



GRIEF, LOSS AND CHANGE YEAR 4-6 LIFE SKILLS PROGRAM

Overcoming the storms in life

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 – Naming and Facing the Storms

BUZ OUTCOMES

CONNECTING COMMUNICATING

- Children are introduced to or re-acquainted with the BUZ Circle.
- Children connect with the introduction to the BUZ Hope program.
- To warm the children up in the BUZ Circle and introduce them to the use of metaphors.

SELF AWARENESS, SOCIAL AWAERNESS - PERSONAL AND SOCIAL CAPABILITY

- To mix the children up in the circle and to get them thinking about the kinds of things that could be considered as storms in their life.
- Also as they converse with others to realise that problems and bad things happen to everyone.
- To enable the children to reflect on the kinds of things that bring grief in theirs and others live and to have a fuller understanding of what grief may be.
- To expand the metaphor of the storm to include the post storm activity including the rainbow and sunshine.

JOURNALING – REFLECTIVE SKILLS

- To introduce journaling to the children and allow them to make their first journal entries.
- To get the children to journal what storms have happened in their lives.

1.1 Introduction and BUZ Circle

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management <ul style="list-style-type: none"> ▪ Express emotions appropriately -Social Awareness <ul style="list-style-type: none"> ▪ Appreciate diverse perspectives ▪ Contribute to civil society -Social management <ul style="list-style-type: none"> ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions ▪ Negotiate and resolve conflict ▪ Develop leadership skills <u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> • Interacting with other • Personal responses
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
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	

ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	<ul style="list-style-type: none"> Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS <u>Strength based learning</u> -Personal strengths <u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning -Effective questioning-Decision making / Problem solving-Group discussion- Rules <u>Teaching and Learning Strategies</u> --Discovery/Inquiry based-Collaborative skills- Cooperative skills-Simulation and modeling- Concrete materials -Brainstorming/callout-Task Cards-Hands on <u>Constructive Learning Strategies</u> -reflective practice -collaborative -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken-Written*Vocabulary -Reading*Vocabulary-Social skills <u>Comprehension Strategies</u> -Visual texts and models -Models & diagrams- Task cards - Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic - Interpersonal
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
1.2 Circle Game – If I was a Colour I Would be ...		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMP087	Evaluate and justify reasons for decisions and choices of action	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPS055	Practise skills to establish and manage relationships	<ul style="list-style-type: none"> Recognise emotions Recognise personal qualities and achievements
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	<ul style="list-style-type: none"> Understand themselves as learners Develop reflective practice
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	-Self Management <ul style="list-style-type: none"> Express emotions appropriately
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	-Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives Contribute to civil society
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	-Social management <ul style="list-style-type: none"> Communicate effectively Work collaboratively Make decisions Negotiate and resolve conflict Develop leadership skills
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	<u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> Interacting with other Personal responses Express preferences
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	-Ethical Understanding <ul style="list-style-type: none"> Reasoning in decision making and actions
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	-Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS <u>Strength based learning</u> -Personal strengths <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	Effective questioning -Effective questioning-Decision making / Problem solving-Group discussion- Rules <u>Teaching and Learning Strategies</u>
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues	

	from a variety of textual sources	--Discovery/Inquiry based-Collaborative skills- Cooperative skills-Simulation and modeling- Concrete materials -Brainstorming/callout-Task Cards-Hands on <u>Constructive Learning Strategies</u> -reflective practice -collaborative -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken-Written*Vocabulary -Reading*Vocabulary-Social skills <u>Comprehension Strategies</u> -Visual texts and models -Models and diagrams- Task cards - Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial - Interpersonal
1.3 Cloudy Bingo		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	<ul style="list-style-type: none"> Recognise emotions Recognise personal qualities and achievements
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	<ul style="list-style-type: none"> Understand themselves as learners Develop reflective practice
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	-Self Management <ul style="list-style-type: none"> Express emotions appropriately
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	-Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives Contribute to civil society
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	-Social management <ul style="list-style-type: none"> Communicate effectively Work collaboratively Make decisions Negotiate and resolve conflict Develop leadership skills
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	<u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> Interacting with other Personal responses Express preferences
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	-Ethical Understanding <ul style="list-style-type: none"> Reasoning in decision making and actions
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 -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS <u>Strength based learning</u> -Personal strengths
ACELY1690	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning
ACELY1692	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	-Effective questioning-Decision making / Problem solving-Group discussion- Rules <u>Teaching and Learning Strategies</u>
ACELA1498	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	--Discovery/Inquiry based-Collaborative skills- Cooperative skills-Simulation and modeling- Concrete materials -Brainstorming/callout-Task Cards-Hands on <u>Constructive Learning Strategies</u> -reflective practice -collaborative -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken-Written*Vocabulary -Reading*Vocabulary-Social skills <u>Comprehension Strategies</u> -Visual texts and models -Models and diagrams- Task cards
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	-Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial - Interpersonal
ACELA1512	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	

1.4 Introducing the BUZ Hope journal and Journaling Skills		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none">Recognise emotionsRecognise personal qualities and achievementsUnderstand themselves as learnersDevelop reflective practice -Self Management <ul style="list-style-type: none">Work independently and show initiative <u>General Capabilities</u> -Literacy <ul style="list-style-type: none">Personal responsesExpress preferences -Ethical Understanding <ul style="list-style-type: none">Reasoning in decision making and actions -Critical and creative thinking <ul style="list-style-type: none">Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Circle Time:</u> <u>Communication Skills</u> <u>Attitudes and Values</u> <u>Strength based learning</u> -Personal strengths -Personal development -Resilience <u>Teaching and Learning Strategies</u> -Brainstorming/callout -Manuals -Discovery/Inquiry based -Pictures and diagrams
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
1.5 Naming the Storms		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none">Understand themselves as learnersDevelop reflective practice -Self Management <ul style="list-style-type: none">Become confident, resilient and adaptable -Social Awareness <ul style="list-style-type: none">Appreciate diverse perspectives -Social management <ul style="list-style-type: none">Communicate effectivelyWork collaborativelyMake decisions <u>General Capabilities</u> -Literacy <ul style="list-style-type: none">Interacting with othersPersonal responsesExpress preferences -Ethical Understanding <ul style="list-style-type: none">Reasoning in decision making and actions -Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills -Eye contact -Listening - Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning -Decision making / Problem solving -Group discussion <u>Teaching and Learning Strategies</u> -Task Cards-Discovery/Inquiry based
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	

ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	-Hands on-Pictures and diagrams <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	-Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken - Social skills <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts -Task cards-Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial - Interpersonal-Logical- Experiential <u>Having Fun</u>
1.6 Facing the Storms – looking for the Rainbow		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPS038	Investigate how emotional responses vary in depth and strength	<ul style="list-style-type: none"> Recognise emotions Understand themselves as learners Develop reflective practice
ACPPS055	Practise skills to establish and manage relationships	-Self Management
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	<ul style="list-style-type: none"> Express emotions appropriately -Social Awareness Appreciate diverse perspectives
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	-Social management
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	<ul style="list-style-type: none"> Communicate effectively Work collaboratively Make decisions
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	<u>General Capabilities</u>
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	-Literacy
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	<ul style="list-style-type: none"> Interacting with other Personal responses Express preferences
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	-Ethical Understanding
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	<ul style="list-style-type: none"> Reasoning in decision making and actions -Critical and creative thinking -Metacognition
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	<u>Attitudes and Values</u>
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	<u>Circle Time</u>
		-BUZ circle skills-Eye contact -Listening -Speaking
		-Thinking -FOCUS
		<u>Strength based learning</u>
		-Personal strengths
		<u>Explicit teaching</u>
		- Cues, questions, activating prior knowledge - Effective questioning
		-Decision making / Problem solving-Group discussion
		<u>Teaching and Learning Strategies</u>
		--Discovery/Inquiry based-Collaborative skills-Cooperative skills-Simulation and modeling-Concrete materials -Brainstorming/callout-Task Cards-Hands on
		<u>Constructive Learning Strategies</u>
		-reflective practice -collaborative
		-Personal and Social Skills
		<u>Communication skills</u>
		-Oral *Active Speaking and listening
		-Vocabulary*Spoken-Written*Vocabulary
		-Reading*Vocabulary-Social skills
		<u>Comprehension Strategies</u>
		-Visual texts and models -Models and diagrams-Task cards
		-Reading, Speaking and listening
		<u>Multiple Intelligences</u>
		-Linguistic -Visual* Spatial - Interpersonal

Session 2 - FOCUS: Rainbow of Feelings

BUZ OUTCOMES

CONNECTING COMMUNICATING

- Bringing children into a reflective mood. Allowing them to appreciate the warmth and respect of the BUZ Circle and thinking about what hope is.

FEELINGS AWARENESS and VOCABULARY (EMOTIONAL COMPETENCE)

- To enable children to reflect on and be aware of the feelings associated with grief.
- To provide children with a scenario/story where they can think about the feelings the boy was experiencing as he went through a tough time, a storm in his life.
- To help the children enjoy the knowledge that crying is good for you and that tears are a natural and healthy way of releasing feelings.
- To focus on some of the feelings mostly associated with grief and help children to realise that these feelings are natural and important.

JOURNALING – REFLECTIVE SKILLS

2.1 Introduction – Something You Hope For

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	<div>CASEL-Personal and Social Capability</div> <div>-Self Awareness<ul style="list-style-type: none">▪ Recognise emotions▪ Understand themselves as learners▪ Develop reflective practice</div> <div>-Self Management<ul style="list-style-type: none">▪ Express emotions appropriately</div> <div>-Social Awareness<ul style="list-style-type: none">▪ Appreciate diverse perspectives</div> <div>-Social management<ul style="list-style-type: none">▪ Communicate effectively</div> <div><u>General Capabilities</u></div> <div>-Literacy<ul style="list-style-type: none">• Interacting with others• Personal responses• Express preferences</div> <div>-Ethical Understanding<ul style="list-style-type: none">• Reasoning in decision making and actions</div> <div>-Critical and creative thinking<ul style="list-style-type: none">• Cognitive Thinking Skills</div> <div>-Strategic/Reflective Thinking Skills</div> <div>E.g.: Blooms * Affective Domain</div> <div>-Metacognition</div> <div><u>Attitudes and Values</u></div> <div><u>Comprehension Strategies</u></div> <div>-Levels of Questioning</div> <div>-Visual texts and models</div> <div>-Picture books</div> <div>-Reading, Speaking and listening</div> <div><u>Multiple Intelligences</u></div> <div>-Linguistic -Visual* Spatial</div> <div>-Intrapersonal - Interpersonal</div> <div>-Logical- Experiential</div>
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	
ACELT1620	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	
ACELT1621	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts	
ACELT1803	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
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	
2.2 Rainbow of Feelings		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMPO87	Evaluate and justify reasons for decisions and choices of action	<div><u>CASEL-Personal and Social Capability</u></div> <div>-Self Awareness</div> <div>Recognise emotions</div> <div>Understand themselves as learners</div> <div>Develop reflective practice</div> <div>-Self Management</div>
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	

ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	Express emotions appropriately -Social Awareness Appreciate diverse perspectives
ACPPS055	Practise skills to establish and manage relationships	-Social management Communicate effectively <u>Circle Time</u>
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	-BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal- Interpersonal
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	<u>Comprehension Strategies</u> -Levels of Questioning <u>Constructive Learning Strategies</u>
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	-reflective practice -collaborative construction of knowledge <u>Teaching and Learning Strategies</u>
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	-Inquiry Process <u>Communication skills</u> -Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	<u>Thinking skills</u> - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	-Metacognition -Creative and critical thinking <u>Mental Health and Wellbeing</u> -Safety - Relationships
2.3 Story – Skimming Stones		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness
ACPPS055	Practise skills to establish and manage relationships	▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	-Self Management ▪ Express emotions appropriately
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	-Social Awareness ▪ Appreciate diverse perspectives
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	-Social management ▪ Communicate effectively <u>General Capabilities</u>
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	-Literacy • Interacting with others • Personal responses • Express preferences
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	-Ethical Understanding • Reasoning in decision making and actions
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	-Critical and creative thinking • Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	-Metacognition <u>Attitudes and Values</u> <u>Comprehension Strategies</u>
ACELT1620	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	-Levels of Questioning -Visual texts and models -Picture books
ACELT1621	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts	-Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal - Interpersonal
ACELT1803	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	-Logical - Experiential
2.4 You Can't Have a Rainbow Without The Rain		
TAG	AC Content Description	Explicit teaching & Theoretical Base

ACPPS055	Practise skills to establish and manage relationships	<u>CASEL-Personal and Social Capability</u> -Self Awareness Recognise emotions Understand themselves as learners Develop reflective practice -Self Management Express emotions appropriately -Social Awareness Appreciate diverse perspectives -Social management Communicate effectively <u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal- Interpersonal <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning <u>Comprehension Strategies</u> -Levels of Questioning <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 -Metacognition -Creative and critical thinking <u>Mental Health and Wellbeing</u> -Safety - Relationships
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
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	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
2.5 Rainbow of Feelings		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none">Recognise emotionsUnderstand themselves as learnersDevelop reflective practice -Self Management <ul style="list-style-type: none">Express emotions appropriately -Social Awareness <ul style="list-style-type: none">Appreciate diverse perspectives -Social management <ul style="list-style-type: none">Communicate effectively <u>General Capabilities</u> -Literacy <ul style="list-style-type: none">Interacting with othersPersonal responsesExpress preferences -Ethical Understanding <ul style="list-style-type: none">Reasoning in decision making and actions -Critical and creative thinking <ul style="list-style-type: none">Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Attitudes and Values</u> <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models -Picture books -Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Logical
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
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	- Experiential
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Session 3 - FOCUS: Hope Is ... seeing the light

BUZ OUTCOMES

SELF MANAGEMENT - RESILIENCE

- To get the children to consider the notion and power of hope.
- To explore metaphorically what hope is and be empowered by it.
- To look at a rainbow as a sign or metaphor of hope and to appreciate the healing in the sense of hope it brings.
- To enable children to see beyond the hurt, pain and darkness and allow light to shine through in any dark situation. To get children to acquire skills to look for the silver lining.

EMOTIONAL COMPETENCE - RESILIENCE

- For children to understand the importance of expressing feelings and not bottling them up.
- **SELF MANAGEMENT - SOCIAL AWARENESS**
To get children to think about the kinds of people who would be the best support for them in tough times and get them to make a choice about their support people.

JOURNALING – REFLECTIVE SKILLS

3.1 Hope is ...

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMPO87	Evaluate and justify reasons for decisions and choices of action	<u>CASEL-Personal and Social Capability</u>
ACPPSO36	Identify and practise strategies to promote health, safety and wellbeing	-Self Awareness Recognise emotions Understand themselves as learners Develop reflective practice
ACPPSO54	Plan and practise strategies to promote health, safety and wellbeing	-Self Management Express emotions appropriately
ACPPSO55	Practise skills to establish and manage relationships	-Social Awareness Appreciate diverse perspectives
ACPPSO56	Examine the influence of emotional responses on behaviour and relationships	-Social management Communicate effectively
ACPPSO73	Investigate and select strategies to promote health, safety and wellbeing	<u>Circle Time</u> -BUZ circle skills
ACPPSO75	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	<u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal- Interpersonal
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	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	<u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models
ACELY1701	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	<u>Communication skills</u> -Written *Vocabulary <u>Thinking skills</u> - Cognitive Thinking Skills
ACELY1713	Understand the uses of objective and subjective language and bias	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition
ACELY1711	Analyse how text structures and language features work together to meet the purpose of a text	-Creative and critical thinking <u>Mental Health and Wellbeing</u> -Safety
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	-Relationships
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	
ACELT1621	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts	
ACELT1803	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	

ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	
3.2 Story – Land on the Other Side of The Rainbow		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness <ul style="list-style-type: none">Recognise emotionsUnderstand themselves as learnersDevelop reflective practice -Self Management <ul style="list-style-type: none">Express emotions appropriately -Social Awareness <ul style="list-style-type: none">Appreciate diverse perspectives -Social management <ul style="list-style-type: none">Communicate effectively <u>General Capabilities</u> -Literacy <ul style="list-style-type: none">Interacting with othersPersonal responsesExpress preferences -Ethical Understanding <ul style="list-style-type: none">Reasoning in decision making and actions -Critical and creative thinking <ul style="list-style-type: none">Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Attitudes and Values</u> <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models -Picture books -Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Logical - Experiential
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	
ACELT1620	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	
ACELT1621	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts	
ACELT1803	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	
3.3 Seeing the storm – looking for sunshine		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMP087	Evaluate and justify reasons for decisions and choices of action	CASEL-Personal and Social Capability -Self Awareness Recognise emotions Understand themselves as learners Develop reflective practice -Self Management Express emotions appropriately -Social Awareness Appreciate diverse perspectives -Social management Communicate effectively <u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning <u>Comprehension Strategies</u> -Levels of Questioning <u>Constructive Learning Strategies</u> -reflective practice
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	

ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	-collaborative construction of knowledge <u>Teaching and Learning Strategies</u>
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	-Inquiry Process <u>Communication skills</u>
ACELT1620	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	-Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy <u>Thinking skills</u>
ACELT1621	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts	-Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition -Creative and critical thinking <u>Mental Health and Wellbeing</u>
ACELT1803	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	-Safety -Relationships
3.4 Light is More Powerful Than Dark		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMPO87	Evaluate and justify reasons for decisions and choices of action	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPSO36	Identify and practise strategies to promote health, safety and wellbeing	Recognise emotions Understand themselves as learners Develop reflective practice
ACPPSO54	Plan and practise strategies to promote health, safety and wellbeing	-Self Management Express emotions appropriately
ACPPSO55	Practise skills to establish and manage relationships	-Social Awareness Appreciate diverse perspectives -Social management Communicate effectively
ACPPSO56	Examine the influence of emotional responses on behaviour and relationships	<u>Circle Time</u>
ACPPSO73	Investigate and select strategies to promote health, safety and wellbeing	-BUZ circle skills <u>Multiple Intelligences</u>
ACPPSO75	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	-Linguistic -Visual* Spatial -Intrapersonal-Interpersonal <u>Explicit teaching</u>
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 <u>Comprehension Strategies</u>
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	-Levels of Questioning <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge <u>Teaching and Learning Strategies</u>
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	-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 -Metacognition -Creative and critical thinking <u>Mental Health and Wellbeing</u> -Safety - Relationships
3.5 Opening Up – Talking		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMPO87	Evaluate and justify reasons for decisions and choices of action	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPSO36	Identify and practise strategies to promote health, safety and wellbeing	<ul style="list-style-type: none"> Recognise emotions Recognise personal qualities and achievements
ACPPSO54	Plan and practise strategies to promote health, safety and wellbeing	<ul style="list-style-type: none"> Understand themselves as learners Develop reflective practice
ACPPSO55	Practise skills to establish and manage relationships	-Self Management <ul style="list-style-type: none"> Express emotions appropriately Work independently and show initiative
ACPPSO56	Examine the influence of emotional responses on behaviour and relationships	<ul style="list-style-type: none"> Become confident, resilient and adaptable
ACPPSO73	Investigate and select strategies to promote health, safety and wellbeing	-Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives

ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	-Social management ▪ Communicate effectively ▪ Make decisions <u>General Capabilities</u> -Literacy • Interacting with other • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking • Reflective Thinking Skills -Metacognition <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening - Speaking -Thinking-FOCUS <u>Strength based learning</u> -Personal strengths -Resilience - Life skills <u>Explicit teaching</u> - Cues, questions,-Effective questioning -Decision making / Problem solving -Assertiveness - Role modelling <u>Teaching and Learning Strategies</u> -Simulation and modeling <u>Constructive Learning Strategies</u> -reflective practice -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken -Body language-Empathy - Social skills <u>Comprehension Strategies</u> -Levels of Questioning - Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal - Interpersonal <u>Mental Health and wellbeing</u> -Relationships - Personal safety -Personal identity - Achievement -Resilience
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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	
3.6-7 Fine Feathered Friends and BUZ Hope Invitation Cards		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMPO87	Evaluate and justify reasons for decisions and choices of action	<u>CASEL-Personal and Social Capability</u> -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 ▪ Contribute to civil society -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions <u>General Capabilities</u> -Literacy • Interacting with other • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening - Speaking -Thinking -FOCUS
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	

		<p><u>Strength based learning</u></p> <p>-Personal strengths</p> <p><u>Explicit teaching</u></p> <p>- Cues, questions, activating prior knowledge -Effective questioning- Decision making / Problem solving-Group discussion</p> <p><u>Teaching and Learning Strategies</u></p> <p>--Discovery/Inquiry based-Collaborative skills-Cooperative skills-Simulation and modeling-Concrete materials - Brainstorming/callout-Task Cards-Hands on</p> <p><u>Constructive Learning Strategies</u></p> <p>-reflective practice -collaborative</p> <p>-Personal and Social Skills</p> <p><u>Communication skills</u></p> <p>-Oral *Active Speaking and listening</p> <p>-Vocabulary*Spoken-Written*Vocabulary</p> <p>-Reading*Vocabulary-Social skills</p> <p><u>Comprehension Strategies</u></p> <p>-Visual texts and models -Models and diagrams-Task cards</p> <p>-Reading, Speaking and listening</p> <p><u>Multiple Intelligences</u></p> <p>-Linguistic -Visual* Spatial – Interpersonal</p> <p><u>Mental Health and wellbeing</u></p> <p>-Relationships -Personal safety</p> <p>-Personal identity - Achievement</p> <p>-Resilience</p>
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Session 4 - FOCUS: Hope Projects

BUZ OUTCOMES

SELF MANAGEMENT, SOCIAL AWARENESS, EMOTIONAL COMPETENCE, RESILIENCE, TEAMWORK

- To give the children an opportunity to experiment, explore, discuss and develop deeper metaphoric thinking that will enable them to find pathways to healing.
- Children will explore the wonder of light through a prism and the formation of the colours of the spectrum and use their findings to think metaphorically about overcoming storms.
- Children will set up the first part of a project that will help them to see that even in darkness there is a chance for colour and light to break through.
- To experiment with colour as Newton did many years ago and discover what happens when all of the colours of the spectrum are blended together. To use the findings as a metaphor to help with handling the grief feelings.
- To help children to reflect on the feelings associated with grief and to have hands on handicraft as a reminder of their BUZ Hope experience.
- To enjoy a simple pleasure in life at the same time learning the importance of controlled breathing and smiling to help overcome stressful situations.
- Using vocabulary, help children to use creative thinking to explore the various stages of overcoming storms in life.
- To review the six projects and share the collective learning and discoveries.

JOURNALING – REFLECTIVE SKILLS

4.1 Introduction to the 6 Hope Projects

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	<p><u>CASEL-Personal and Social Capability</u></p> <p>-Self Awareness</p> <ul style="list-style-type: none"> Recognise emotions Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice <p>-Self Management</p> <ul style="list-style-type: none"> Express emotions appropriately <p>-Social Awareness</p> <ul style="list-style-type: none"> Appreciate diverse perspectives Contribute to civil society <p>-Social management</p> <ul style="list-style-type: none"> Communicate effectively Work collaboratively Make decisions
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPPS055	Practise skills to establish and manage relationships	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPMPO45	Practise and apply movement concepts and strategies with and without equipment	
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	

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	<ul style="list-style-type: none"> Negotiate and resolve conflict Develop leadership skills <u>General Capabilities</u> -Literacy
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	<ul style="list-style-type: none"> Interacting with other Personal responses Express preferences -Ethical Understanding
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	<ul style="list-style-type: none"> Reasoning in decision making and actions
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 -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	Speaking -Thinking -FOCUS <u>Strength based learning</u> -Personal strengths <u>Explicit teaching</u>
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	- Cues, questions, activating prior knowledge -Effective questioning -Effective questioning-Decision making / Problem solving-Group discussion- Rules <u>Teaching and Learning Strategies</u>
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	--Discovery/Inquiry based-Collaborative skills-Cooperative skills-Simulation and modeling-Concrete materials - Brainstorming/callout-Task Cards-Hands on <u>Constructive Learning Strategies</u>
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	-reflective practice -collaborative -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken-Written*Vocabulary -Reading*Vocabulary-Social skills <u>Comprehension Strategies</u> -Visual texts and models -Models and diagrams-Task cards -Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial - Interpersonal
4.2a Project 1 – Prism Light		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACSSU080	Light from a source forms shadows and can be absorbed, reflected and refracted	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice -Self Management <ul style="list-style-type: none"> Work independently and show initiative Become confident, resilient and adaptable -Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives -Social management <ul style="list-style-type: none"> Communicate effectively Work collaboratively Make decisions <u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> Interacting with others Personal responses Express preferences -Ethical Understanding <ul style="list-style-type: none"> Reasoning in decision making and actions -Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills -Eye contact -Listening -
ACPPS033	Explore how success, challenge and failure strengthen identities	
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPMP045	Practise and apply movement concepts and strategies with and without equipment	
ACPPS055	Practise skills to establish and manage relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
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	
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	
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
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	

ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	<p>Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion <u>Teaching and Learning Strategies</u> -Cooperative skills-Simulation and modeling-Concrete materials -Inquiry Process -Task Cards-Discovery/Inquiry based -Hands on-Pictures and diagrams <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Models-Following a procedure-Group work -Team building skills -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken -Reading*Vocabulary-Interpersonal *Team building-Social skills -Group work <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models -Models and diagrams -Task cards-Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial - Interpersonal-Logical- Experiential <u>Having Fun</u></p>
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	
ACIS093	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts	
ACIS110	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts	

4.2b Project 2 – Black Mark for Fears

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	<p><u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice -Self Management <ul style="list-style-type: none"> Work independently and show initiative Become confident, resilient and adaptable -Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives -Social management <ul style="list-style-type: none"> Communicate effectively Work collaboratively Make decisions <u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> Interacting with others Personal responses Express preferences -Ethical Understanding <ul style="list-style-type: none"> Reasoning in decision making and actions -Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills -Eye contact -Listening -Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion <u>Teaching and Learning Strategies</u></p>
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	

ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	-Cooperative skills-Simulation and modeling-Concrete materials -Inquiry Process -Task Cards-Discovery/Inquiry based -Hands on-Pictures and diagrams <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Models-Following a procedure-Group work -Team building skills
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	-Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken
ACSI093	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts	-Reading*Vocabulary-Interpersonal *Team building-Social skills -Group work <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models -Models and diagrams -Task cards-Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial - Interpersonal-Logical- Experiential Having Fun
ACSI110	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts	
4. 2c Project 3 Newton's Colour Wheel		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACAVAM111	Use materials, techniques and processes to explore visual conventions when making artworks	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPS033	Explore how success, challenge and failure strengthen identities	<ul style="list-style-type: none"> Recognise personal qualities and achievements
ACPPS038	Investigate how emotional responses vary in depth and strength	<ul style="list-style-type: none"> Understand themselves as learners
ACPMP045	Practise and apply movement concepts and strategies with and without equipment	<ul style="list-style-type: none"> Develop reflective practice
ACPPS055	Practise skills to establish and manage relationships	-Self Management
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	<ul style="list-style-type: none"> Work independently and show initiative Become confident, resilient and adaptable
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	-Social Awareness
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	<ul style="list-style-type: none"> Appreciate diverse perspectives
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	-Social management
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	<ul style="list-style-type: none"> Communicate effectively Work collaboratively Make decisions
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	<u>General Capabilities</u> -Literacy
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	<ul style="list-style-type: none"> Interacting with others Personal responses Express preferences
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	-Ethical Understanding
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	<ul style="list-style-type: none"> Reasoning in decision making and actions
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and	-Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills -Eye contact -Listening -Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion <u>Teaching and Learning Strategies</u> -Cooperative skills-Simulation and modeling-Concrete materials -Inquiry Process -Task Cards-Discovery/Inquiry based -Hands on-Pictures and diagrams <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Models-Following a procedure-Group work -Team building skills

	meaning	-Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken
AC SIS093	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts	-Reading*Vocabulary-Interpersonal *Team building-Social skills -Group work <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models -Models and diagrams -Task cards-Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial - Interpersonal-Logical- Experiential <u>Having Fun</u>
AC SIS110	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts	
4.2d Project 4 – Hope Feelings Beads		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACAVAM111	Use materials, techniques and processes to explore visual conventions when making artworks	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills -Eye contact -Listening -Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion <u>Teaching and Learning Strategies</u> -Cooperative skills-Simulation and modeling-Concrete materials -Inquiry Process -Task Cards-Discovery/Inquiry based -Hands on-Pictures and diagrams <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Models-Following a procedure-Group work -Team building skills -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken -Reading*Vocabulary-Interpersonal *Team building-Social skills -Group work <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models -Models and diagrams
ACPPS033	Explore how success, challenge and failure strengthen identities	
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	
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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	

		-Task cards-Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial - Interpersonal-Logical- Experiential <u>Having Fun</u>
4.2e Project 5 – Bubble Blowing		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none">Recognise personal qualities and achievementsUnderstand themselves as learnersDevelop reflective practice -Self Management <ul style="list-style-type: none">Work independently and show initiativeBecome confident, resilient and adaptable -Social Awareness <ul style="list-style-type: none">Appreciate diverse perspectives -Social management <ul style="list-style-type: none">Communicate effectivelyWork collaborativelyMake decisions <u>General Capabilities</u> -Literacy <ul style="list-style-type: none">Interacting with othersPersonal responsesExpress preferences -Ethical Understanding <ul style="list-style-type: none">Reasoning in decision making and actions -Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> -BUZ circle skills -Eye contact -Listening - Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion <u>Teaching and Learning Strategies</u> -Cooperative skills-Simulation and modeling-Concrete materials -Inquiry Process -Task Cards-Discovery/Inquiry based -Hands on-Pictures and diagrams <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Models-Following a procedure-Group work -Team building skills -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken -Reading*Vocabulary-Interpersonal *Team building-Social skills -Group work <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models -Models and diagrams -Task cards-Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial - Interpersonal-Logical- Experiential <u>Having Fun</u>
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPMP045	Practise and apply movement concepts and strategies with and without equipment	
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
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	
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	
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	
AC SIS093	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts	
AC SIS110	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts	
4.2f Project 6 – “EAL” Words		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	<u>CASEL-Personal and Social Capability</u> -Self Awareness

ACPPS038	Investigate how emotional responses vary in depth and strength	<ul style="list-style-type: none">▪ Recognise personal qualities and achievements▪ Understand themselves as learners▪ Develop reflective practice -Self Management <ul style="list-style-type: none">▪ Work independently and show initiative▪ Become confident, resilient and adaptable -Social Awareness <ul style="list-style-type: none">▪ Appreciate diverse perspectives -Social management <ul style="list-style-type: none">▪ Communicate effectively▪ Work collaboratively▪ Make decisions <u>General Capabilities</u> <ul style="list-style-type: none">-Literacy<ul style="list-style-type: none">• Interacting with others• Personal responses• Express preferences-Ethical Understanding<ul style="list-style-type: none">• Reasoning in decision making and actions-Critical and creative thinking-Metacognition <u>Attitudes and Values</u> <ul style="list-style-type: none"><u>Circle Time</u>-BUZ circle skills -Eye contact -Listening - Speaking -Thinking -FOCUS <u>Explicit teaching</u> <ul style="list-style-type: none">- Cues, questions, activating prior knowledge -Effective questioning-Decision making / Problem solving-Group discussion <u>Teaching and Learning Strategies</u> <ul style="list-style-type: none">-Cooperative skills-Simulation and modeling-Concrete materials -Inquiry Process-Task Cards-Discovery/Inquiry based-Hands on-Pictures and diagrams <u>Constructive Learning Strategies</u> <ul style="list-style-type: none">-reflective practice -collaborative construction of knowledge-Models-Following a procedure-Group work-Team building skills-Personal and Social Skills <u>Communication skills</u> <ul style="list-style-type: none">-Oral *Active Speaking and listening-Vocabulary*Spoken-Reading*Vocabulary-Interpersonal *Team building-Social skills -Group work <u>Comprehension Strategies</u> <ul style="list-style-type: none">-Levels of Questioning-Visual texts and models-Models and diagrams-Task cards-Reading, Speaking and listening <u>Multiple Intelligences</u> <ul style="list-style-type: none">-Linguistic -Visual* Spatial- Interpersonal-Logical- Experiential <u>Having Fun</u>
ACPPS055	Practise skills to establish and manage relationships	
ACPMPO67	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	
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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	

4.3 Review of the 6 BUZ Hope Projects		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS038	Investigate how emotional responses vary in depth and strength	<u>CASEL-Personal and Social Capability</u> <ul style="list-style-type: none">-Self AwarenessRecognise emotionsUnderstand themselves as learnersDevelop reflective practice -Self Management <ul style="list-style-type: none">Express emotions appropriately -Social Awareness <ul style="list-style-type: none">Appreciate diverse perspectives -Social management <ul style="list-style-type: none">Communicate effectively
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	

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	<u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal- Interpersonal <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning <u>Comprehension Strategies</u> -Levels of Questioning <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 -Metacognition -Creative and critical thinking <u>Mental Health and Wellbeing</u> -Safety -Relationships
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	

Session 5 - FOCUS: Symbols of Hope

BUZ OUTCOMES

SELF MANAGEMENT, SOCIAL AWARENESS, EMOTIONAL COMPETENCE, RESILIENCE, TEAMWORK

- To get children to choose their symbol of hope.
- To give children another example of metaphors that help overcome the storms in life, in particular letting go of the darkness.
- To reflect on a beautiful story that helps children see that people choose their own way of understanding and coping with things. People choose their own metaphors.
- To help children discover that a wish is something we long for that may never happen and a hope is something we can work towards, something that will help us think about a better tomorrow, something we can do something about.

JOURNALING – REFLECTIVE SKILLS

5.1 Symbols of Hope

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMPO87	Evaluate and justify reasons for decisions and choices of action	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> Recognise emotions Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice -Self Management <ul style="list-style-type: none"> Express emotions appropriately Work independently and show initiative -Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives -Social management <ul style="list-style-type: none"> Communicate effectively Make decisions <u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> Interacting with other Personal responses Express preferences -Ethical Understanding <ul style="list-style-type: none"> Reasoning in decision making and actions
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	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
ACPPS072	Practise and apply strategies to seek help for themselves or others	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	

ACELA1512	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	-Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u>
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	-BUZ circle skills-Eye contact -Listening - Speaking -Thinking -FOCUS <u>Strength based learning</u>
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	-Personal strengths <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Effective questioning
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	-Decision making / Problem solving -Group discussion -Assertiveness <u>Teaching and Learning Strategies</u>
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	-Simulation and modeling -Task Cards -Discovery/Inquiry based -Hands on -Pictures and diagrams <u>Constructive Learning Strategies</u>
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	-reflective practice -collaborative construction of knowledge-Following a procedure-Personal and Social Skills <u>Communication skills</u>
ACELT1620	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	-Oral *Active Speaking and listening -Vocabulary*Spoken*Metaphors -Intrapersonal*Self Talk-Social skills <u>Comprehension Strategies</u>
ACELT1621	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts	-Levels of Questioning
ACELT1803	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	-Visual texts-Models and diagrams -Task cards -Reading, Speaking and listening <u>Multiple Intelligences</u>
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	-Linguistic -Visual* Spatial -Intrapersonal -Logical- Experiential <u>Mental Health and wellbeing</u>
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	-Relationships -Personal identity <u>Having Fun</u>
5.2 Black and White Feathers		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMPO87	Evaluate and justify reasons for decisions and choices of action	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPSO36	Identify and practise strategies to promote health, safety and wellbeing	▪ Develop reflective practice -Self Management
ACPPSO37	Describe how respect, empathy and valuing diversity can positively influence relationships	▪ Express emotions appropriately ▪ Work independently and show initiative
ACPPSO60	Identify how valuing diversity positively influences the wellbeing of the community	-Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society
ACPPSO75	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	-Social management ▪ Communicate effectively ▪ Make decisions
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	<u>General Capabilities</u> -Literacy
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	• Interacting with other • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	-Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Circle Time</u>
ACELA1512	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	-BUZ circle skills-Eye contact -Listening - Speaking -Thinking -FOCUS <u>Strength based learning</u>
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	-Personal strengths-Personal development

ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Effective questioning -Decision making / Problem solving -Group discussion -Assertiveness <u>Teaching and Learning Strategies</u> -Inquiry Process -Concrete materials -Brainstorming/callout -Discovery/Inquiry based-Hands on <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Models*Metaphors -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken Metaphors – -Intrapersonal*Self Talk-Social skills <u>Comprehension Strategies</u> -Levels of Questioning -Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical- Experiential <u>Mental Health and wellbeing</u> -Safety-Personal identity -Resilience <u>Having Fun</u>
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	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	
5.3 Everybody Needs a Rock - Story		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none">Recognise emotionsUnderstand themselves as learnersDevelop reflective practice -Self Management <ul style="list-style-type: none">Develop self-discipline and set goalsWork independently and show initiative -Social Awareness <ul style="list-style-type: none">Appreciate diverse perspectivesUnderstand relationships -Social management <ul style="list-style-type: none">Communicate effectivelyMake decisions <u>General Capabilities</u> -Literacy - Ethical Understanding -Critical and creative thinking <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening - Speaking -Thinking-FOCUS <u>Strength based learning</u> -Personal strengths - Resilience <u>Explicit teaching</u> -Effective questioning -Decision making / Problem solving -Group discussion - Assertiveness <u>Teaching and Learning Strategies</u> -Simulation and modeling -Concrete materials - Brainstorming/callout -Inquiry Process - Task Cards <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 Metaphors -Written*Vocabulary -Reading*Vocabulary -Intrapersonal*Self Talk -Social skills <u>Comprehension Strategies</u>
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	
ACELT1620	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	
ACELT1621	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts	
ACELT1803	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal 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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	

ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	-Levels of Questioning -Visual texts and models -Picture books -Reading, Speaking and listening <u>Multiple Intelligences</u>
ACELY1692	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	-Linguistic -Visual* Spatial-Intrapersonal - Interpersonal-Bodily*Kinesthetic -Logical- Experiential <u>Having Fun</u> <u>Attitudes and values</u>
5.4 Hope is More Powerful Than a Wish		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none"> Understand themselves as learners Develop reflective practice -Self Management <ul style="list-style-type: none"> Express emotions appropriately -Social Awareness <ul style="list-style-type: none"> Appreciate diverse perspectives Understand relationships -Social management <ul style="list-style-type: none"> Communicate effectively Make decisions <u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> Interacting with other Personal responses Express preferences -Ethical Understanding <ul style="list-style-type: none"> Reasoning in decision making and actions -Critical and creative thinking <ul style="list-style-type: none"> Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening - Speaking -Thinking - FOCUS <u>Strength based learning</u> -Personal strengths - Personal development <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning -Effective questioning -Decision making / Problem solving -Group discussion - Assertiveness <u>Teaching and Learning Strategies</u> -Cooperative skills - Drama and Role plays -Simulation and modeling - Concrete materials - Brainstorming/callout -Discovery/Inquiry based - Roleplay <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-Interpersonal *Team building -Intrapersonal*Self Talk-Social skills <u>Comprehension Strategies</u> -Levels of Questioning <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial-Intrapersonal - Interpersonal <u>Mental Health and wellbeing</u> -Relationships <u>Having Fun</u>
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS072	Practise and apply strategies to seek help for themselves or others	
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	

Session 6 - FOCUS: Hope is an Open Heart

BUZ OUTCOMES

SELF MANAGEMENT, SOCIAL AWARENESS, EMOTIONAL COMPETENCE, RESILIENCE

- To build a vocabulary of hope and a powerful sense of positive thinking through beautiful creative writing about hope.
- Children chose an expression or saying of hope that will inspire and comfort them.

MINDFULNESS

- To introduce children to a simple form of reflection, relaxation or meditation.

JOURNALING – REFLECTIVE SKILLS

- To allow children some free time to catch up on things in their journal and have some free journal writing or drawing.

REFLECTION AND EVALUATION

- Children reflect on the whole program and collectively evaluate what it has meant for them.

6.1 Hope is an Open Heart - Story

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	CASEL-Personal and Social Capability -Self Awareness <ul style="list-style-type: none"> ▪ Recognise emotions ▪ Develop reflective practice -Self Management <ul style="list-style-type: none"> ▪ Express emotions appropriately -Social Awareness <ul style="list-style-type: none"> ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management <ul style="list-style-type: none"> ▪ Communicate effectively <u>General Capabilities</u> -Literacy <ul style="list-style-type: none"> • Interacting with other • Personal responses • Express preferences -Critical and creative thinking <ul style="list-style-type: none"> • 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> - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving -Group discussion <u>Teaching and Learning Strategies</u> -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-Empathy <u>Comprehension Strategies</u> -Picture books -Reading, Speaking and listening <u>Attitudes and Values</u>
ACPPS038	Investigate how emotional responses vary in depth and strength	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELT1620	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	
ACELT1621	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts	
ACELT1803	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	
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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	

6.2 Choosing Your BUZ Hope Card

TAG	AC Content Description	Explicit teaching & Theoretical Base
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ACPMP087	Evaluate and justify reasons for decisions and choices of action	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none">Recognise emotionsRecognise personal qualities and achievementsUnderstand themselves as learnersDevelop reflective practice -Self Management <ul style="list-style-type: none">Express emotions appropriatelyWork independently and show initiativeBecome confident, resilient and adaptable -Social Awareness <ul style="list-style-type: none">Appreciate diverse perspectives -Social management <ul style="list-style-type: none">Communicate effectivelyMake decisions <u>General Capabilities</u> -Literacy <ul style="list-style-type: none">Interacting with otherPersonal responsesExpress preferences -Ethical Understanding <ul style="list-style-type: none">Reasoning in decision making and actions -Critical and creative thinking <ul style="list-style-type: none">Reflective Thinking Skills -Metacognition <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening - Speaking -Thinking-FOCUS <u>Strength based learning</u> -Personal strengths -Resilience - Life skills <u>Explicit teaching</u> - Cues, questions,-Effective questioning -Decision making / Problem solving -Group discussion - Assertiveness <u>Teaching and Learning Strategies</u> -Simulation and modeling -Brainstorming/callout -Discovery/Inquiry based <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 -Reading*Vocabulary -Social skills <u>Comprehension Strategies</u> -Levels of Questioning -Visual texts and models -Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal - Interpersonal <u>Mental Health and wellbeing</u> -Relationships - Strategies for memory triggers -Personal safety - Personal identity -Achievement - Resilience
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	
ACPPS033	Explore how success, challenge and failure strengthen identity	
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
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	
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	
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
ACELT1603	Discuss literary experiences with others, sharing responses and expressing a point of view	
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	
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal 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	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	
6.3 Candle Meditation/Mindfulness/Relaxation		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	<u>CASEL-Personal and Social Capability</u> -Self Awareness <ul style="list-style-type: none">Develop reflective practice -Self Management <ul style="list-style-type: none">Become confident, resilient and
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	

ACPPS058	Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities	adaptable <u>Strength based learning</u> -Personal development -Resilience - Life skills
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	<u>Explicit teaching</u> - Focus - Concentration
ACPPS077	Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities	-Effective Listening -Meditation - Mindfulness <u>Teaching and Learning Strategies</u>
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	-Simulation and modeling -Concrete materials *Candles <u>Constructive Learning Strategies</u>
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	-reflective practice -Following a procedure -Personal wellbeing <u>Communication skills</u>
		-listening - Vocabulary*Spoken -Intrapersonal*Self Talk <u>Comprehension Strategies</u> -Modelling - listening <u>Multiple Intelligences</u> -Visual* Spatial - Intrapersonal - Experiential <u>Mental Health and wellbeing</u> -Protective behaviours -Respect -Personal safety -Personal identity - Achievement -Resilience <u>Meditation and relaxation practice</u>
6.4 Journaling Time		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMPO87	Evaluate and justify reasons for decisions and choices of action	<u>CASEL-Personal and Social Capability</u> -Self Awareness
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	Recognise emotions Understand themselves as learners Develop reflective practice
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	-Self Management Express emotions appropriately
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	-Social Awareness Appreciate diverse perspectives -Social management
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	Communicate effectively <u>Circle Time</u> -BUZ circle skills
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	<u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal- Interpersonal <u>Explicit teaching</u> - Cues, questions, activating prior knowledge
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	-Effective questioning <u>Comprehension Strategies</u>
ACELA1498	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	-Levels of Questioning -Visual texts and models <u>Communication skills</u> -Written *Vocabulary
ACELA1502	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	<u>Thinking skills</u> - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills
ACELA1512	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	E.g.: Blooms * Affective Domain -Metacognition -Creative and critical thinking
ACELY1713	Understand the uses of objective and subjective language and bias	<u>Mental Health and Wellbeing</u> -Safety -Relationships
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
6.5 Final Feedback and Evaluation		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMPO87	Evaluate and justify reasons for decisions and choices of action	

ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	<u>CASEL-Personal and Social Capability</u> -Self Awareness Recognise emotions Understand themselves as learners Develop reflective practice -Self Management Express emotions appropriately -Social Awareness Appreciate diverse perspectives -Social management Communicate effectively <u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal- Interpersonal <u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Effective questioning <u>Comprehension Strategies</u> -Levels of Questioning <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 -Metacognition -Creative and critical thinking <u>Mental Health and Wellbeing</u> -Safety - Relationships
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
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	
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	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
ACELT1603	Discuss literary experiences with others, sharing responses and expressing a point of view	
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	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	