when participating in physical activities	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice -Self Management <ul style="list-style-type: none"> Develop self-discipline and set goals Become confident, resilient and adaptable -Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives Contribute to civil society Understand relationships -Social management <ul style="list-style-type: none"> Communicate effectively Work collaboratively Make decisions Negotiate and resolve conflict Develop leadership skills
ACPMP014	Follow rules when participating in physical activities	
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACPMP030	Use strategies to work in group situations when participating in physical activities	
ACPMP032	Identify rules and fair play when participating in physical activities	
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	<u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> Interacting with others Personal responses Express preferences -Ethical Understanding <ul style="list-style-type: none"> Reasoning in decision making and actions -Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Team building skills -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken -Interpersonal *Team building -Intrapersonal*Self Talk -Social skills -Group work <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical - Experiential <u>Mental Health and wellbeing</u> -Safety - Relationships <u>Icebreakers-</u> - Strategies for forming groups <u>Game skills</u> -Team Work-Cooperation skills -Respect -Manners -Personal safety -Personal identity-Achievement -Resilience <u>Having Fun</u>
ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	