

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 afuller understanding of what grief may be.
- To expand the metaphor of the storm to include the post storm activity including the rainbow and sunshine.

- 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 Introduc	tion and BUZ Circle	
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	 Recognise emotions Recognise personal qualities and achievements
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	 Understand themselves as learners Develop reflective practice -Self Management
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	- Self Management Express emotions appropriately - Social Awareness Appreciate diverse perspectives Contribute to civil society - Social management Communicate effectively Work collaboratively Make decisions Negotiate and resolve conflict Develop leadership skills General Capabilities - Literacy Interacting with other Personal responses
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	Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	-Metacognition Attitudes and Values Circle Time
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	-BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS Strength based learning -Personal strengths Explicit teaching
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	- Cues, questions, activating prior knowledge - Effective questioning -Effective questioning-Decision making / Problem solving-Group discussion- Rules Teaching and Learning StrategiesDiscovery/Inquiry based-Collaborative skills-Cooperative skills-Simulation and modeling-Concrete materials -Brainstorming/callout-Task Cards-Hands on Constructive Learning Strategies -reflective practice -collaborative -Personal and Social Skills Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken-Written*Vocabulary -Reading*Vocabulary-Social skills Comprehension Strategies -Visual texts and models -Models & diagrams- Task cards - Reading, Speaking and listening Multiple Intelligences -Linguistic - Interpersonal
1.2 Circle Ga	me – 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	CASEL-Personal and Social Capability
ACPPS055	Practise skills to establish and manage relationships	-Self Awareness Recognise emotions Recognise personal qualities and achievements
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	Understand themselves as learnersDevelop reflective practice
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	-Self ManagementExpress emotions appropriately-Social Awareness
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	 Appreciate diverse perspectives Contribute to civil society -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 effectivelyWork collaborativelyMake decisions
ACELA1488	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group	Develop leadership skills General Capabilities -Literacy Interacting with other
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	 Personal responses Express preferences Ethical Understanding 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 Attitudes and Values Circle Time -BUZ circle skills-Eye contact -Listening -Speaking
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	-Thinking -FOCUS Strength based learning -Personal strengths Explicit teaching - Cues, questions, activating prior knowledge - Effective questioning
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues	- Effective questioning-Decision making / Problem solving-Group discussion- Rules Teaching and Learning Strategies

1.3 Cloudy Bi	ingo AC Content Description	Discovery/Inquiry based-Collaborative skills- Cooperative skills-Simulation and modeling- Concrete materials -Brainstorming/callout-Task Cards-Hands on Constructive Learning Strategies -reflective practice -collaborative -Personal and Social Skills Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken-Written*Vocabulary -Reading*Vocabulary-Social skills Comprehension Strategies -Visual texts and models -Models and diagrams- Task cards - Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability
ACPPS056 ACPPS073	Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety	-Self Awareness Recognise emotions Recognise personal qualities and achievements
	and wellbeing	 Understand themselves as learners
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	 Develop reflective practice Self Management 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 Appreciate diverse perspectives Contribute to civil society -Social management
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	 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	General Capabilities -Literacy Interacting with other
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 responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	-Metacognition Attitudes and Values Circle Time -BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS Strength based learning -Personal strengths
ACELY1690	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	Explicit teaching - Cues, questions, activating prior knowledge - Effective questioning -Effective questioning-Decision making /
ACELY1692	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	Problem solving-Group discussion- Rules <u>Teaching and Learning Strategies</u> Discovery/Inquiry based-Collaborative skills-
ACELA1498	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	Cooperative skills-Simulation and modeling- Concrete materials -Brainstorming/callout-Task Cards-Hands on Constructive Learning Strategies
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	-reflective practice -collaborative -Personal and Social Skills Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken-Written*Vocabulary
ACELA1512	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	-Reading*Vocabulary-Social skills <u>Comprehension Strategies</u> -Visual texts and models -Models and diagrams- Task cards
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion Only Sering Project 2016	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal

1.4 Introduci	ng the BUZ Hope journal and Journaling Skills	
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness
ACPPS056	Examine the influence of emotional responses on behaviour	Recognise emotions
	and relationships	 Recognise personal qualities and
ACPPS073	Investigate and select strategies to promote health, safety	achievements Understand themselves as learners
	and wellbeing	 Develop reflective practice
ACPPS075	Analyse factors that influence emotions, and develop	-Self Management
	strategies to demonstrate empathy and sensitivity	 Work independently and show initiative General Capabilities
ACELA1501	Understand that patterns of language interaction vary across	-Literacy
	social contexts and types of texts and that they help to signal	Personal responses Typrose professions
ACELA1488	social roles and relationships	 Express preferences -Ethical Understanding
ACELA1488	Understand that social interactions influence the way people engage with ideas and respond to others for example when	Reasoning in decision making and actions
	exploring and clarifying the ideas of others, summarising	-Critical and creative thinking Cognitive Thinking Skills
	their own views and reporting them to a larger group	 Cognitive Thinking Skills -Strategic/Reflective Thinking Skills
ACELA1489	Understand differences between the language of opinion	E.g.: Blooms * Affective Domain
	and feeling and the language of factual reporting or	-Metacognition Circle Time:
	recording	Communication Skills
ACELY1688	Use interaction skills such as acknowledging another's point	Attitudes and Values
	of view and linking students' response to the topic, using	Strength based learning -Personal strengths
	familiar and new vocabulary and a range of vocal effects	-Personal development
	such as tone, pace, pitch and volume to speak clearly and	-Resilience
	coherently	<u>Teaching and Learning Strategies</u> -Brainstorming/callout
ACELY1721	Analyse and explain the ways text structures and language	-Manuals
	features shape meaning and vary according to audience and	-Discovery/Inquiry based
ACELY1723	Use comprehension strategies to interpret, analyse and	-Pictures and diagrams
ACELT1723	synthesise ideas and information, critiquing ideas and issues	
	from a variety of textual sources	
1.5 Naming t		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness - Understand themselves as learners
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	 Understand themselves as learners Develop reflective practice -Self Management
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	 Become confident, resilient and adaptable Social Awareness Appreciate diverse perspectives
ACPPS075	Analyse factors that influence emotions, and develop	-Social management
	strategies to demonstrate empathy and sensitivity	 Communicate effectively
ACELA1501	Understand that patterns of language interaction vary across	Work collaborativelyMake decisions
	social contexts and types of texts and that they help to signal	General Capabilities
A CEL A 4 400	social roles and relationships	-Literacy
ACELA1488	Understand that social interactions influence the way people	Interacting with othersPersonal responses
	engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising	Express preferences
	their own views and reporting them to a larger group	-Ethical Understanding
ACELA1489	Understand differences between the language of opinion	 Reasoning in decision making and actions -Critical and creative thinking
5_1, 11703	and feeling and the language of factual reporting or	-Metacognition
	recording	Attitudes and Values
ACELY1688	Use interaction skills such as acknowledging another's point	<u>Circle Time</u> -BUZ circle skills -Eye contact -Listening -
	of view and linking students' response to the topic, using	Speaking -Thinking -FOCUS
	familiar and new vocabulary and a range of vocal effects	Explicit teaching - Cues, questions, activating prior knowledge -
	such as tone, pace, pitch and volume to speak clearly and	Effective questioning
	coherently	-Decision making / Problem solving
ACELY1721	Analyse and explain the ways text structures and language	-Group discussion Teaching and Learning Strategies
	features shape meaning and vary according to audience and	-Task Cards-Discovery/Inquiry based
	purpose	rask caras biscovery/inquiry basea

	T	
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 Communication skills Oral *Active Speaking and listening -Vocabulary*Spoken - Social skills Comprehension Strategies -Levels of Questioning -Visual texts -Task cards-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal-Logical- Experiential Having Fun
	e Storms – looking for the Rainbow	5 1: 11 0 71 1: 10
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	CASEL-Personal and Social Capability -Self Awareness Recognise emotions
ACPPS038	Investigate how emotional responses vary in depth and strength	Understand themselves as learnersDevelop reflective practice
ACPPS055	Practise skills to establish and manage relationships	-Self ManagementExpress emotions appropriately-Social Awareness
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	 Appreciate diverse perspectives Social management Communicate effectively
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	 Work collaboratively Make decisions General Capabilities
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	-Literacy Interacting with other
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	Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time -BUZ circle skills-Eye contact -Listening -Speakin -Thinking -FOCUS Strength based learning -Personal strengths Explicit teaching - Cues, questions, activating prior knowledge - Effective questioning -Decision making / Problem solving-Group discussion Teaching and Learning StrategiesDiscovery/Inquiry based-Collaborative skills- Cooperative skills-Simulation and modeling- Concrete materials -Brainstorming/callout-Task Cards-Hands on Constructive Learning Strategies -reflective practice -collaborative -Personal and Social Skills Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken-Written*Vocabulary
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	
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	
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	
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	
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	-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.

2.1 Introduct	tion – Something You Hope For	
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	-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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions
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	-Critical and creative thinking Cognitive Thinking Skills
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition Attitudes and Values Comprehension Strategies -Levels of Questioning -Visual texts and models
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	-Picture books -Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial
ACELT1803	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	-Intrapersonal - Interpersonal -Logical- Experiential
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		
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
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	Understand themselves as learners Develop reflective practice -Self Management

2.4 You Can't	Have a Rainbow Without The Rain AC Content Description	Explicit teaching & Theoretical Base
	value, using relevant and appropriate metalanguage	
ACELT1803	Discuss aspects of texts, for example their aesthetic and social	-Logical - Experiential
	types of texts	- Interpersonal
	character, and to influence emotions and opinions in different	-Intrapersonal
ACELT1621	Compare the ways that language and images are used to create	-Linguistic -Visual* Spatial
	difference with others and justifying a point of view	Multiple Intelligences
	events in literary texts, identifying areas of agreement and	-Reading, Speaking and listening
ACELT1620	Reflect on ideas and opinions about characters, settings and	-Visual texts and models -Picture books
	of choices, for example gaze, angle and social distance	-Levels of Questioning
ACELA1764	Analyse how point of view is generated in visual texts by means	Comprehension Strategies
	feeling and the language of factual reporting or recording	-Metacognition Attitudes and Values
ACELA1489	Understand differences between the language of opinion and	E.g.: Blooms * Affective Domain
	own views and reporting them to a larger group	-Strategic/Reflective Thinking Skills
	exploring and clarifying the ideas of others, summarising their	-Critical and creative thinkingCognitive Thinking Skills
522 (1400	engage with ideas and respond to others for example when	actions
ACELA1488	Understand that social interactions influence the way people	Reasoning in decision making and
	social roles and relationships	-Ethical Understanding
, (CLLT101	social contexts and types of texts and that they help to signal	Personal responsesExpress preferences
ACELA1501	Understand that patterns of language interaction vary across	Interacting with others
	to demonstrate empathy and sensitivity	-Literacy
ACPPS075	Analyse factors that influence emotions, and develop strategies	 Communicate effectively General Capabilities
	wellbeing	-Social management
ACPPS073	Investigate and select strategies to promote health, safety and	 Appreciate diverse perspectives
	•	 Express emotions appropriately -Social Awareness
ACFF3U30	relationships	-Self Management
ACPPS056	Examine the influence of emotional responses on behaviour and	 Understand themselves as learners Develop reflective practice
ACPPS055	Practise skills to establish and manage relationships	Recognise emotionsUnderstand themselves as learners
,	wellbeing	-Self Awareness
ACPPS036	Identify and practise strategies to promote health, safety and	CASEL-Personal and Social Capability
7.5 Story – 3k	AC Content Description	Explicit teaching & Theoretical Base
2.3 Story – Sk	kimming Stones	-salety - Relationships
	o. choices, for example gaze, angle and social distance	Mental Health and Wellbeing -Safety - Relationships
, (CLL/11/04	of choices, for example gaze, angle and social distance	-Creative and critical thinking
ACELA1764	Analyse how point of view is generated in visual texts by means	-Metacognition
	feeling and the language of factual reporting or recording	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACELA1489	Understand differences between the language of opinion and	- Cognitive Thinking Skills
	own views and reporting them to a larger group	Thinking skills
	exploring and clarifying the ideas of others, summarising their	-Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy
	engage with ideas and respond to others for example when	Communication skills
ACELA1488	Understand that social interactions influence the way people	-Inquiry Process
	social roles and relationships	-collaborative construction of knowledge Teaching and Learning Strategies
VCTFV1301	social contexts and types of texts and that they help to signal	-reflective practice
ACELA1501	Understand that patterns of language interaction vary across	Constructive Learning Strategies
-	to demonstrate empathy and sensitivity	-Levels of Questioning
ACPPS075	Analyse factors that influence emotions, and develop strategies	knowledge - Effective questioning Comprehension Strategies
	wellbeing	- Cues, questions, activating prior
ACPPS073	Investigate and select strategies to promote health, safety and	Explicit teaching
	·	-Linguistic -Visual* Spatial -Intrapersonal- Interpersonal
ACPYSUSD	relationships	Multiple Intelligences
ACPPS056	Examine the influence of emotional responses on behaviour and	-BUZ circle skills
		Communicate effectively <u>Circle Time</u>
ACPPS055	Practise skills to establish and manage relationships	-Social management
	wellbeing	Appreciate diverse perspectives
	l	-Social Awareness

ACPPS055		
ACF (3033	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	Recognise emotions Understand themselves as learners Develop reflective practice
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	-Self Management Express emotions appropriately -Social Awareness
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Appreciate diverse perspectives -Social management Communicate effectively
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	Circle Time -BUZ circle skills Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal
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	Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning
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	Comprehension Strategies -Levels of Questioning Constructive Learning Strategies -reflective practice -collaborative construction of knowledge
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Teaching and Learning Strategies -Inquiry Process Communication skills
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	-Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	E.g.: Blooms * Affective Domain -Metacognition -Creative and critical thinking Mental Health and Wellbeing -Safety - Relationships
2.5 Rainbow	of Feelings	
2.5 Rainbow TAG	of Feelings AC Content Description	Explicit teaching & Theoretical Base
		CASEL-Personal and Social Capability -Self Awareness
TAG	AC Content Description Identify and practise strategies to promote health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness Recognise emotions Understand themselves as learners Develop reflective practice
TAG ACPPS036	AC Content Description Identify and practise strategies to promote health, safety and wellbeing Plan and practise strategies to promote health, safety and	CASEL-Personal and Social Capability -Self Awareness Recognise emotions Understand themselves as learners Develop reflective practice -Self Management
TAG ACPPS036 ACPPS054	AC Content Description Identify and practise strategies to promote health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness Recognise emotions Understand themselves as learners Develop reflective practice
TAG ACPPS036 ACPPS054 ACPPS055	AC Content Description Identify and practise strategies to promote health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and	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
ACPPS055 ACPPS056	AC Content Description Identify and practise strategies to promote health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and	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
TAG ACPPS036 ACPPS054 ACPPS055 ACPPS056 ACPPS073	AC Content Description Identify and practise strategies to promote health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity 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,	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 - General Capabilities - Literacy - Interacting with others - Personal responses - Express preferences - Ethical Understanding - Reasoning in decision making and
ACPPS055 ACPPS056 ACPPS073 ACPPS075	AC Content Description Identify and practise strategies to promote health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar	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 - General Capabilities - Literacy - Interacting with others - Personal responses - Express preferences - Ethical Understanding - Reasoning in decision making and actions - Critical and creative thinking - Cognitive Thinking Skills - Strategic/Reflective Thinking Skills
TAG ACPPS036 ACPPS054 ACPPS055 ACPPS056 ACPPS073 ACPPS075 ACELY1688	AC Content Description Identify and practise strategies to promote health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity 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 Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal	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 - General Capabilities - Literacy - Interacting with others - Personal responses - Express preferences - Ethical Understanding - Reasoning in decision making and actions - Critical and creative thinking - Cognitive Thinking Skills - Strategic/Reflective Thinking Skills - E.g.: Blooms * Affective Domain - Metacognition - Attitudes and Values - Comprehension Strategies - Levels of Questioning
TAG ACPPS036 ACPPS054 ACPPS055 ACPPS056 ACPPS073 ACPPS075 ACELY1688 ACELA1501	AC Content Description Identify and practise strategies to promote health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity 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 Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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	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 - General Capabilities - Literacy - Interacting with others - Personal responses - Express preferences - Ethical Understanding - Reasoning in decision making and actions - Critical and creative thinking - Cognitive Thinking Skills - Strategic/Reflective Thinking Skills - E.g.: Blooms * Affective Domain - Metacognition - Attitudes and Values - Comprehension Strategies

pace, pitch and volume to speak clearly and coherently	- Experiential

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.

3.1 Hope is .		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMP087	Evaluate and justify reasons for decisions and choices of action	CASEL-Personal and Social Capability
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	-Self Awareness Recognise emotions Understand themselves as learners Develop reflective practice -Self Management
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS055	Practise skills to establish and manage relationships	Express emotions appropriately -Social Awareness
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	Appreciate diverse perspectives -Social management
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	Communicate effectively <u>Circle Time</u> -BUZ circle skills
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-
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	Interpersonal Explicit teaching - 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	Comprehension Strategies -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	-visual texts and modes Communication skills -Written *Vocabulary Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition -Creative and critical thinking Mental Health and Wellbeing -Safety -Relationships
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELY1711	Analyse how text structures and language features work together to meet the purpose of a text	
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	
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	
2.2.61	meaning	
	and on the Other Side of The Rainbow	5 1: 1: 0.71 .: 10
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 Recognise emotions
ACPPS055	Practise skills to establish and manage relationships	 Understand themselves as learners
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	Develop reflective practice -Self Management
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	 Express emotions appropriately Social Awareness Appreciate diverse perspectives
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	-Social management Communicate effectively
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	General Capabilities -Literacy Interacting with others Personal responses
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	 Express preferences Ethical Understanding Reasoning in decision making and actions Critical and creative thinking
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Cognitive Thinking Skills -Strategic/Reflective Thinking Skills
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	E.g.: Blooms * Affective Domain -Metacognition Attitudes and Values
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	Comprehension Strategies -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 Multiple Intelligences -Linguistic -Visual* Spatial
ACELT1803	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	-visual Spatial -Intrapersonal - Interpersonal -Logical - Experiential
3 3 Seeing th	e storm – looking for sunshine	5 1
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
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	Recognise emotions Understand themselves as learners
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	Develop reflective practice -Self Management Express emotions appropriately
ACPPS055	Practise skills to establish and manage relationships	-Social Awareness
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	Appreciate diverse perspectives -Social management
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	Communicate effectively <u>Circle Time</u> -BUZ circle skills
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-
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	Interpersonal Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning
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	Comprehension Strategies -Levels of Questioning Constructive Learning Strategies -reflective practice

ACELA1489	Understand differences between the language of opinion and	-collaborative construction of knowledge Teaching and Learning Strategies
ACELA1764	feeling and the language of factual reporting or recording Analyse how point of view is generated in visual texts by means	-Inquiry Process
ACLLAI704	of choices, for example gaze, angle and social distance	Communication skills -Oral *Speaking and listening -Vocabulary
ACELT1620	Reflect on ideas and opinions about characters, settings and	-Interpersonal *Body language -Empathy
	events in literary texts, identifying areas of agreement and	Thinking skills
	difference with others and justifying a point of view	- Cognitive Thinking Skills -Strategic/Reflective Thinking Skills
ACELT1621	Compare the ways that language and images are used to create	E.g.: Blooms * Affective Domain
	character, and to influence emotions and opinions in different	-Metacognition -Creative and critical thinking
	types of texts	Mental Health and Wellbeing
ACELT1803	Discuss aspects of texts, for example their aesthetic and social	-Safety
2.41:-64:-0	value, using relevant and appropriate metalanguage	-Relationships
TAG	lore Powerful Than Dark AC Content Description	Explicit teaching & Theoretical Base
IAG	·	-
ACPMP087	Evaluate and justify reasons for decisions and choices of action	CASEL-Personal and Social Capability -Self Awareness
ACPPS036	Identify and practise strategies to promote health, safety and	Recognise emotions Understand themselves as learners
A CDDC05.4	wellbeing	Develop reflective practice
ACPPS054	Plan and practise strategies to promote health, safety and	-Self Management Express emotions appropriately
ACPPS055	wellbeing Practise skills to establish and manage relationships	-Social Awareness
ACPP3033	Practise skills to establish and manage relationships	Appreciate diverse perspectives
ACPPS056	Examine the influence of emotional responses on behaviour and	-Social management Communicate effectively
	relationships	<u>Circle Time</u>
ACPPS073	Investigate and select strategies to promote health, safety and	-BUZ circle skills
	wellbeing	Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-
ACPPS075	Analyse factors that influence emotions, and develop strategies	Interpersonal
A CEL A 4 E 0.4	to demonstrate empathy and sensitivity	Explicit teaching - Cues, questions, activating prior
ACELA1501	Understand that patterns of language interaction vary across	knowledge
	social contexts and types of texts and that they help to signal social roles and relationships	-Effective questioning
ACELA1488	Understand that social interactions influence the way people	Comprehension Strategies -Levels of Questioning
ACELATION	engage with ideas and respond to others for example when	Constructive Learning Strategies
	exploring and clarifying the ideas of others, summarising their	-reflective practice -collaborative construction of knowledge
	own views and reporting them to a larger group	Teaching and Learning Strategies
ACELA1489	Understand differences between the language of opinion and	-Inquiry Process
	feeling and the language of factual reporting or recording	Communication skills -Oral *Speaking and listening -Vocabulary
		-Interpersonal *Body language -Empathy
		Thinking skills
		- Cognitive Thinking Skills -Strategic/Reflective Thinking Skills
		E.g.: Blooms * Affective Domain
		-Metacognition -Creative and critical thinking
		Mental Health and Wellbeing
		-Safety - Relationships
3.5 Opening		Explicit toaching & Theoretical Base
TAG ACPMP087	AC Content Description Evaluate and justify reasons for decisions and choices of action	Explicit teaching & Theoretical Base CASEL-Personal and Social Capability
	·	-Self Awareness Recognise emotions
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	Recognise emotions Recognise personal qualities and achievements
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	 Understand themselves as learners Develop reflective practice
ACPPS055	Practise skills to establish and manage relationships	Self Management Express emotions appropriately Work independently and show
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	initiative Become confident, resilient and adaptable
ACPPS073	Investigate and select strategies to promote health, safety and	-Social Awareness
	wellbeing	Appreciate diverse perspectives

	T	T
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	-Social management Communicate effectively Make decisions
ACELY1688	Use interaction skills such as acknowledging another's point of	General Capabilities -Literacy
	view and linking students' response to the topic, using familiar	Interacting with other
	and new vocabulary and a range of vocal effects such as tone,	Personal responses
	pace, pitch and volume to speak clearly and coherently	Express preferences
ACELY1721	Analyse and explain the ways text structures and language	-Ethical Understanding
ACLLITZI	features shape meaning and vary according to audience and	Reasoning in decision making and
		actions -Critical and creative thinking
ACELY1723	purpose	Reflective Thinking Skills
ACELY1723	Use comprehension strategies to interpret, analyse and	-Metacognition
	synthesise ideas and information, critiquing ideas and issues	<u>Circle Time</u>
	from a variety of textual sources	-BUZ circle skills-Eye contact -Listening -
ACELY1816	Use interaction skills, varying conventions of spoken	Speaking -Thinking-FOCUS Strength based learning
	interactions such as voice volume, tone, pitch and pace,	-Personal strengths -Resilience - Life skills
	according to group size, formality of interaction and needs and	Explicit teaching
	expertise of the audience	- Cues, questions,-Effective questioning
ACELY1804	Use interaction skills when discussing and presenting ideas and	-Decision making / Problem solving
	information, selecting body language, voice qualities and other	-Assertiveness - Role modelling Teaching and Learning Strategies
	elements, (for example music and sound) to add interest and	-Simulation and modeling
	meaning	Constructive Learning Strategies
		-reflective practice
		-Personal and Social Skills
		Communication skills -Oral *Active Speaking and listening
		-Vocabulary*Spoken
		-Body language-Empathy - Social skills
		Comprehension Strategies
		-Levels of Questioning
		- Speaking and listening Multiple Intelligences
		-Linguistic -Visual* Spatial
		-Intrapersonal - Interpersonal
		Mental Health and wellbeing
		-Relationships - Personal safety
		-Personal identity - Achievement -Resilience
3.6-7 Fine Fe	athered Friends and BUZ Hope Invitation Cards	
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMP087	Evaluate and justify reasons for decisions and choices of action	CASEL-Personal and Social Capability
ACPPS036	Identify and practise strategies to promote health, safety and	-Self Awareness
7.01.0000	wellbeing	Recognise emotions
		 Recognise personal qualities and achievements
ACPPS054	Plan and practise strategies to promote health, safety and	acilieverileits
	l 111 •	 Understand themselves as learners
	wellbeing	Understand themselves as learnersDevelop reflective practice
ACPPS055	wellbeing Practise skills to establish and manage relationships	Develop reflective practice-Self Management
	Practise skills to establish and manage relationships	 Develop reflective practice -Self Management Express emotions appropriately
ACPPS055 ACPPS056	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and	 Develop reflective practice Self Management Express emotions appropriately Social Awareness
ACPPS056	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships	 Develop reflective practice -Self Management Express emotions appropriately
	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and	 Develop reflective practice Self Management Express emotions appropriately Social Awareness Appreciate diverse perspectives Contribute to civil society Social management
ACPPS056 ACPPS073	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing	 Develop reflective practice Self Management Express emotions appropriately Social Awareness Appreciate diverse perspectives Contribute to civil society Social management Communicate effectively
ACPPS056	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies	 Develop reflective practice Self Management Express emotions appropriately Social Awareness Appreciate diverse perspectives Contribute to civil society Social management Communicate effectively Work collaboratively
ACPPS073 ACPPS075	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	 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
ACPPS056 ACPPS073	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across	 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 General Capabilities
ACPPS073 ACPPS075	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal	 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
ACPPS056 ACPPS073 ACPPS075 ACELA1501	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	 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 General Capabilities Literacy Interacting with other Personal responses
ACPPS073 ACPPS075	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Understand that social interactions influence the way people	 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 General Capabilities Literacy Interacting with other Personal responses Express preferences
ACPPS056 ACPPS073 ACPPS075 ACELA1501	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	 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 General Capabilities Literacy Interacting with other Personal responses Express preferences Ethical Understanding
ACPPS056 ACPPS073 ACPPS075 ACELA1501	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Understand that social interactions influence the way people	 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 General Capabilities Literacy Interacting with other Personal responses Express preferences Ethical Understanding Reasoning in decision making and
ACPPS056 ACPPS073 ACPPS075 ACELA1501	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Understand that social interactions influence the way people engage with ideas and respond to others for example when	 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 General Capabilities Literacy Interacting with other Personal responses Express preferences Ethical Understanding
ACPPS056 ACPPS073 ACPPS075 ACELA1501 ACELA1488	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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	 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 General Capabilities Literacy Interacting with other Personal responses Express preferences Ethical Understanding Reasoning in decision making and actions
ACPPS073 ACPPS075 ACELA1501	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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 Understand differences between the language of opinion and	Develop reflective practice -Self Management Express emotions appropriately -Social Awareness Appreciate diverse perspectives Contribute to civil society -Social management Communicate effectively More collaboratively Make decisions General Capabilities -Literacy Interacting with other Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values
ACPPS056 ACPPS073 ACPPS075 ACELA1501 ACELA1488 ACELA1489	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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 Understand differences between the language of opinion and feeling and the language of factual reporting or recording	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 General Capabilities -Literacy Interacting with other Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time
ACPPS073 ACPPS075 ACELA1501 ACELA1488	Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Investigate and select strategies to promote health, safety and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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 Understand differences between the language of opinion and	Develop reflective practice -Self Management Express emotions appropriately -Social Awareness Appreciate diverse perspectives Contribute to civil society -Social management Communicate effectively More collaboratively Make decisions General Capabilities -Literacy Interacting with other Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values

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

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.

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	CASEL-Personal and Social Capability -Self Awareness Recognise emotions Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice -Self Management Express emotions appropriately -Social Awareness Appreciate diverse perspectives Contribute to civil society -Social management 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		
ACPMP045	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	Negotiate and resolve conflict
	engage with ideas and respond to others for example when	Develop leadership skills
	exploring and clarifying the ideas of others, summarising their	General Capabilities -Literacy
	own views and reporting them to a larger group	Interacting with other
ACELA1489	Understand differences between the language of opinion and	Personal responses
	feeling and the language of factual reporting or recording	Express preferences
ACELA1764	Analyse how point of view is generated in visual texts by means	Ethical Understanding Reasoning in decision making and
	of choices, for example gaze, angle and social distance	actions
ACELY1688	Use interaction skills such as acknowledging another's point of	-Critical and creative thinking
	view and linking students' response to the topic, using familiar	-Metacognition
	and new vocabulary and a range of vocal effects such as tone,	Attitudes and Values Circle Time
	pace, pitch and volume to speak clearly and coherently	-BUZ circle skills-Eye contact -Listening -
ACELY1721	Analyse and explain the ways text structures and language	Speaking -Thinking -FOCUS
	features shape meaning and vary according to audience and	Strength based learning -Personal strengths
	purpose	Explicit teaching
ACELY1723	Use comprehension strategies to interpret, analyse and	- Cues, questions, activating prior
	synthesise ideas and information, critiquing ideas and issues	knowledge -Effective questioning
	from a variety of textual sources	-Effective questioning-Decision making /
		Problem solving-Group discussion- Rules Teaching and Learning Strategies
		Discovery/Inquiry based-Collaborative
ACELY1816	Use interaction skills, varying conventions of spoken	skills-Cooperative skills-Simulation and
	interactions such as voice volume, tone, pitch and pace,	modeling-Concrete materials - Brainstorming/callout-Task Cards-Hands on
	according to group size, formality of interaction and needs and	Constructive Learning Strategies
	expertise of the audience	-reflective practice -collaborative
ACELY1804	Use interaction skills when discussing and presenting ideas and	-Personal and Social Skills
	information, selecting body language, voice qualities and other	Communication skills -Oral *Active Speaking and listening
	elements, (for example music and sound) to add interest and	-Vocabulary*Spoken-Written*Vocabulary
	meaning	-Reading*Vocabulary-Social skills
		Comprehension Strategies -Visual texts and models -Models and
		-visual texts and models -iviodels and
		diagrams-Task cards
		diagrams-Task cards -Reading, Speaking and listening
		-Reading, Speaking and listening Multiple Intelligences
4.2a Project	1 – Prism Light	-Reading, Speaking and listening
4.2a Project	1 – Prism Light AC Content Description	-Reading, Speaking and listening Multiple Intelligences
TAG	AC Content Description	-Reading, Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial - Interpersonal
	AC Content Description Light from a source forms shadows and can be absorbed,	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -Self Awareness
TAG ACSSU080	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -Self Awareness Recognise personal qualities and
TAG ACSSU080 ACPPS033	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -Self Awareness Recognise personal qualities and achievements
ACSSU080 ACPPS033 ACPPS038	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -Self Awareness Recognise personal qualities and achievements
TAG ACSSU080 ACPPS033	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -Self Awareness Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice -Self Management
ACPPS033 ACPPS038 ACPMP045	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -Self Awareness Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice -Self Management Work independently and show
ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -Self Awareness Recognise personal qualities and achievements Understand themselves as learners Develop reflective practice -Self Management
ACSSU080 ACPPS033 ACPPS038 ACPMP045	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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
ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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
ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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
ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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
TAG ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067 ACELA1501	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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
ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067	Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Understand that social interactions influence the way people	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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
TAG ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067 ACELA1501	AC Content Description Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Understand that social interactions influence the way people engage with ideas and respond to others for example when	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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
TAG ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067 ACELA1501	Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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 General Capabilities -Literacy Interacting with others
TAG ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067 ACELA1501	Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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 General Capabilities -Literacy Interacting with others Personal responses
TAG ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067 ACELA1501	Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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 Analyse how point of view is generated in visual texts by means	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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 General Capabilities -Literacy Interacting with others Personal responses Express preferences
TAG ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067 ACELA1501 ACELA1488	Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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 Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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 General Capabilities -Literacy Interacting with others Personal responses
TAG ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067 ACELA1501	Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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 Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance Understand differences between the language of opinion and	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions
TAG ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067 ACELA1501 ACELA1488 ACELA1488	Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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 Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance Understand differences between the language of opinion and feeling and the language of factual reporting or recording	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking
TAG ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067 ACELA1501 ACELA1488	Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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 Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance Understand differences between the language of opinion and feeling and the language of factual reporting or recording Use interaction skills such as acknowledging another's point of	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition
TAG ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067 ACELA1501 ACELA1488 ACELA1488	Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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 Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance Understand differences between the language of opinion and feeling and the language of factual reporting or recording Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time
TAG ACSSU080 ACPPS033 ACPPS038 ACPMP045 ACPPS055 ACPMP067 ACELA1501 ACELA1488 ACELA1488	Light from a source forms shadows and can be absorbed, reflected and refracted Explore how success, challenge and failure strengthen identities Investigate how emotional responses vary in depth and strength Practise and apply movement concepts and strategies with and without equipment Practise skills to establish and manage relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships 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 Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance Understand differences between the language of opinion and feeling and the language of factual reporting or recording Use interaction skills such as acknowledging another's point of	-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal Explicit teaching & Theoretical Base CASEL-Personal and Social Capability -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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values

ACELY1721	Analyse and explain the ways text structures and language	Speaking -Thinking -FOCUS Explicit teaching
	features shape meaning and vary according to audience and	- Cues, questions, activating prior
	purpose	knowledge -Effective questioning
ACELY1723	Use comprehension strategies to interpret, analyse and	-Decision making / Problem solving
	synthesise ideas and information, critiquing ideas and issues	-Group discussion Teaching and Learning Strategies
	from a variety of textual sources	-Cooperative skills-Simulation and
ACELY1816	Use interaction skills, varying conventions of spoken	modeling-Concrete materials -Inquiry
	interactions such as voice volume, tone, pitch and pace,	Process
	according to group size, formality of interaction and needs and	-Task Cards-Discovery/Inquiry based -Hands on-Pictures and diagrams
	expertise of the audience	Constructive Learning Strategies
ACELY1804	Use interaction skills when discussing and presenting ideas and	-reflective practice -collaborative
	information, selecting body language, voice qualities and other	construction of knowledge
	elements, (for example music and sound) to add interest and	-Models-Following a procedure-Group work -Team building skills
	meaning	-Personal and Social Skills
ACSIS093	Communicate ideas, explanations and processes using scientific	Communication skills
	representations in a variety of ways, including multi-modal texts	-Oral *Active Speaking and listening
ACSIS110	Communicate ideas, explanations and processes using scientific	-Vocabulary*Spoken -Reading*Vocabulary-Interpersonal *Team
	representations in a variety of ways, including multi-modal texts	building-Social skills -Group work
		Comprehension Strategies
		-Levels of Questioning -Visual texts and models
		-Models and diagrams
		-Task cards-Reading, Speaking and listening
		Multiple Intelligences
		-Linguistic -Visual* Spatial - Interpersonal-Logical- Experiential
		Having Fun
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	CASEL-Personal and Social Capability
ACPPS038	Investigate how emotional responses vary in depth and strength	Self Awareness Recognise personal qualities and
ACPPS055	Practise skills to establish and manage relationships	achievements
ACPPS056	le	
	Examine the influence of emotional responses on behaviour and	Understand themselves as learners
	relationships	Develop reflective practice
ACPMP067	relationships Participate positively in groups and teams by encouraging	
ACPMP067	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	 Develop reflective practice -Self Management Work independently and show initiative
	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies	 Develop reflective practice -Self Management Work independently and show initiative Become confident, resilient and
ACPMP067 ACPPS075	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	 Develop reflective practice -Self Management Work independently and show initiative Become confident, resilient and adaptable
ACPMP067	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across	 Develop reflective practice -Self Management Work independently and show initiative Become confident, resilient and
ACPMP067 ACPPS075	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal	 Develop reflective practice -Self Management Work independently and show initiative Become confident, resilient and adaptable -Social Awareness Appreciate diverse perspectives -Social management
ACPPS075 ACELA1501	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	Develop reflective practice -Self Management Work independently and show initiative Become confident, resilient and adaptable -Social Awareness Appreciate diverse perspectives -Social management Communicate effectively
ACPMP067 ACPPS075	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means	 Develop reflective practice -Self Management Work independently and show initiative Become confident, resilient and adaptable -Social Awareness Appreciate diverse perspectives -Social management
ACPMP067 ACPPS075 ACELA1501 ACELA1764	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	 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
ACPPS075 ACELA1501	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance Understand that social interactions influence the way people	 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 General Capabilities -Literacy
ACPMP067 ACPPS075 ACELA1501 ACELA1764	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance Understand that social interactions influence the way people engage with ideas and respond to others for example when	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 General Capabilities -Literacy Interacting with others
ACPMP067 ACPPS075 ACELA1501 ACELA1764	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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	 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 General Capabilities -Literacy Interacting with others Personal responses
ACPPS075 ACELA1501 ACELA1764 ACELA1488	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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	 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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding
ACPMP067 ACPPS075 ACELA1501 ACELA1764	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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 Understand differences between the language of opinion and	 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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and
ACPMP067 ACPPS075 ACELA1501 ACELA1764 ACELA1488 ACELA1488	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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 Understand differences between the language of opinion and feeling and the language of factual reporting or recording	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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions
ACPMP067 ACPPS075 ACELA1501 ACELA1764 ACELA1488	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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 Understand differences between the language of opinion and feeling and the language of factual reporting or recording Use interaction skills such as acknowledging another's point of	 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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and
ACPMP067 ACPPS075 ACELA1501 ACELA1764 ACELA1488 ACELA1488	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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 Understand differences between the language of opinion and feeling and the language of factual reporting or recording Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar	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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values
ACPMP067 ACPPS075 ACELA1501 ACELA1764 ACELA1488 ACELA1488	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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 Understand differences between the language of opinion and feeling and the language of factual reporting or recording 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,	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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time
ACPMP067 ACPPS075 ACELA1501 ACELA1764 ACELA1488 ACELA1488 ACELA1489	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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 Understand differences between the language of opinion and feeling and the language of factual reporting or recording 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	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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time -BUZ circle skills -Eye contact -Listening -
ACPMP067 ACPPS075 ACELA1501 ACELA1764 ACELA1488 ACELA1488	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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 Understand differences between the language of opinion and feeling and the language of factual reporting or recording 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 Analyse and explain the ways text structures and language	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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time
ACPMP067 ACPPS075 ACELA1501 ACELA1764 ACELA1488 ACELA1488 ACELA1489 ACELY1688	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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 Understand differences between the language of opinion and feeling and the language of factual reporting or recording 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 Analyse and explain the ways text structures and language features shape meaning and vary according to audience and	■ 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 General Capabilities -Literacy ■ Interacting with others ■ Personal responses ■ Express preferences - Ethical Understanding ● Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time -BUZ circle skills -Eye contact -Listening - Speaking -Thinking -FOCUS Explicit teaching - Cues, questions, activating prior
ACPMP067 ACPPS075 ACELA1501 ACELA1764 ACELA1488 ACELA1488 ACELY1688 ACELY1721	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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 Understand differences between the language of opinion and feeling and the language of factual reporting or recording 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 Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time -BUZ circle skills -Eye contact -Listening - Speaking -Thinking -FOCUS Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning
ACPMP067 ACPPS075 ACELA1501 ACELA1764 ACELA1488 ACELA1488 ACELA1489	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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 Understand differences between the language of opinion and feeling and the language of factual reporting or recording 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 Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose Use comprehension strategies to interpret, analyse and	■ 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 General Capabilities -Literacy ■ Interacting with others ■ Personal responses ■ Express preferences - Ethical Understanding ● Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time -BUZ circle skills -Eye contact -Listening - Speaking -Thinking -FOCUS Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving
ACPMP067 ACPPS075 ACELA1501 ACELA1764 ACELA1488 ACELA1488 ACELY1688 ACELY1721	relationships Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance 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 Understand differences between the language of opinion and feeling and the language of factual reporting or recording 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 Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	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 General Capabilities -Literacy Interacting with others Personal responses Express preferences -Ethical Understanding Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time -BUZ circle skills -Eye contact -Listening - Speaking -Thinking -FOCUS Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning

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
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	Constructive Learning Strategies -reflective practice -collaborative construction of knowledge -Models-Following a procedure-Group work -Team building skills
ACSIS093	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts	-Personal and Social Skills Communication skills -Oral *Active Speaking and listening
ACSIS110	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts	-Vocabulary*Spoken -Reading*Vocabulary-Interpersonal *Team building-Social skills -Group work Comprehension Strategies -Levels of Questioning -Visual texts and models -Models and diagrams -Task cards-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal-Logical- Experiential Having Fun
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	CASEL-Personal and Social Capability -Self Awareness Recognise personal qualities and
ACPPS033	Explore how success, challenge and failure strengthen identities	achievements
ACPPS038	Investigate how emotional responses vary in depth and strength	 Understand themselves as learners
ACPMP045	Practise and apply movement concepts and strategies with and without equipment	Develop reflective practice -Self Management Work independently and show
ACPPS055	Practise skills to establish and manage relationships	initiative Become confident, resilient and
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	adaptable -Social Awareness
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	 Appreciate diverse perspectives Social management Communicate effectively Work collaboratively
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	Make decisions General Capabilities -Literacy Interacting with others Personal responses
ACELA1764	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	Express preferences -Ethical Understanding
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Reasoning in decision making and actions -Critical and creative thinking
ACELY1688	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	-Metacognition Attitudes and Values Circle Time -BUZ circle skills -Eye contact -Listening - Speaking -Thinking -FOCUS
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning -Decision making / Problem solving
ACELY1723	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	-Group discussion Teaching and Learning Strategies -Cooperative skills-Simulation and modeling-Concrete materials -Inquiry
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	Process -Task Cards-Discovery/Inquiry based -Hands on-Pictures and diagrams Constructive Learning Strategies -reflective practice -collaborative
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	construction of knowledge -Models-Following a procedure-Group work -Team building skills

	meaning	-Personal and Social Skills
ACSIS093	Communicate ideas, explanations and processes using scientific	Communication skills -Oral *Active Speaking and listening
	representations in a variety of ways, including multi-modal texts	-Vocabulary*Spoken
ACSIS110	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
		Comprehension Strategies
		-Levels of Questioning -Visual texts and models
		-Models and diagrams
		-Task cards-Reading, Speaking and listening
		Multiple Intelligences -Linguistic -Visual* Spatial
		- Interpersonal-Logical- Experiential
		Having Fun
	4 – Hope Feelings Beads	Endistruction O. Theory Cod Days
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACAVAM111	Use materials, techniques and processes to explore visual	CASEL-Personal and Social Capability -Self Awareness
	conventions when making artworks	Recognise personal qualities and
ACPPS033	Explore how success, challenge and failure strengthen identities	achievements
ACPPS038	Investigate how emotional responses vary in depth and strength	 Understand themselves as learners
ACPPS055	Practise skills to establish and manage relationships	Develop reflective practice-Self Management
ACPPS056	Examine the influence of emotional responses on behaviour and	Work independently and show
	relationships	initiative
ACPMP067	Participate positively in groups and teams by encouraging	Become confident, resilient and adaptable
	others and negotiating roles and responsibilities	adaptable -Social Awareness
ACPPS075	Analyse factors that influence emotions, and develop strategies	 Appreciate diverse perspectives
	to demonstrate empathy and sensitivity	-Social management
ACELA1501	Understand that patterns of language interaction vary across	Communicate effectivelyWork collaboratively
	social contexts and types of texts and that they help to signal	Make decisions
	social roles and relationships	General Capabilities
ACELA1488	Understand that social interactions influence the way people	-Literacy
	engage with ideas and respond to others for example when	Interacting with othersPersonal responses
	exploring and clarifying the ideas of others, summarising their	Express preferences
	own views and reporting them to a larger group	-Ethical Understanding
ACELA1489	Understand differences between the language of opinion and	Reasoning in decision making and
	feeling and the language of factual reporting or recording	actions -Critical and creative thinking
ACELA1764	Analyse how point of view is generated in visual texts by means	-Metacognition
	of choices, for example gaze, angle and social distance	Attitudes and Values
ACELY1688	Use interaction skills such as acknowledging another's point of	Circle Time
	view and linking students' response to the topic, using familiar	-BUZ circle skills -Eye contact -Listening - Speaking -Thinking -FOCUS
	and new vocabulary and a range of vocal effects such as tone,	Explicit teaching
	pace, pitch and volume to speak clearly and coherently	- Cues, questions, activating prior
ACELY1721	Analyse and explain the ways text structures and language	knowledge -Effective questioning -Decision making / Problem solving
	features shape meaning and vary according to audience and	-Group discussion
	purpose	Teaching and Learning Strategies
ACELY1723	Use comprehension strategies to interpret, analyse and	-Cooperative skills-Simulation and
	synthesise ideas and information, critiquing ideas and issues	modeling-Concrete materials -Inquiry Process
A OF 1111 2 : 5	from a variety of textual sources	-Task Cards-Discovery/Inquiry based
ACELY1816	Use interaction skills, varying conventions of spoken	-Hands on-Pictures and diagrams
	interactions such as voice volume, tone, pitch and pace,	Constructive Learning Strategies -reflective practice -collaborative
	according to group size, formality of interaction and needs and	construction of knowledge
A CEL V4 00 4	expertise of the audience	-Models-Following a procedure-Group work
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other	-Team building skills
	information, selecting body language, voice qualities and other	-Personal and Social Skills Communication skills
	elements, (for example music and sound) to add interest and	-Oral *Active Speaking and listening
	meaning	-Vocabulary*Spoken
		-Reading*Vocabulary-Interpersonal *Team
		building-Social skills -Group work Comprehension Strategies
		-Levels of Questioning
		-Visual texts and models
		-Models and diagrams

		-Task cards-Reading, Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial - Interpersonal-Logical- Experiential Having Fun
	5 – Bubble Blowing	
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	CASEL-Personal and Social Capability -Self Awareness
ACPPS038	Investigate how emotional responses vary in depth and strength	Recognise personal qualities and
ACPMP045	Practise and apply movement concepts and strategies with and	achievements
A CDDCOFF	without equipment	Understand themselves as learnersDevelop reflective practice
ACPPS055	Practise skills to establish and manage relationships	-Self Management
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	Work independently and show initiative Become confident, resilient and
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	adaptable -Social Awareness
ACELA1501	Understand that patterns of language interaction vary across	Appreciate diverse perspectives
	social contexts and types of texts and that they help to signal social roles and relationships	-Social management Communicate effectively Work collaboratively
ACELA1488	Understand that social interactions influence the way people	 Make decisions
	engage with ideas and respond to others for example when	General Capabilities -Literacy
	exploring and clarifying the ideas of others, summarising their	Interacting with others
	own views and reporting them to a larger group	Personal responses
ACELA1764	Analyse how point of view is generated in visual texts by means	Express preferences-Ethical Understanding
ACEL A1400	of choices, for example gaze, angle and social distance	Reasoning in decision making and
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	actions
ACELY1688	Use interaction skills such as acknowledging another's point of	-Critical and creative thinking -Metacognition
7.022.1000	view and linking students' response to the topic, using familiar	Attitudes and Values
	and new vocabulary and a range of vocal effects such as tone,	<u>Circle Time</u> -BUZ circle skills -Eye contact -Listening -
	pace, pitch and volume to speak clearly and coherently	Speaking -Thinking -FOCUS
ACELY1721	Analyse and explain the ways text structures and language	Explicit teaching
	features shape meaning and vary according to audience and	- Cues, questions, activating prior knowledge -Effective questioning
	purpose	-Decision making / Problem solving
ACELY1723	Use comprehension strategies to interpret, analyse and	-Group discussion
	synthesise ideas and information, critiquing ideas and issues	Teaching and Learning Strategies -Cooperative skills-Simulation and
10511/1016	from a variety of textual sources	modeling-Concrete materials -Inquiry
ACELY1816	Use interaction skills, varying conventions of spoken	Process
	interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and	-Task Cards-Discovery/Inquiry based -Hands on-Pictures and diagrams
	expertise of the audience	Constructive Learning Strategies
ACELY1804	Use interaction skills when discussing and presenting ideas and	-reflective practice -collaborative construction of knowledge
	information, selecting body language, voice qualities and other	-Models-Following a procedure-Group work
	elements, (for example music and sound) to add interest and	-Team building skills
	meaning	-Personal and Social Skills Communication skills
ACSIS093	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts	-Oral *Active Speaking and listening -Vocabulary*Spoken
ACSIS110	Communicate ideas, explanations and processes using scientific	-Reading*Vocabulary-Interpersonal *Team
	representations in a variety of ways, including multi-modal texts	building-Social skills -Group work Comprehension Strategies
		-Levels of Questioning
		-Visual texts and models
		-Models and diagrams -Task cards-Reading, Speaking and listening
		Multiple Intelligences
		-Linguistic -Visual* Spatial - Interpersonal-Logical- Experiential
		Having Fun
4.2f Project 6	5 – "EAL" Words	
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	CASEL-Personal and Social Capability -Self Awareness

DOLIONCITI	ogram outcomes Angliment to Australian and Western Australian Curriculu	
ACPPS038	Investigate how emotional responses vary in depth and strength	 Recognise personal qualities and achievements
ACPPS055	Practise skills to establish and manage relationships	Understand themselves as learnersDevelop reflective practice
ACPMP067	Participate positively in groups and teams by encouraging	-Self ManagementWork independently and show
	others and negotiating roles and responsibilities	initiative
ACPPS075	Analyse factors that influence emotions, and develop strategies	 Become confident, resilient and
	to demonstrate empathy and sensitivity	adaptable
ACELA1501	Understand that patterns of language interaction vary across	-Social AwarenessAppreciate diverse perspectives
	social contexts and types of texts and that they help to signal	-Social management
	social roles and relationships	 Communicate effectively
ACELA1488	Understand that social interactions influence the way people	Work collaboratively
	engage with ideas and respond to others for example when	Make decisions Capacitic Secretary
	exploring and clarifying the ideas of others, summarising their	General Capabilities -Literacy
	own views and reporting them to a larger group	 Interacting with others
ACELA1489	Understand differences between the language of opinion and	Personal responses
71022711403	feeling and the language of factual reporting or recording	 Express preferences
ACELA1764	Analyse how point of view is generated in visual texts by means	-Ethical Understanding
ACLLAT/04	of choices, for example gaze, angle and social distance	 Reasoning in decision making and actions
ACELY1688		-Critical and creative thinking
ACEL11088	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar	-Metacognition
		Attitudes and Values
	and new vocabulary and a range of vocal effects such as tone,	<u>Circle Time</u> -BUZ circle skills -Eye contact -Listening -
A CEL V4 724	pace, pitch and volume to speak clearly and coherently	Speaking -Thinking -FOCUS
ACELY1721	Analyse and explain the ways text structures and language	Explicit teaching
	features shape meaning and vary according to audience and	- Cues, questions, activating prior
	purpose	knowledge -Effective questioning
ACELY1723	Use comprehension strategies to interpret, analyse and	-Decision making / Problem solving -Group discussion
	synthesise ideas and information, critiquing ideas and issues	Teaching and Learning Strategies
	from a variety of textual sources	-Cooperative skills-Simulation and
ACELY1816	Use interaction skills, varying conventions of spoken	modeling-Concrete materials -Inquiry
	interactions such as voice volume, tone, pitch and pace,	Process -Task Cards-Discovery/Inquiry based
	according to group size, formality of interaction and needs and	-Hands on-Pictures and diagrams
	expertise of the audience	Constructive Learning Strategies
ACELY1804	Use interaction skills when discussing and presenting ideas and	-reflective practice -collaborative
	information, selecting body language, voice qualities and other	construction of knowledge -Models-Following a procedure-Group work
	elements, (for example music and sound) to add interest and	-Models-Following a procedure-Group work -Team building skills
	meaning	-Personal and Social Skills
		Communication skills
		-Oral *Active Speaking and listening
		-Vocabulary*Spoken-Reading*Vocabulary-Interpersonal *Team
		building-Social skills -Group work
		Comprehension Strategies
		-Levels of Questioning
		-Visual texts and models -Models and diagrams
		-Models and diagrams -Task cards-Reading, Speaking and listening
		Multiple Intelligences
		-Linguistic -Visual* Spatial
		- Interpersonal-Logical- Experiential
4 3 Review o	f the 6 BUZ Hope Projects	<u>Having Fun</u>
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS038	Investigate how emotional responses vary in depth and strength	CASEL-Personal and Social Capability
ACPPS055	Practise skills to establish and manage relationships	-Self Awareness
ACPPS056	Examine the influence of emotional responses on behaviour and	Recognise emotions
ACF F3030	·	Understand themselves as learners
A CDDCOZE	relationships	Develop reflective practice -Self Management
ACPPS075	Analyse factors that influence emotions, and develop strategies	Express emotions appropriately
ACE! A4E24	to demonstrate empathy and sensitivity	-Social Awareness
ACELA1501	Understand that patterns of language interaction vary across	Appreciate diverse perspectives

-Social management Communicate effectively

social contexts and types of texts and that they help to signal

social roles and relationships

ACELA1488 ACELA1489	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 Understand differences between the language of opinion and	Circle Time -BUZ circle skills Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal- Interpersonal Explicit teaching
ACLLATAGO	feeling and the language of factual reporting or recording	- Cues, questions, activating prior
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	knowledge -Effective questioning Comprehension Strategies -Levels of Questioning Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Teaching and Learning Strategies -Inquiry Process Communication skills -Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition -Creative and critical thinking Mental Health and Wellbeing -Safety -Relationships
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.

5.1 Symbols	of Hope	
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 - Recognise personal qualities and achievements - Understand themselves as learners - Develop reflective practice -Self Management - Express emotions appropriately - Work independently and show initiative -Social Awareness - Appreciate diverse perspectives -Social management - Communicate effectively - Make decisions - General Capabilities - Literacy - Interacting with other - Personal responses - Express preferences - Ethical Understanding - 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

-Critical and creative thinking

ACELA1512	Understand the use of vocabulary to express greater precision	-Critical and creative thinking -Metacognition
	of meaning, and know that words can have different meanings	Attitudes and Values
ACELA1525	in different contexts	Circle Time
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
	language can express snades of meaning, reening and opinion	Strength based learning
ACELA1488	Understand that social interactions influence the way people	-Personal strengths
71022712100	engage with ideas and respond to others for example when	Explicit teaching
	exploring and clarifying the ideas of others, summarising their	- Cues, questions, activating prior knowledge -Effective questioning
	own views and reporting them to a larger group	-Effective questioning
ACELA1764	Analyse how point of view is generated in visual texts by means	-Decision making / Problem solving
ACLEATION	of choices, for example gaze, angle and social distance	-Group discussion
	of choices, for example gaze, angle and social distance	-Assertiveness Teaching and Learning Strategies
ACELA1489	Understand differences between the language of opinion and	-Simulation and modeling
	feeling and the language of factual reporting or recording	-Task Cards
ACELY1804	Use interaction skills when discussing and presenting ideas and	-Discovery/Inquiry based
	information, selecting body language, voice qualities and other	-Hands on -Pictures and diagrams
	elements, (for example music and sound) to add interest and	Constructive Learning Strategies
	meaning	-reflective practice -collaborative
ACELT1620	Reflect on ideas and opinions about characters, settings and	construction of knowledge-Following a
1.522.1520	events in literary texts, identifying areas of agreement and	procedure-Personal and Social Skills Communication skills
	difference with others and justifying a point of view	-Oral *Active Speaking and listening
ACELT1621	Compare the ways that language and images are used to create	-Vocabulary*Spoken*Metaphors
ACLLITOZI	character, and to influence emotions and opinions in different	-Intrapersonal*Self Talk-Social skills
	types of texts	Comprehension Strategies -Levels of Questioning
ACELT1803	Discuss aspects of texts, for example their aesthetic and social	-Visual texts-Models and diagrams -Task
ACLLITOUS	value, using relevant and appropriate metalanguage	cards -Reading, Speaking and listening
		Multiple Intelligences
ACELY1721	Analyse and explain the ways text structures and language	-Linguistic -Visual* Spatial -Intrapersonal -Logical- Experiential
	features shape meaning and vary according to audience and	Mental Health and wellbeing
	purpose	-Relationships
ACELY1804	Use interaction skills when discussing and presenting ideas and	-Personal identity
	information, selecting body language, voice qualities and other	Having Fun
	elements, (for example music and sound) to add interest and	
	meaning	
5.2 Black and	White Feathers	
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
ACPPS036	Identify and practise strategies to promote health, safety and	Develop reflective practice
	wellbeing	-Self Management
ACPPS037	Describe how respect, empathy and valuing diversity can	Express emotions appropriately
	positively influence relationships	 Work independently and show initiative
ACPPS060	Identify how valuing diversity positively influences the wellbeing	-Social Awareness
	of the community	Appreciate diverse perspectives
ACPPS075	Analyse factors that influence emotions, and develop strategies	Contribute to civil society Social management
	to demonstrate empathy and sensitivity	-Social management Communicate effectively
ACELA1501	Understand that patterns of language interaction vary across	Make decisions
	social contexts and types of texts and that they help to signal	General Capabilities
	social roles and relationships	Interacting with other
ACELA1488	Understand that social interactions influence the way people	Personal responses
	engage with ideas and respond to others for example when	Express preferences
	exploring and clarifying the ideas of others, summarising their	-Ethical Understanding
	own views and reporting them to a larger group	Reasoning in decision making and
ACELA1489	Understand differences between the language of opinion and	actions -Critical and creative thinking
	feeling and the language of factual reporting or recording	-Metacognition
ACELA1512	Understand the use of vocabulary to express greater precision	Attitudes and Values
	of meaning, and know that words can have different meanings	<u>Circle Time</u>
	in different contexts	-BUZ circle skills-Eye contact -Listening - Speaking -Thinking -FOCUS
ACELA1525	Investigate how vocabulary choices, including evaluative	Strength based learning
	language can express shades of meaning, feeling and opinion	-Personal strengths-Personal development
ACELAT525		·

BUZ Power Pr	ogram Outcomes Alignment to Australian and Western Australian Curricult	ım
ACELY1796	Use interaction skills, for example paraphrasing, questioning	Explicit teaching - Cues, questions, activating prior
	and interpreting nonverbal cues and choose vocabulary and	knowledge -Effective questioning
	vocal effects appropriate for different audiences and purposes	-Effective questioning
ACELY1699	Clarify understanding of content as it unfolds in formal and	-Decision making / Problem solving
	informal situations, connecting ideas to students' own	-Group discussion -Assertiveness Teaching and Learning Strategies
	experiences and present and justify a point of view	- Inquiry Process
ACELY1804	Use interaction skills when discussing and presenting ideas and	-Concrete materials -Brainstorming/callout
	information, selecting body language, voice qualities and other	-Discovery/Inquiry based-Hands on
	elements, (for example music and sound) to add interest and	Constructive Learning Strategies -reflective practice -collaborative
	meaning	construction of knowledge
ACELY1721	Analyse and explain the ways text structures and language	-Models*Metaphors
	features shape meaning and vary according to audience and	-Personal and Social Skills
	purpose	Communication skills -Oral *Active Speaking and listening
ACELY1804	Use interaction skills when discussing and presenting ideas and	-Vocabulary*Spoken Metaphors –
	information, selecting body language, voice qualities and other	-Intrapersonal*Self Talk-Social skills
	elements, (for example music and sound) to add interest and	Comprehension Strategies
	meaning	-Levels of Questioning -Speaking and listening
		Multiple Intelligences
		-Linguistic -Visual* Spatial
		-Intrapersonal - Interpersonal
		-Bodily*Kinesthetic -Logical- Experiential Mental Health and wellbeing
		-Safety-Personal identity -Resilience
		Having Fun
5.3 Everyboo	ly Needs a Rock - Story	
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS036	Identify and practise strategies to promote health, safety and	CASEL-Personal and Social Capability -Self Awareness
	wellbeing	Recognise emotions
ACPPS073	Investigate and select strategies to promote health, safety and	 Understand themselves as learners
	wellbeing	Develop reflective practice
ACPPS075	Analyse factors that influence emotions, and develop strategies	-Self Management Develop self-discipline and set goals
	to demonstrate empathy and sensitivity	 Work independently and show
ACELA1501	Understand that patterns of language interaction vary across	initiative
	social contexts and types of texts and that they help to signal	-Social Awareness Appreciate diverse perspectives
	social roles and relationships	Appreciate diverse perspectivesUnderstand relationships
ACELA1488	Understand that social interactions influence the way people	-Social management
	engage with ideas and respond to others for example when	 Communicate effectively
	exploring and clarifying the ideas of others, summarising their	Make decisions
	own views and reporting them to a larger group	General Capabilities - Literacy - Ethical Understanding
ACELA1489	Understand differences between the language of opinion and	-Critical and creative thinking
	feeling and the language of factual reporting or recording	<u>Circle Time</u>
ACELA1764	Analyse how point of view is generated in visual texts by means	-BUZ circle skills-Eye contact -Listening -
	of choices, for example gaze, angle and social distance	Speaking -Thinking-FOCUS Strength based learning
ACELT1620	Reflect on ideas and opinions about characters, settings and	-Personal strengths - Resilience
	events in literary texts, identifying areas of agreement and	Explicit teaching
	difference with others and justifying a point of view	-Effective questioning
ACELT1621	Compare the ways that language and images are used to create	-Decision making / Problem solving -Group discussion - Assertiveness
	character, and to influence emotions and opinions in different	Teaching and Learning Strategies
	types of texts	-Simulation and modeling
ACELT1803	Discuss aspects of texts, for example their aesthetic and social	-Concrete materials - Brainstorming/callout -Inquiry Process - Task Cards
	value, using relevant and appropriate metalanguage	Constructive Learning Strategies
ACELY1796	Use interaction skills, for example paraphrasing, questioning	-reflective practice -collaborative
	and interpreting nonverbal cues and choose vocabulary and	construction of knowledge
	vocal effects appropriate for different audiences and purposes	-Personal and Social Skills
ACELY1699	Clarify understanding of content as it unfolds in formal and	Communication skills -Oral *Active Speaking and listening
	informal situations, connecting ideas to students' own	-Vocabulary*Spoken Metaphors
	experiences and present and justify a point of view	-Written*Vocabulary
ACELY1721	Analyse and explain the ways text structures and language	-Reading*Vocabulary
	features shape meaning and vary according to audience and	-Intrapersonal*Self Talk -Social skills
	purpose	Comprehension Strategies

	ogram Outcomes Alignment to Australian and Western Australian Curricult	
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 Multiple Intelligences
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>
	Nore Powerful Than a Wish	
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 Understand themselves as learners
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	 Develop reflective practice -Self Management Express emotions appropriately
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	-Social Awareness Appreciate diverse perspectives
ACPPS072	Practise and apply strategies to seek help for themselves or others	Understand relationships-Social managementCommunicate effectively
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	 Make decisions General Capabilities
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	LiteracyInteracting with otherPersonal responses
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	Express preferences -Ethical Understanding Reasoning in decision making and
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	actions -Critical and creative thinking Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	-Metacognition <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening -
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	Speaking -Thinking - FOCUS Strength based learning -Personal strengths - Personal development Explicit teaching
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	- Cues, questions, activating prior knowledge - Effective questioning - Effective questioning - Decision making / Problem solving - Group discussion - Assertiveness
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	Teaching and Learning Strategies -Cooperative skills - Drama and Role plays -Simulation and modeling - Concrete materials - Brainstorming/callout
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 - Roleplay <u>Constructive Learning Strategies</u> -reflective practice -collaborative
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	construction of knowledge -Personal and Social Skills Communication skills -Oral *Active Speaking and listening
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	-Vocabulary*Spoken-Body language -Empathy-Interpersonal *Team building -Intrapersonal*Self Talk-Social skills <u>Comprehension Strategies</u> -Levels of Questioning
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	Multiple Intelligences -Linguistic -Visual* Spatial-Intrapersonal - Interpersonal Mental Health and wellbeing -Relationships Having Fun

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.

	n Open Heart - Story	For light to a line O. T
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS033	Explore how success, challenge and failure strengthen identities	CASEL-Personal and Social Capability -Self Awareness Recognise emotions
ACPPS038	Investigate how emotional responses vary in depth and strength	Develop reflective practice -Self Management
ACELA1501	Understand that patterns of language interaction vary across	 Express emotions appropriately
	social contexts and types of texts and that they help to signal	-Social Awareness
	social roles and relationships	 Appreciate diverse perspectives
ACELA1488	Understand that social interactions influence the way people	Understand relationships-Social management
	engage with ideas and respond to others for example when	Communicate effectively
	exploring and clarifying the ideas of others, summarising their	General Capabilities
	own views and reporting them to a larger group	-Literacy
ACELA1489	Understand differences between the language of opinion and	Interacting with other
ACLLATION	feeling and the language of factual reporting or recording	Personal responses
ACELA1516		Express preferences -Critical and creative thinking
ACELA1516	Understand that strategies for interaction become more	Cognitive Thinking Skills
	complex and demanding as levels of formality and social	-Strategic/Reflective Thinking Skills
1 OF L T1 COO	distance increase	E.g.: Blooms * Affective Domain
ACELT1620	Reflect on ideas and opinions about characters, settings and	-Metacognition
	events in literary texts, identifying areas of agreement and	Comprehension Strategies -Levels of Questioning
	difference with others and justifying a point of view	-Picture books
ACELT1621	Compare the ways that language and images are used to create	-Reading, Speaking and listening
	character, and to influence emotions and opinions in different	Explicit teaching
	types of texts	- Cues, questions, activating prior
ACELT1803	Discuss aspects of texts, for example their aesthetic and social	knowledge -Effective questioning -Decision making / Problem solving
	value, using relevant and appropriate metalanguage	-Group discussion
ACELY1687	Interpret ideas and information in spoken texts and listen for	Teaching and Learning Strategies
	key points in order to carry out tasks and use information to	-Brainstorming/callout
	share and extend ideas and information	Constructive Learning Strategies -reflective practice -collaborative
ACELY1688	Use interaction skills such as acknowledging another's point of	construction of knowledge
	view and linking students' response to the topic, using familiar	-Personal and Social Skills
	and new vocabulary and a range of vocal effects such as tone,	Communication skills
	pace, pitch and volume to speak clearly and coherently	-Oral *Active Speaking and listening
ACELY1721	Analyse and explain the ways text structures and language	-Vocabulary-Empathy Comprehension Strategies
	features shape meaning and vary according to audience and	-Picture books
	purpose	-Reading, Speaking and listening
ACELY1723	Use comprehension strategies to interpret, analyse and	Attitudes and Values
7102211723	synthesise ideas and information, critiquing ideas and issues	
	from a variety of textual sources	
ACELY1796	Use interaction skills, for example paraphrasing, questioning	1
ACELY1796		
	and interpreting nonverbal cues and choose vocabulary and	
A CEL V4 00 4	vocal effects appropriate for different audiences and purposes	1
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

ACPMP087	Evaluate and justify reasons for decisions and choices of action	
ACPPS075	Analyse factors that influence emotions, and develop strategies	CASEL-Personal and Social Capability
	to demonstrate empathy and sensitivity	-Self Awareness Recognise emotions
ACPPS036	Identify and practise strategies to promote health, safety and	Recognise personal qualities and
	wellbeing	achievements
ACPPS033	Explore how success, challenge and failure strengthen identity	 Understand themselves as learners
	, , , , , , , , , , , , , , , , , , , ,	Develop reflective practice
ACPPS038	Investigate how emotional responses vary in depth and strength	-Self Management
ACI 1 3030	investigate now emotional responses vary in depth and strength	Express emotions appropriatelyWork independently and show
ACPPS054	Plan and practise strategies to promote health, safety and	initiative
	wellbeing	 Become confident, resilient and
ACELA1501	Understand that patterns of language interaction vary across	adaptable
	social contexts and types of texts and that they help to signal	-Social Awareness
	social roles and relationships	Appreciate diverse perspectives
ACELA1488	Understand that social interactions influence the way people	-Social management Communicate effectively
ACLLATAGO	engage with ideas and respond to others for example when	Make decisions
		General Capabilities
	exploring and clarifying the ideas of others, summarising their	-Literacy
	own views and reporting them to a larger group	Interacting with other
ACELA1764	Analyse how point of view is generated in visual texts by means	Personal responses
	of choices, for example gaze, angle and social distance	Express preferences Cthical Understanding
ACELA1489	Understand differences between the language of opinion and	Ethical Understanding Reasoning in decision making and
	feeling and the language of factual reporting or recording	actions
ACELT1603	Discuss literary experiences with others, sharing responses and	-Critical and creative thinking
	expressing a point of view	Reflective Thinking Skills
ACELY1688	Use interaction skills such as acknowledging another's point of	-Metacognition
ACLLITOOD	view and linking students' response to the topic, using familiar	Circle Time
		-BUZ circle skills-Eye contact -Listening -
	and new vocabulary and a range of vocal effects such as tone,	Speaking -Thinking-FOCUS Strength based learning
	pace, pitch and volume to speak clearly and coherently	-Personal strengths
ACELY1721	Analyse and explain the ways text structures and language	-Resilience - Life skills
	features shape meaning and vary according to audience and	Explicit teaching
	purpose	- Cues, questions,-Effective questioning
ACELY1723	Use comprehension strategies to interpret, analyse and	-Decision making / Problem solving
	synthesise ideas and information, critiquing ideas and issues	-Group discussion - Assertiveness <u>Teaching and Learning Strategies</u>
	from a variety of textual sources	-Simulation and modeling
ACELY1796	Use interaction skills, for example paraphrasing, questioning	-Brainstorming/callout
	and interpreting nonverbal cues and choose vocabulary and	-Discovery/Inquiry based
	vocal effects appropriate for different audiences and purposes	Constructive Learning Strategies
ACELY1699	Clarify understanding of content as it unfolds in formal and	-reflective practice -collaborative construction of knowledge
ACLLITU99	_	-Personal and Social Skills
	informal situations, connecting ideas to students' own	Communication skills
A CEL V4 00 4	experiences and present and justify a point of view	-Oral *Active Speaking and listening
ACELY1804	Use interaction skills when discussing and presenting ideas and	-Vocabulary*Spoken
	information, selecting body language, voice qualities and other	-Body language-Empathy
	elements, (for example music and sound) to add interest and	-Reading*Vocabulary -Social skills
	meaning	Comprehension Strategies
		-Levels of Questioning
		-Visual texts and models
		-Reading, Speaking and listening
		Multiple Intelligences
		-Linguistic -Visual* Spatial
		-Intrapersonal - Interpersonal Mental Health and wellbeing
		-Relationships
		- Strategies for memory triggers
		-Personal safety - Personal identity
		-Achievement - Resilience
	laditation / Mindfulness / Dalayation	
6.3 Candle M	leditation/Mindfulness/Relaxation	
TAG	AC Content Description	Explicit teaching & Theoretical Base
	AC Content Description Identify and practise strategies to promote health, safety and	CASEL-Personal and Social Capability
TAG	AC Content Description	CASEL-Personal and Social Capability -Self Awareness
TAG	AC Content Description Identify and practise strategies to promote health, safety and	CASEL-Personal and Social Capability

ACPPS058	Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities	adaptable Strength based learning -Personal development -Resilience - Life skills
ACPPS073	Investigate and select strategies to promote health, safety and wellbeing	Explicit teaching - Focus - Concentration
ACPPS077	Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities	-Effective Listening -Meditation - Mindfulness Teaching and Learning Strategies
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 Constructive Learning Strategies -reflective practice
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	-Following a procedure -Personal wellbeing Communication skills
		-listening - Vocabulary*Spoken -Intrapersonal*Self Talk Comprehension Strategies -Modelling - listening Multiple Intelligences -Visual* Spatial - Intrapersonal
		- Experiential Mental Health and wellbeing -Protective behaviours -Respect -Personal safety -Personal identity - Achievement
		-Resilience Meditation and relaxation practice
6.4 Journalin		Funding the second in a Q. The constitution in
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
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	Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal- Interpersonal Explicit teaching - Cues, questions, activating prior
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	 knowledge -Effective questioning Comprehension Strategies
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	Thinking skills - Cognitive 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	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain -Metacognition -Creative and critical thinking
ACELY1713	Understand the uses of objective and subjective language and bias	Mental Health and Wellbeing -Safety -Relationships
ACELY1721	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	
	dback and Evaluation	Fundicities of the O. The Control of the
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPMP087	Evaluate and justify reasons for decisions and choices of action	

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ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	CASEL-Personal and Social Capability -Self Awareness
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	Recognise emotions Understand themselves as learners Develop reflective practice -Self Management Express emotions appropriately -Social Awareness Appreciate diverse perspectives -Social management Communicate effectively Circle Time -BUZ circle skills Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal Explicit teaching - Cues, questions, activating prior knowledge - Effective questioning Comprehension Strategies -Levels of Questioning Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Teaching and Learning Strategies -Inquiry Process Communication skills -Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy Thinking skills - Cognitive Thinking Skills - Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain - Metacognition - Creative and critical thinking Mental Health and Wellbeing - Safety - 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	