YEAR 4-5 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: Connecting and Self Respect

BUZ OUTCOMES

CONNECTING
- Introduces the BUZ Together Program to the children.
- Breaks the ice and provides a great stepping stone to introducing communication games and the BUZ Circle Skills.
- Establishing good communication and cooperation in the BUZ Circle.
- Children learn circle skills and learn how to cooperate with other in the BUZ circle. The first being the importance of eye contact.
- The importance of eye contact, listening, speaking, thinking and focus (Concentration).
- To continue to "break the ice " and get the children used to working as a group and enhancing communication skills.
- Children learn speaking skills in a group situation, especially the introduction of 'I messages'.
- Children improve their communication and cooperation skills in the BUZ circle.

SELF RESPECT
- Children identify and recognise their own strengths.
- Children realise they have more than one strength and they grow an appreciation of other's strengths.
- Children complete coat of arms that focuses on their strengths.
  Children confirm their strengths with the worksheet and relect on their friendship abilities.

1.1 Introduction:		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1488	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group	**CASEL:** Personal and social capabilities • Self -awareness • Social Awareness General Capabilities Literacy
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	• Interacting with others • Personal responses • Express preferences Critical and creative thinking
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	• Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain Circle time – Constructivism; Positive Psychology; Ecological Systems
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	Attitudes and values Relationship skills Communication Skills

ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	- Active Listening Skills - Speaking and Listening Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal Explicit teaching
ACELA1501	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	- Cues, questions, activating prior knowledge - Effective questioning Comprehension Strategies -Levels of Questioning
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	Constructive Learning Strategies -reflective practice -collaborative construction of knowledge

1.2 Teddy Toss

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Develop reflective practice -Social management
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions General Capabilities -Literacy
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	• Interacting with others • Personal responses • Express preferences -Ethical Understanding
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	• Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills
ACPPS033	Explore how success, challenge and failure strengthen identities	E.g.: Blooms * Affective Domain -Metacognition Attitudes and Values Circle Time:
ACPMP048	Adopt inclusive practices when participating in physical activities	-Icebreakers- Strategies for forming groups -BUZ circle skills -Eye contact -Listening - Speaking -Thinking - FOCUS
ACPPS049	Apply innovative and creative thinking in solving movement challenges	Cooperation skills Comprehension Strategies
ACPPS050	Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities	-Levels of Questioning

1.3 Introduction to BUZ Circle Skills – Eye Contact, Listening, Speaking, Thinking, Focus

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	-Self Management ▪ Become confident, resilient and adaptable -Social Awareness ▪ Understand relationships -Social management ▪ Communicate effectively
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	General Capabilities -Literacy • Interacting with others • Personal responses
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	• Express preferences -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	-Metacognition **Circle Time:** -Eye contact -Listening -Speaking -Thinking -FOCUS
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal Explicit teaching
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	- Cues, questions, activating prior knowledge -

ACPPS055	Practise skills to establish and manage relationships	Effective questioning -Constructive Learning Strategies -reflective practice -collaborative construction of knowledge -Teaching and Learning Strategies -Task Cards Mental Health and wellbeing -Relationships Attitudes and Values

1.4-6 Teddy Toss Group Juggle – BUZ Talks Cards

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable -Social Awareness ▪ Contribute to civil society ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Circle Time: -Eye contact -Listening -Speaking -Thinking -FOCUS Cooperation skills Communication Skills Team Building Skills Comprehension Strategies Game skills -Hand eye coordination Having Fun Listening Comprehension Attitudes and Values
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPPS033	Explore how success, challenge and failure strengthen identities	
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPPS050	Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS055	Practise skills to establish and manage relationships	

1.7 Strengths to the Max

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Work independently and show initiative -Social Awareness ▪ Appreciate diverse perspectives -Social management ▪ Communicate effectively ▪ Make decisions General Capabilities -Literacy • Interacting with others
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	

ACPPS033	Explore how success, challenge and failure strengthen identities	• Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition **Circle Time:** -Eye contact -Listening -Speaking -Thinking -FOCUS Collaboration and Communication Skills Attitudes and Values
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	

1.8 Introduction to the manual and BUZ coat of arms

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1488	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Work independently and show initiative General Capabilities -Literacy • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Circle Time: Communication Skills Attitudes and Values Strength based learning -Personal strengths -Personal development -Resilience Teaching and Learning Strategies -Brainstorming/callout -Manuals -Discovery/Inquiry based -Pictures and diagrams
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
ACELA1496	Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts	
ACELA1498	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	

Session 2 - FOCUS: Cooperation, Friendship and Relationship Skills

BUZ OUTCOMES

COOPERATION
• Amazing cooperation skills. Children realise that to suceed at the number game they need to be patient and not to rush to say a number. Children use the BUZ talk cards to express how they feel during the session.

FREINDSHIP AND RELATIONSHIPS
• To get children to focus on and consider friendship making skills.

COOPERATION AND TEAMWORK
• Children realise that by working together to help each other it is easy to complete a task or challenge.
• To help the children discover the skills needed to work in a team by the example of a successful couple. To allow them to improve on their first attempt.
• Children recognise the importance of working together and appreciate the value of each aspect.
   Children have the opportunity to hone their cooperation skills through the game.

2.1 Number Off Game and BUZ Talks Cards

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Develop self-discipline and set goals -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict <u>General Capabilities</u> -Literacy • Interacting with other • Personal responses • Express preferences -Numeracy -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Circle Time:</u> -Eye contact -Listening -Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion -Assertiveness-Game Rules <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal -Bodily*Kinesthetic -Logical- Experiential <u>Cooperation skills</u> <u>Communication Skills</u> <u>Attitudes and Values</u>
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPPS033	Explore how success, challenge and failure strengthen identities	
ACPPS034	Explore strategies to manage physical, social and emotional change	
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPPS049	Apply innovative and creative thinking in solving movement challenges	
ACPPS050	Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	

2.2 Friendship Story and Discussion

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately -Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management ▪ Communicate effectively <u>General Capabilities</u> -Literacy • Interacting with other • Personal responses • Express preferences -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Comprehension Strategies</u> -Levels of Questioning -Picture books -Reading, Speaking and listening <u>Explicit teaching</u>
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1692	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1701	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	- Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion *Teaching and Learning Strategies* -Brainstorming/callout
ACELY1702	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example, predicting and confirming, monitoring meaning, skimming and scanning	*Constructive Learning Strategies* -reflective practice -collaborative construction of knowledge -Personal and Social Skills
ACELY1703	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources	*Communication skills* -Oral *Active Speaking and listening -Vocabulary-Empathy *Comprehension Strategies*
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	-Picture books -Reading, Speaking and listening *Attitudes and Values*

2.3-4 Two-Up Cooperation Game		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMP048	Adopt inclusive practices when participating in physical activities	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners -Self Management ▪ Become confident, resilient and adaptable -Social Awareness ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	*General Capabilities* -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	-Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition *Game skills*
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	-Team Work - Cooperation skills -Respect -Manners -Personal safety -Personal identity-Achievement -Resilience
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	*Having Fun* *Attitudes and Values*

2.5 TOGETHER Acronym		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	-Self Management ▪ Become confident, resilient and adaptable
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	-Social Awareness ▪ Understand relationships -Social management ▪ Communicate effectively
ACELA1512	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	▪ Work collaboratively ▪ Make decisions
ACELA1488	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group	*General Capabilities* -Literacy

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	• Interacting with other • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Circle Time -BUZ circle Skills-Eye contact -Listening - Speaking -Thinking - FOCUS Strength based learning -Personal strengths - Personal development -Resilience - Life skills Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion - Assertiveness Teaching and Learning Strategies -Collaborative skills - Cooperative skills -Simulation and modeling -Brainstorming/callout -Discovery/Inquiry based Constructive Learning Strategies -reflective practice -collaborative construction of knowledge -Group work - Team building skills -Personal and Social Skills Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken -Body Language-Empathy -Written*Vocabulary -Interpersonal *Team building -Social skills - Group work Comprehension Strategies -Posters and diagrams -Reading, Speaking and listening Mental Health and wellbeing -Relationships
ACELY1695	Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	
ACELA1496	Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts	
ACELA1498	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1698	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	

2.6 Number Off Game Attempt

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals -Social Awareness ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Having Fun CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	

		-Self Management ▪ Develop self-discipline and set goals -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict General Capabilities -Literacy • Interacting with other • Personal responses • Express preferences -Numeracy -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Circle Time: -Eye contact -Listening -Speaking -Thinking -FOCUS Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion -Assertiveness-Game Rules Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal -Bodily*Kinesthetic -Logical- Experiential Cooperation skills Communication Skills

Session 3 - FOCUS: COOPERATION, FEELINGS MANAGEMENT

BUZ OUTCOMES

COOPERATION
• Children have the opportunity to continue to hone their cooperation skills through the game.
• Children practice and reinforce the skill of working cooperatively.

FEELINGS MANAGEMENT (EMOTIONAL COMPETENCE)
• Children become aware of the variety of feelings and build on their emotional vocabulary. They also build their skills of recognising emotions.
  Children grow their awareness of emotional intelligence through the story, observation and discussion.

3.1 Number Off Game

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Develop self-discipline and set goals -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict General Capabilities -Literacy • Interacting with other • Personal responses • Express preferences -Numeracy -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	• Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Circle Time:</u> -Eye contact -Listening -Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion -Assertiveness-Game Rules <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal -Bodily*Kinesthetic -Logical- Experiential <u>Cooperation skills</u> <u>Communication Skills</u>
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	

3.2 Cooperation Problem Solving – Rescue Wormy

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Social Awareness ▪ Contribute to civil society -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict ▪ Develop leadership skills <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Attitudes and Values</u> <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>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge <u>Teaching and Learning Strategies</u> -Inquiry Process <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
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	

3.3 FBI Agents and Smiley Smirker Feelings Game

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to	CASEL-Personal and Social Capability -Self Awareness

	share and extend ideas and information	▪ Recognise personal qualities and achievements
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	-Self Management ▪ Become confident, resilient and adaptable -Social Awareness ▪ Contribute to civil society ▪ Understand relationships
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	-Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	▪ Negotiate and resolve conflict ▪ Develop leadership skills General Capabilities -Literacy
ACPMP048	Adopt inclusive practices when participating in physical activities	• Interacting with others • Personal responses • Express preferences
ACPMP049	Apply innovative and creative thinking in solving movement challenges	-Ethical Understanding • Reasoning in decision making and actions
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	-Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	E.g.: Blooms * Affective Domain -Metacognition Circle Time
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	-BUZ circle skills Attitudes and Values Explicit teaching
		- Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Cooperative and Collaborative skills Teaching and learning strategies -Discovery/Inquiry based Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal Comprehension Strategies -Levels of Questioning Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Communication skills -Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain

3.4 Story – How Are You Peeling?		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	▪ Understand themselves as learners ▪ Develop reflective practice -Self Management
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	▪ Express emotions appropriately -Social Awareness ▪ Appreciate diverse perspectives -Social management ▪ Communicate effectively
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	General Capabilities -Literacy • Interacting with others • Personal responses
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	• Express preferences -Ethical Understanding • Reasoning in decision making and

ACPPS034	Explore strategies to manage physical, social and emotional change	actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Attitudes and Values Comprehension Strategies -Levels of Questioning -Visual texts and models -Picture books -Reading, Speaking and listening Multiple Intelligences -Linguistic - Visual* Spatial -Intrapersonal - Interpersonal -Logical - Experiential
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	

Session 4 - FOCUS: FEELINGS MANAGEMENT, COOPERATION

BUZ OUTCOMES

FEELINGS MANAGEMENT (EMOTIONAL COMPETENCE)

• Children learn skills to identify feelings - facial expressions and body language. Children practice FBI skills and use basic empathy.

• Understanding the processing of feelings and how someone can feel more than one feeling at the same time. Also understand that anger is a secondary feeling.

• To learn the skills of feelings management and learn the BUZ Feelings Creed. Understanding where anger comes from, the feelings beneath anger and how to handle anger.

• Children are able to identify that outside influences affect our feelings and that it can be difficult to control our anger, but ultimately they are our feelings and we should manage them.

COOPERATION

Children have the opportunity to continue to hone their cooperation skills through the game.

4.1 The Bears and I Messages

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Become confident, resilient and adaptable -Social management ▪ Communicate effectively ▪ Negotiate and resolve conflict ▪ Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Strength based learning -Personal strengths - Personal development -Resilience - Life skills - "I statements" Attitudes and Values Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Assertiveness -Cooperative and Collaborative skills Teaching and learning strategies
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	
ACPPS036	Identify and practice strategies to promote health, safety and wellbeing	
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPPS054	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040) Plan and practice strategies to promote health, safety and wellbeing	
ACPPS055	Practice skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	

	-Simulation and modeling -Brainstorming/callout -Discovery/Inquiry based -Roleplay

4.2 Managing Feelings

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	-Self Management ▪ Express emotions appropriately -Social Awareness ▪ Appreciate diverse perspectives -Social management ▪ Communicate effectively
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	-Ethical Understanding • Reasoning in decision making and actions
ACPPS038	Investigate how emotional responses vary in depth and strength	-Critical and creative thinking • Cognitive Thinking Skills
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACPPS052	Investigate resources and strategies to manage changes and transitions associated with puberty	-Metacognition Attitudes and Values
ACPPS054	Plan and practice strategies to promote health, safety and wellbeing	Circle Time -BUZ circle skills
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning Comprehension Strategies -Levels of Questioning Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Teaching and Learning Strategies -Inquiry Process Communication skills -Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills **E.g.:** Blooms * Affective Domain Mental Health and Wellbeing -Safet - Relationships

4.3 Handling Feelings – Anger Management

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions -Self Management ▪ Express emotions appropriately
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	-Social Awareness ▪ Appreciate diverse perspectives -Social management ▪ Communicate effectively ▪ Negotiate and resolve conflict
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	General Capabilities -Literacy • Interacting with others
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and	• Personal responses • Express preferences

TAG	AC Content Description	Explicit teaching & Theoretical Base
	vocal effects appropriate for different audiences and purposes	-Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Attitudes and Values</u> <u>Teaching and Learning Strategies</u> -Discovery/Inquiry based -Collaborative game skills -Simulation and modeling -Concrete materials -Brainstorming/callout <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken-Body language -Empathy -Intrapersonal*Self Talk - Body language -Social skills
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practice strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	

4. 4 Cola Bottle Anger Game

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions -Self Management ▪ Express emotions appropriately -Social Awareness ▪ Appreciate diverse perspectives -Social management ▪ Communicate effectively ▪ Negotiate and resolve conflict <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Attitudes and Values</u> <u>Teaching and Learning Strategies</u> -Discovery/Inquiry based -Collaborative game skills -Simulation and modeling -Concrete materials -Brainstorming/callout <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken-Body language -Empathy -Intrapersonal*Self Talk - Body language -Social skills
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	

| ACPMP067 | Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities | |
| ACPMP069 | Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities | |

4.5 Number Off Game		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Develop self-discipline and set goals -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict General Capabilities -Literacy • Interacting with other • Personal responses • Express preferences -Numeracy -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Circle Time: -Eye contact -Listening -Speaking -Thinking -FOCUS Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion -Assertiveness-Game Rules Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal -Bodily*Kinesthetic -Logical- Experiential Cooperation skills Communication Skills
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	

Session 5 - FOCUS: COOPERATION, CONFLICT RESOLUTION

BUZ OUTCOMES

COOOPERATION AND CONFLICT RESOLUTION

- Children understand the need to cooperate to be successful and that conflict can affect the ability to cooperate effectively.
- Children learn that conflcit is the term for a problem that can affect a friendship. And that conflict has many different names. Children recognise that many situations can cause conflict.

Children have the opportunity to continue to hone their cooperation skills through the game.

5.1 BUZ Lolly Grab Game

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social management ▪ Communicate effectively ▪ Make decisions ▪ Negotiate and resolve conflict ▪ Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Attitudes and Values Circle Time: -Eye contact -Listening -Speaking -Thinking -FOCUS Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion -Assertiveness -Game Rules Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal -Bodily*Kinesthetic -Logical- Experiential Cooperation skills Communication Skills
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	

5.2 Post BUZ Lolly Grab Game Debrief and Discussion

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMP049	Apply innovative and creative thinking in solving movement challenges	▪ Make decisions ▪ Negotiate and resolve conflict ▪ Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Attitudes and Values Circle Time: -Eye contact -Listening -Speaking -Thinking -FOCUS Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion -Assertiveness-Game Rules Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal -Bodily*Kinesthetic -Logical- Experiential Cooperation skills Communication Skills
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	

5.3 What Causes Conflict (The Spanner Game)

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately -Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Attitudes and Values Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical - Experiential Constructive Learning Strategies -reflective practice -collaborative construction of knowledge -Personal and Social Skills Student Engagement Having Fun
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	

5.4 Number Off Game

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Develop self-discipline and set goals -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Attitudes and Values</u> <u>Circle Time:</u> -Eye contact -Listening -Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion -Assertiveness-Game Rules <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal -Bodily*Kinesthetic -Logical- Experiential <u>Cooperation skills</u> <u>Communication Skills</u>
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	

Session 6 - FOCUS: EMPATHY, CONFLICT RESOLUTION, RECOLCILIATION

BUZ OUTCOMES

EMPATHY
• Children learn to discern conflict situations, use empathy to see how the other person may be feeling and refine their skills to understand what causes conflict.

CONFLICT RESOLUTION
• Children become familiar with an effective process of solving conflict.
• Children practice conflict resolution skills in a role play situation and use the steps of the BUZ Hopsctch Method effectively.
• Review and reinforce the BUZ Hopscotch Method of Conflict Resloution through a cartoon character story.

RECONCILIATION
Review the BUZ Hopscotch Method of Conflict resloution through a cartoon character story. Discover that 'sorry' is more than just a word you say, but a process that helps restore a friendship

6.1 The Number Off Game and The Hating Book – Recap Conflict

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Become confident, resilient and
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	adaptable -Social Awareness ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Attitudes and Values Circle Time: -Eye contact -Listening -Speaking -Thinking -FOCUS Explicit teaching - Cues, questions, activating prior knowledge - Effective questioning -Decision making / Problem solving -Group discussion -Assertiveness-Game Rules Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal -Bodily*Kinesthetic -Logical- Experiential Cooperation skills Communication Skills
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	

6.2 Conflict Resolution – The BUZ Hopscotch Method

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Negotiate and resolve conflict Strength based learning -Resilience -Life skills Explicit teaching - Cues, questions, activating prior knowledge - Effective questioning -Decision making / Problem solving -Assertiveness Constructive Learning Strategies -reflective practice -collaborative construction of knowledge -Following a procedure -Personal and Social Skills Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken-Body language -Empathy -Intrapersonal*Self Talk -Social skills
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	

ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	Teaching and Learning Strategies -Discovery/Inquiry based -Drama and Role plays -Simulation and modeling -Brainstorming/callout -Task Cards -Pictures and diagrams -Cooperative skills Attitudes and Values
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	

6.3 Conflict Resolution Role Plays

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict ▪ Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Teaching and Learning Strategies -Inquiry Process -Collaborative game skills -Cooperative skills -Drama and Role plays Attitudes and Values
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	

6.4 Arnie and Frank's Conflict

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1692	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	

ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	-Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict ▪ Develop leadership skills
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACELY1701	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding
ACELY1702	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example, predicting and confirming, monitoring meaning, skimming and scanning	• Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills
ACELY1703	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Communication skills -Oral *Active Speaking and listening
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	-Vocabulary*Spoken-Empathy -Reading*Vocabulary -Intrapersonal*Self Talk - Body Language-Modes-Social skills Comprehension Strategies -Picture books -Reading, Speaking and listening Attitudes and Values

6.5 Saying Sorry		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	-Self Management ▪ Express emotions appropriately ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	-Social Awareness ▪ Understand relationships -Social management ▪ Communicate effectively
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict General Capabilities -Literacy
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	• Interacting with others • Personal responses • Express preferences
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	-Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	E.g.: Blooms * Affective Domain -Metacognition Communication skills -Oral *Active Speaking and listening
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	-Vocabulary*Spoken - Body language -Empathy - Written*Vocabulary -Interpersonal *Team building -Social skills - Group work Comprehension Strategies -Levels of Questioning - Speaking & listening Attitudes and Values

Session 7 - FOCUS: CONFLICT RESOLUTION, PROBLEM SOLVING, BULLY-PROOFING

BUZ OUTCOMES

CONFLICT RESOLUTION, PROBLEM SOLVING, BULLY-PROOFING

- Children identify what bullying means to them and come up with an overall definition. Children consider some strategies for when they are being targetted.
- Children learn the Gimme 5 strategies to bully-proof themselves. WALK, TALK, BOUNCE, GET HELP, BULLY SHIELDS. Remind children that these are useful skills for them to learn, they can use them in any situation where they don't feel respected.
- Children reflect on and gain insight into ways of thinking about bully-proofing. They also learn that others can only have power over you if you let them take your power.

Children revise Gimme 5 Bully-proofing strategies, practice them in role play situations and become competent in the skills.

7.1 Introduction to Bully-Proofing

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Contribute to civil society ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Make decisions ▪ Negotiate and resolve conflict ▪ Develop leadership skills <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Teaching and Learning Strategies</u> -Brainstorming/callout - Task Cards -Discovery/Inquiry based -Pictures and diagrams <u>Attitudes and Values</u>
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	

7.2 Bully-Proofing – The BUZ Gimme Five Tactics

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and	

TAG	AC Content Description	Explicit teaching & Theoretical Base
	vocal effects appropriate for different audiences and purposes	▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict ▪ Develop leadership skills General Capabilities -Literacy ● Interacting with others ● Personal responses ● Express preferences -Ethical Understanding ● Reasoning in decision making and actions -Critical and creative thinking ● Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Teaching and Learning Strategies -Collaborative skills - Cooperative skills -Simulation and modeling -Brainstorming/callout -Task Cards - Discovery/Inquiry based -Pictures and diagrams Attitudes and Values
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	

7.3 Story About Bullying – The Magpie Who Wasn't a Chicken

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise personal qualities and achievements ▪ Develop reflective practice -Social Awareness ▪ Understand relationships -Social management ▪ Communicate effectively General Capabilities -Literacy ● Interacting with others ● Personal responses ● Express preferences ● Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Comprehension Strategies -Levels of Questioning -Visual texts and models and diagrams -Picture books -Reading, Speaking and listening Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken -Body Language-Empathy -Reading*Vocabulary -Interpersonal *Team building -Intrapersonal*Self Talk - Body language -Modes -Social skills -Group work Attitudes and Values
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPPS033	Explore how success, challenge and failure strengthen identities	
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1692	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	

ACELY1701	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	
ACELY1702	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example, predicting and confirming, monitoring meaning, skimming and scanning	
ACELY1703	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	

7.4 Bully-Proofing Role Plays

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately -Social Awareness ▪ Appreciate diverse perspectives -Social management ▪ Communicate effectively General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Circle Time -BUZ circle skills Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal Explicit teaching - Cues, questions, activating prior knowledge - Effective questioning Comprehension Strategies -Levels of Questioning -Visual texts and models Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Teaching and Learning Strategies -Inquiry Process - Collaborative game skills -Cooperative skills - Drama and Role plays Communication skills -Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain Mental Health and Wellbeing -Safety - Relationships -Relationships and sexuality -Protective behaviours Attitudes and Values
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	

Session 8 - FOCUS: COOPERATION, PROBLEM SOLVING, CELEBRATING

BUZ OUTCOMES

COOPERATION
- Children have the opportunity to continue to hone their cooperation skills through the game.

PROBLEM SOLVING
- Children revise and consolidate Gimme 5 Bully-proofing strategies.

WRAP UP

Children recap the general principles learned throughout the program and express the outcome they have achieved from the program.

CELEBRATING

To celebrate the acheievments of the BUZ Together program.

8.1 Number Off Game

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	<u>Attitudes and Values</u> CASEL-Personal and Social Capability -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Develop self-discipline and set goals -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict <u>General Capabilities</u> -Literacy • Interacting with other • Personal responses • Express preferences -Numeracy -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Circle Time:</u> -Eye contact -Listening -Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion -Assertiveness-Game Rules <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal -Bodily*Kinesthetic -Logical- Experiential <u>Cooperation skills</u> <u>Communication Skills</u>
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	

8.2 Bully-Proofing Gimme Five – Silent Card Shuffle Game

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately -Social Awareness ▪ Understand relationships
ACPPS034	Explore strategies to manage physical, social and emotional change	
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	
ACPPS055	Practise skills to establish and manage relationships	

ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	-Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions **Circle Time:** -Eye contact -Listening -Thinking -FOCUS Multiple Intelligences Visual* Spatial -Intrapersonal Explicit teaching - Cues, activating prior knowledge - Constructive Learning Strategies -reflective practice -collaborative construction of knowledge -Teaching and Learning Strategies -Task Cards Mental Health and wellbeing -Relationships Attitudes and Values
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	

8.3 BUZ Together Circle Time Reflection		
TAG	**AC Content Description**	**Explicit teaching & Theoretical Base**
ACELY1687	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	CASEL-Personal and Social Capability -Self Awareness ▪ Develop reflective practice -Self Management ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Attitudes and Values Circle Time: -Eye contact -Listening -Speaking -Thinking -FOCUS Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group Discussion-Assertiveness Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal -Bodily*Kinesthetic -Logical- Experiential Cooperation skills Communication Skills
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	
ACELY1699	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACPPS053	Investigate community resources and ways to seek help about health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	

8.4 Final Celebration		
TAG	**AC Content Description**	**Explicit teaching & Theoretical Base**
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	CASEL-Personal and Social Capability -Self Awareness -Self Management -Social Awareness -Social management General Capabilities -Literacy • Speaking and listening • Comprehension -Numeracy
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACELY1699	Clarify understanding of content as it unfolds in formal and	

	informal situations, connecting ideas to students' own experiences and present and justify a point of view	-Critical and creative thinking -Ethical understanding -Intercultural understanding <u>Attitudes and Values</u> <u>Circle Time</u> <u>Explicit Teaching</u> -Constructive learning -Teaching and learning -Multiple Intelligences • Resilience • Decision making / Problem solving • Group discussion • Assertiveness-Game Rules <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal -Bodily*Kinesthetic -Logical- Experiential -Interpersonal <u>Cooperation skills</u> <u>Communication Skills</u>
ACPMP048	Adopt inclusive practices when participating in physical activities	
ACPMP049	Apply innovative and creative thinking in solving movement challenges	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities	