YEAR 6 (&7) LIFE SKILLS PROGRAM
Program Outcomes Alignment to Australian and Western Australian Curriculum

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

Session 1 - FOCUS: Connecting, Cooperation and Teamwork

BUZ OUTCOMES
CONNECTING
- Children are introduced to or re-acquainted with the BUZ Circle.
- Children connect with the introduction to the program.
- Children understand that, like a power tool we need energy and recharging. Children are able to recognise the ways in which their personal power can be depleted and the things they can do to "recharge their batteries"

COOPERATION AND TEAMWORK
- Children use cooperation skills to complete game as accurately and quickly as possible.
- Children are able to recognise and demonstrate the BUZ circle skills: Eye contact, Listening, Speaking, Thinking, Focus (Concentrate).
- Children are introduced to the "BUZ Power declaration" and the importance of listening. They are also challenged to get involved
- Familiarise children with the manual and the values and references for the BUZ Power Program.
- Children practice cooperation skills to complete game as accurately and quickly as possible.
- To reflect of cooperation skills and gain skills to work with others.

POWER – The Power to Cooperate (Rope)

1.1 BUZ Circle and Introduction 1		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	**CASEL:** -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Social Awareness ▪ Appreciate diverse perspectives -Social management • Communicate effectively <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses
ACPPS055	Practise skills to establish and manage relationships	
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	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1502	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	-Critical and creative thinking Attitudes and Values Circle time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Communication skills -Oral *Active Speaking and listening Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning Comprehension Strategies -Levels of Questioning -Concrete materials - Speaking and listening Language for interaction -Interacting with others - Speaking and Listening - Restatement Icebreakers- - Strategies for forming groups Having Fun
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	
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	

1.2 BUZ Circle and Introduction 2

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Social Awareness ▪ Appreciate diverse perspectives -Social management • Communicate effectively General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Explicit teaching - Cues, questions, activating prior knowledge-Effective questioning Teaching and Learning Strategies -Brainstorming/callout-Task Cards Constructive Learning Strategies -reflective practice -collaborative construction of knowledge -Personal and Social Skills Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken - Social skills Comprehension Strategies -Levels of Questioning -Visual texts -cards - Speaking and listening Icebreakers- - Strategies for forming groups Having Fun Language for interaction -Interacting with others - Speaking and Listening - Restatement Text types – manual
ACPPS055	Practise skills to establish and manage relationships	
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	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELY1796	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
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	

1.3 Ball Run Cooperation game

TAG	AC Content Description	Explicit teaching & Theoretical Base

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Social management • Communicate effectively • Work collaboratively • Make decisions General Capabilities -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Teaching and Learning Strategies -Brainstorming/callout-Task Cards Constructive Learning Strategies -reflective practice -collaborative construction of knowledge -Personal and Social Skills Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken -Social skills Comprehension Strategies -Levels of Questioning -Visual texts -cards - Speaking and listening Icebreakers- - Strategies for forming groups Having Fun
ACPPS055	Practise skills to establish and manage relationships	
ACPMP063	Propose and apply movement concepts and strategies with and without equipment	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP082	Practise, apply and transfer movement concepts and strategies with and without equipment	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	
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	

1.4 BUZ Circle Skills (Eye contact, Listening, Speaking, Thinking, Focus)

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 ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals -Social Awareness ▪ Understand relationships -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 - Metacognition Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems - BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Explicit teaching - Cues, questions, activating prior knowledge-Effective questioning Teaching and Learning Strategies -Brainstorming/callout-Task Cards Constructive Learning Strategies -reflective practice -collaborative construction of knowledge - Personal and Social Skills Communication skills -Oral *Active Speaking and listening
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
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	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	

		-Vocabulary*Spoken - Social skills <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts -cards - Speaking and listening <u>Mental Health and wellbeing</u> -Relationships <u>Icebreakers-</u> - Strategies for forming groups
1.5 The BUZ Power tool box		
TAG	**AC Content Description**	**Explicit teaching & Theoretical Base**
ACPPS055	Practise skills to establish and manage relationships	<u>CASEL-Personal and Social Capability</u> Self-Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals -Social Awareness ▪ Understand relationships -Social management • Communicate effectively <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> – Constructivism; Positive Psychology; Ecological Systems <u>Cognitive Thinking Skills</u> - Bloom 's Knowledge and comprehension -BUZ circle skills-Eye contact -Listening - Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge - Rules <u>Teaching and Learning Strategies</u> -Concrete materials - Brainstorming/callout <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken - Reading*Vocabulary <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts and models -Models and diagrams -Reading, Speaking and listening <u>Mental Health and wellbeing</u> -Protective behaviours - Safety - Relationships - Strategies for Mental Health and Wellbeing -Personal identity <u>Having Fun</u>
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELY1713	Understand the uses of objective and subjective language and bias	
1.6 The BUZ Power tool manual		
TAG	**AC Content Description**	**Explicit teaching & Theoretical Base**
ACPPS055	Practise skills to establish and manage relationships	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately -Social Awareness ▪ Understand relationships
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	-Social management • Communicate effectively <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking <u>Attitudes and Values</u> <u>Circle Time</u> – Constructivism; Positive Psychology; Ecological Systems <u>Cognitive Thinking Skills</u> - Bloom 's Knowledge and comprehension -BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning <u>Teaching and Learning Strategies</u> -Brainstorming/callout <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken - Vocabulary*Written <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts -manual - Speaking and listening <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial- Interpersonal <u>Mental Health and wellbeing</u> -Relationships <u>Having Fun</u>
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	

1.7 Ball Run x 2

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately -Social Awareness ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking -Metacognition <u>Attitudes and Values</u> <u>Explicit teaching</u> -Decision making / Problem solving -Group discussion - Assertiveness -Game Rules
ACPPS055	Practise skills to establish and manage relationships	
ACPMP063	Propose and apply movement concepts and strategies with and without equipment	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP082	Practise, apply and transfer movement concepts and strategies with and without equipment	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
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	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	

1.8 Metaphors/Symbols/Tools		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	

Session 2 - FOCUS: Cooperation, Teamwork, Self Respect and Personal Strengths

BUZ OUTCOMES

COOPERATION AND TEAMWORK
• Children practice cooperation skills to complete the game as accurately as possible.

SELF RESPECT AND PERSONAL STRENGTHS
• Children reflect on and identify their main inner strengths.
• Children are able to communicate and explain their choices.
• To encourage children to recognise and communicate their own strengths and respect those of others.
• Children identify with the importance of "being their own best friend"and of respecting and trusting their own unique skills and abilities.

POWER – The Power to Believe in Yourself (Star)

2.1 Ball Run 2/3		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately
ACPPS055	Practise skills to establish and manage relationships	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	-Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking -Metacognition Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems -BUZ circle skills-Eye contact -Listening -Speaking -Thinking -FOCUS Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken -Interpersonal *Team building Mental Health and wellbeing -Safety - Relationships Game skills -Hand eye coordination -Team Work - Cooperation skills -Respect -Manners -Personal safety Having Fun
ACPMP063	Propose and apply movement concepts and strategies with and without equipment	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP082	Practise, apply and transfer movement concepts and strategies with and without equipment	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	
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	
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	
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	

2.2 Personal Strengths

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 • Develop reflective practice -Self Management • Express emotions appropriately • Develop self-discipline and set goals -Social Awareness • Understand relationships -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 Intercultural Understanding -Metacognition Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Strength based learning -Personal strengths - Personal development -Resilience - Life skills
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	

| ACELA1525 | Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion | - "I statements"
Explicit teaching
- Cues, questions, activating prior knowledge - Effective questioning
-Decision making / Problem solving
-Group discussion - Assertiveness
Teaching and Learning Strategies
-Brainstorming/callout - Task Cards
-Pictures and diagrams
Constructive Learning Strategies
-reflective practice -collaborative construction of knowledge
-Personal and Social Skills
Multiple Intelligences
-Linguistic -Visual* Spatial- Interpersonal
Mental Health and wellbeing
-Relationships |

2.3 Round Circle sharing on strengths

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 ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals -Social Awareness ▪ Understand relationships -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 -Intercultural understanding - Metacognition Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning Teaching and Learning Strategies -Brainstorming/callout - Task Cards -Pictures and diagrams Constructive Learning Strategies -reflective practice -collaborative construction of knowledge - Personal and Social Skills Comprehension Strategies -Levels of Questioning - Visual texts -cards - Speaking and listening Multiple Intelligences -Linguistic -Visual* Spatial- Interpersonal Mental Health and wellbeing -Relationships
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	

2.4 Star symbol and ball run

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions

TAG	AC Content Description	
ACPMP063	Propose and apply movement concepts and strategies with and without equipment	▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
ACPMP082	Practise, apply and transfer movement concepts and strategies with and without equipment	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition <u>Attitudes and Values</u> <u>Cognitive Thinking Skills</u> - Bloom 's Knowledge and comprehension <u>Circle Time</u> -BUZ circle skills-Eye contact -Listening - Speaking -Thinking -FOCUS <u>Strength based learning</u> -Personal strengths - Personal development -Resilience - Life skills - "I statements" <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning - Metaphors / symbols <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	

Session 3 - FOCUS: COOPERATION, FEELINGS MANAGEMENT

BUZ OUTCOMES

COOPERATION
• Children use cooperation skills to complete the game as accurately and quickly as possible.

VALUES CLARIFICATION AND ASSERTIVENESS
• To get children thinking about what they value and what values they live by.
• Children are encouraged to make choices independently and think about their values.
• Children examine the motivations for the choices they make.
• Children reflect on their own inner strength and what they believe in.
• Children realise that they have the power to make a difference in social situations.

POWER – The Power to Stand Up For Something (Elephant)

3.1 Ball Run ¾		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management
ACPPS055	Practise skills to establish and manage relationships	
ACPMP063	Propose and apply movement concepts and strategies with and without equipment	

ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	• Express emotions appropriately • Develop self-discipline and set goals • Become confident, resilient and adaptable -Social Awareness • Contribute to civil society • Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Game skills -Hand eye coordination - Team Work -Cooperation skills -Respect -Manners -Personal safety Having Fun
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
ACPMP082	Practise, apply and transfer movement concepts and strategies with and without equipment	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	

3.2 Introduction to personal values

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 • Develop reflective practice -Self Management • Express emotions appropriately • Develop self-discipline and set goals -Social Awareness • Understand relationships -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 - Numeracy -Intercultural understanding Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension -BUZ circle skills-Eye contact -Listening - Speaking -Thinking -FOCUS Explicit teaching - Cues, questions, activating prior knowledge-Effective questioning - Metaphors / symbols -Group discussion Teaching and Learning Strategies -Brainstorming/callout Constructive Learning Strategies -reflective practice -collaborative construction of knowledge - Personal and Social Skills Communication skills
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	

| | | -Oral *Active Speaking and listening
-Vocabulary*Spoken - Social skills
<u>Comprehension Strategies</u>
-Levels of Questioning - Visual texts -cards
- Speaking and listening
<u>Multiple Intelligences</u>
-Linguistic -Visual* Spatial- Interpersonal
<u>Mental Health and wellbeing</u>
-Relationships |

3.3 The Values Continuum

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding <u>Attitudes and Values</u> <u>Circle Time</u> – Constructivism; Positive Psychology; Ecological Systems <u>Cognitive Thinking Skills</u> - Bloom 's Knowledge and comprehension <u>Strength based learning</u> -Personal strengths - Personal development -Resilience - Life skills - "I statements" <u>Explicit teaching</u> -Decision making / Problem solving -Group discussion - Assertiveness
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
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	
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	

3.4 The Values Continuum BUZ Circle sharing

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively
ACELY1713	Understand the uses of objective and subjective language and bias	• Make decisions • Negotiate and resolve conflict • Develop leadership skills
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Strength based learning -Personal strengths - Personal development -Resilience - Life skills - "I statements" Teaching and Learning Strategies -Cooperative skills - Brainstorming/callout

3.5 Elephant symbol

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	▪ Recognise personal qualities and achievements ▪ Understand themselves as learner ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively
ACELY1713	Understand the uses of objective and subjective language and bias	General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning - Metaphors / symbols

3.6 The Power of One (Story)		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken - Empathy Comprehension Strategies -Levels of Questioning
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	
ACELY1801	Analyse strategies authors use to influence readers	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	

Session 4 - FOCUS: PERSONAL HAPPINESS, WELLBEING, EMOTIOANL COMPETENCE

BUZ OUTCOMES
PERSONAL HAPPINESS
- Children reflect on the meaning of personal happiness and whether they are doing things regularily that make them happy.
- Children reflect on their personal happiness levels

EMOTIONAL COMPETENCE
- Children identify different feelings and the facial expressions that go with them.They confer with the group about their decisions.
- Children identify different feelings and the facial expressions that go with them. They confer with the group about their decisions.
- Children reflect on the destructive power of anger.
- Children realise that anger can be a destructive emotion and we should be careful about the decisions we make when we are angry.
- Children learn the BUZ feelings management Creed. "Know how you feel, say how you feel, do something about how you feel, but don't hurt anyone includng yourself."

POWER – The Power to personal happiness (Butterfly)
       The Power to handle feelings (Feelings popper)

4.1 Personal Happiness		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan 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	▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Explicit teaching - Cues, questions, activating prior knowledge-Effective questioning - Metaphors / symbols -Decision making / Problem solving -Group discussion - Assertiveness
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	

4.2 Personal Happiness – The Short and Incredibly Happy Life of Riley (Story)

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	
ACELY1801	Analyse strategies authors use to influence readers	

ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	• Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding <u>Attitudes and Values</u>
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	<u>Circle Time</u> – Constructivism; Positive Psychology; Ecological Systems <u>Cognitive Thinking Skills</u> - Bloom 's Knowledge and comprehension <u>Comprehension Strategies</u>
		-Levels of Questioning - Picture books -Reading, Speaking and listening

4.3 Feelings Heads Game

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements
ACPPS055	Practise skills to establish and manage relationships	▪ Understand themselves as learners ▪ Develop reflective practice
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	-Self Management ▪ Express emotions appropriately
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable
ACELY1713	Understand the uses of objective and subjective language and bias	-Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	-Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills
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	<u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	• Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding <u>Attitudes and Values</u> <u>Circle Time</u> – Constructivism; Positive Psychology; Ecological Systems <u>Cognitive Thinking Skills</u> - Bloom 's Knowledge and comprehension <u>Teaching and Learning Strategies</u>
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	-Collaborative game skills - Cooperative skills -Concrete materials *Plastic figures - Hands on <u>Constructive Learning Strategies</u>
		-reflective practice -collaborative construction of knowledge - Group work -Team building skills - Personal and Social Skills

4.4 Circle Discussion on Feelings

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	▪ Recognise personal qualities and achievements ▪ Understand themselves as learners

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals
ACELY1713	Understand the uses of objective and subjective language and bias	▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills
		General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding Attitudes and Values Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Comprehension Strategies -Levels of Questioning - Speaking and listening Constructive Learning Strategies -reflective practice -collaborative construction of knowledge - Personal and Social Skills -Group work

4.5 The Angry King Story

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	▪ Express emotions appropriately ▪ Develop self-discipline and set goals
ACELY1713	Understand the uses of objective and subjective language and bias	▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions
ACELY1801	Analyse strategies authors use to influence readers	• Negotiate and resolve conflict • Develop leadership skills General Capabilities
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	-Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding

| ACELA1518 | Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects | • Reasoning in decision making and actions
-Critical and creative thinking - Metacognition
-Intercultural understanding
Attitudes and Values
Circle Time
– Constructivism; Positive Psychology; Ecological Systems
Cognitive Thinking Skills
- Bloom 's Knowledge and comprehension |

4.6 The Power of Anger

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Strength based learning -Personal strengths - Personal development -Resilience - Life skills - "I statements" Explicit teaching - Cues, questions, activating prior knowledge- Effective questioning - Metaphors / symbols
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	

4.7 Smile Face/Popper Symbol

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals
ACPPS055	Practise skills to establish and manage relationships	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	

ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives
ACELY1713	Understand the uses of objective and subjective language and bias	▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	• Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy
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	• Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition
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	Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Strength based learning -Personal strengths - Personal development -Resilience - Life skills - "I statements" Explicit teaching -Metaphors / symbols Fun

Session 5 - FOCUS: COMMUMICATION AND COOPERATION

BUZ OUTCOMES
COMMUNICATION
•   Children identify any feelings that arise as they play the game and create an awareness of communication styles.
•   Children understand the power of non verbal communication and effectively use non verbal communication to complete a group challenge.
•   Children realise that listening is essential to good communication and a good communication is a key to success.
COOPERATION
•   Children work effectively as a group and come up with ideas of how they can work together effectively.
•   Children realise that by working together, thinking as or working as one they will have more success.
POWER – The Power to communicate (Insect)

5.1 The M and M Game		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and
ACPPS055	Practise skills to establish and manage relationships	achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments,	▪ Understand relationships -Social management • Communicate effectively

	sharing and evaluating information, experiences and opinions	• Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Having Fun
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	

5.2 3 x Ball Run (Silent)

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions General Capabilities -Literacy • Interacting with others -Ethical Understanding • Reasoning in decision making and actions Attitudes and Values Explicit teaching - Cues, activating prior knowledge -Silence – being present Communication skills -Body language - Empathy Multiple Intelligences -Visual* Spatial- Experiential Having Fun
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACPMP063	Propose and apply movement concepts and strategies with and without equipment	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP082	Practise, apply and transfer movement concepts and strategies with and without equipment	

5.3 Communication

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	

ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively
ACELY1713	Understand the uses of objective and subjective language and bias	• Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills
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	General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	• Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding Attitudes and Values Circle Time
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	– Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Communication skills
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	-Oral *Active Speaking and listening -Body language - Empathy -Interpersonal *Team building -Intrapersonal*Self Talk - Body language - Social skills
5.4 TOGETHER Acronym		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements
ACPPS055	Practise skills to establish and manage relationships	▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	-Social Awareness ▪ Appreciate diverse perspectives
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively
ACELY1713	Understand the uses of objective and subjective language and bias	• Work collaboratively • Make decisions • Negotiate and resolve conflict
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	• Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Teaching and Learning Strategies -Cooperative skills

ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	-Brainstorming/callout - Pictures and diagrams <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge - Group work <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken - Written*Vocabulary -Reading*Vocabulary -Interpersonal *Team building -Social skills - Group work

5.5 Two Up game		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> – Constructivism; Positive Psychology; Ecological Systems <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge - Group work -Team building skills - Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken
ACPPS055	Practise skills to establish and manage relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	

Session 6 - FOCUS: PERSONAL GROWTH, RESILIENCE

BUZ OUTCOMES

PERSONAL GROWTH

- Reaffirm the BUZ Circle skills. Children gain an awareness of the importance of growing and the ability to change.
- Children are able to identify their personal strengths and skills, as well as how and when they use them. They also strengthen the ability to 'reflect on and learn from'.

RESILIENCE

- Children are empowered to have the tools to overcome their fears and place their trust in an individual or a group to support them.

- Develop the ability to overcome fear and failure by building trust.
- Children understand that you lose power when you let failure beat you.

POWER – The Power to grow and change (Seed) - The power to overcome the two 'F' words 'Fear and Failure' (Lightbulb)

6.1 Pass the wave and seed symbol

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACSSU043	Living things have structural features and adaptations that help them to survive in their environment	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition Sustainability Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning - Metaphors / symbols -Group discussion Teaching and Learning Strategies -Concrete materials *Plastic figures -Brainstorming/callout Constructive Learning Strategies -reflective practice -collaborative construction of knowledge
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS055	Practise skills to establish and manage relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
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	
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	

6.2 Recharge Chart

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	-Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • 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
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken - Written*Vocabulary -Reading*Vocabulary Comprehension Strategies -Levels of Questioning - Visual texts - manual

6.3 Trust Falls

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	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 ▪ Become confident, resilient and adaptable -Social Awareness ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Teaching and Learning Strategies -Collaborative game skills - Cooperative skills -Simulation and modeling Constructive Learning Strategies
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPMP063	Propose and apply movement concepts and strategies with and without equipment	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACPMP082	Practise, apply and transfer movement concepts and strategies with and without equipment	
ACPMP087	Evaluate and justify reasons for decisions and choices of action when solving movement challenges	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
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	-reflective practice -collaborative construction of knowledge - Group work -Team building skills -Personal and Social Skills - Building Trust Game skills -Hand eye coordination - Team Work -Cooperation skills - Personal safety -Achievement - Resilience Having Fun

6.4 Running the Gauntlett

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan 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	▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	-Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals
ACPMP063	Propose and apply movement concepts and strategies with and without equipment	▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management
ACPMP082	Practise, apply and transfer movement concepts and strategies with and without equipment	• Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict
ACPMP087	Evaluate and justify reasons for decisions and choices of action when solving movement challenges	• Develop leadership skills General Capabilities -Literacy
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	• Interacting with others • Personal responses • Express preferences -Ethical Understanding
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	• Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Strength based learning
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 strengths - Personal development -Resilience - Life skills - "I statements" - Trust Teaching and Learning Strategies -Collaborative game skills - Cooperative skills -Simulation and modeling Constructive Learning Strategies
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	-reflective practice -collaborative construction of knowledge - Group work -Team building skills - Personal and Social Skills Game skills -Hand eye coordination - Team Work -Cooperation skills - Personal safety -Achievement - Resilience Having Fun

6.5 Symbol Lightbulb

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions

ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • 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 Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Explicit teaching - Cues, questions, activating prior knowledge-Effective questioning - Metaphors / symbols -Group discussion Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	

Session 7 - FOCUS: COOPERATION, COMMUNICATION, RESILIENCE, DECISION MAKING

BUZ OUTCOMES

COOPERATION COMMUNICATION RESILIENCE
• Children realise they achieve greater outcomes if they all work together as a group. Children realise that listening skills are very important in communication. They discover that bounce back is about getting up again.

DECISION MAKING
• Children discover their choices have consequences and that decisions they make can affect their lives.
• Children are able to identify their personal strengths and skills, as well as how and when they use them. They also strengthen the ability to 'reflect on an learn from'.

POWER – The Power to bounce back (Resilience) (Bouncy ball) The Power to make good choices (Mini Mazes)

7.1 BUZOPOLY

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals
ACPPS055	Practise skills to establish and manage relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking -Metacognition -Intercultural understanding Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Teaching and Learning Strategies -Collaborative game skills -Cooperative skills -Concrete materials *Plastic figures Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken -Interpersonal *Team building -Social skills - Group work Mental Health and wellbeing -Protective behaviours – Safety - Relationships Game skills -Hand eye coordination - Team Work -Cooperation skills -Respect - Manners -Personal safety - Personal identity -Achievement - Resilience Having Fun
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	
ACELA1525	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	
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	
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	

7.2 Making Choices		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Contribute to civil society -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	

		General Capabilities
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	-Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	• Reasoning in decision making and actions -Critical and creative thinking - Metacognition -Intercultural understanding Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Strength based learning -Personal strengths - Personal development -Resilience - Life skills - "I statements"
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	Explicit teaching -Metaphors / symbols -Decision making / Problem solving -Group discussion - Assertiveness Constructive Learning Strategies -reflective practice -collaborative construction of knowledge
ACELY1816	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	Communication skills -Oral *Active Speaking and listening -Vocabulary*Spoken Mental Health and wellbeing -Safety - Relationships

7.3 Recharge Chart		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	• Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Communication skills

		-Oral *Active Speaking and listening -Vocabulary*Spoken - Written*Vocabulary -Reading*Vocabulary <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts - manual -Pictures and diagrams

Session 8 - FOCUS: COOPERATION, PROBLEM SOLVING

BUZ OUTCOMES
COOPERATION & PROBLEM SOLVING
- Children become aware of the different ways people communicate. Put cooperation skills to use to solve problems.
- Children define the procedures and skills needed for problem solving. Children revise and practice problem-solving skills. Children revise and practice the skills for working in small groups.
- Children define the procedures and skills needed for problem solving.
- Children work together as a group to effectively solve the puzzle. Children are able to remind themselves of the steps in effective prolem solving.

POWER – The Power to solve problems (Screwdriver)

8.1 BUZzle Game		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management ● Communicate effectively ● Work collaboratively ● Make decisions ● Negotiate and resolve conflict <u>General Capabilities</u> -Literacy ● Interacting with others ● Personal responses ● Express preferences -Ethical Understanding ● Reasoning in decision making and actions -Critical and creative thinking - Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> – Constructivism; Positive Psychology; Ecological Systems <u>Teaching and Learning Strategies</u> -Collaborative game skills - Cooperative skills -Concrete materials - Hands on <u>Constructive Learning Strategies</u>
ACPPS055	Practise skills to establish and manage relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	
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	

ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	-reflective practice -collaborative construction of knowledge - Following a procedure -Group work - Team building skills -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken - Written*Vocabulary -Reading*Vocabulary -Interpersonal *Team building -Social skills - Group work

8.2 Problem Solving Card Shuffle		
TAG	**AC Content Description**	**Explicit teaching & Theoretical Base**
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Become confident, resilient and adaptable -Social Awareness
ACPPS055	Practise skills to establish and manage relationships	
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	-Social management • Communicate effectively • Work collaboratively
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	• Make decisions • Negotiate and resolve conflict • Develop leadership skills <u>General Capabilities</u> -Literacy
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	• Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking -Metacognition
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	-Intercultural understanding <u>Attitudes and Values</u> <u>Circle Time</u> – Constructivism; Positive Psychology; Ecological Systems <u>Cognitive Thinking Skills</u> - Bloom 's Knowledge and comprehension
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	<u>Teaching and Learning Strategies</u> -Inquiry Process -Collaborative game skills -Cooperative skills -Brainstorming/callout -Discovery/Inquiry based <u>Constructive Learning Strategies</u>
ACELY1804	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	-reflective practice -collaborative construction of knowledge - Following a procedure -Group work - Team building skills -Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken - Written*Vocabulary -Reading*Vocabulary -Interpersonal *Team building -Intrapersonal*Self Talk - Group work <u>Comprehension Strategies</u> -Levels of Questioning- Visual texts -Task cards <u>Game skills</u> -Team Work - Cooperation skills -Respect -Manners -Personal safety <u>Having Fun</u>

8.3 Symbol – the Screwdriver		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS055	Practise skills to establish and manage relationships	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Work independently and show initiative ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition Attitudes and Values Circle Time – Constructivism; Positive Psychology; Ecological Systems Cognitive Thinking Skills - Bloom 's Knowledge and comprehension Strength based learning -Personal strengths - Personal development -Resilience - Life skills - "I statements" Explicit teaching - Cues, questions, activating prior knowledge-Effective questioning - Metaphors / symbols -Group discussion
ACPPS075	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	

8.4 Who Owns the Crazy Crab?		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	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 ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills
ACPPS055	Practise skills to establish and manage relationships	
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
ACELY1713	Understand the uses of objective and subjective language and bias	
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	

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	General Capabilities -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Metacognition <u>Attitudes and Values</u> <u>Circle Time</u> – Constructivism; Positive Psychology; Ecological Systems <u>Cognitive Thinking Skills</u> - Bloom 's Knowledge and comprehension <u>Teaching and Learning Strategies</u> -Cooperative skills - Task Cards - Hands on <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken - Written*Vocabulary -Reading*Vocabulary - Social skills -Group work <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts -Models and diagrams - Posters and diagrams -Task cards - Reading, Speaking and listening
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	
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 9 - FOCUS: MULTIPLE SKILLS

BUZ OUTCOMES
ALL SKILLS AND POWERS
• To use all of the Power Tools to complete a group/whole class challenge. To reinforce all of the skills learnt in the program.
POWER – The Powers to save the world

9.1 Save the World Mission

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACSHE083	Scientific knowledge is used to solve problems and inform personal and community decisions	<u>CASEL-Personal and Social Capability</u> -Self Awareness ▪ Recognise emotions ▪ Recognise personal qualities and achievements ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Contribute to civil society ▪ Understand relationships -Social management • Communicate effectively • Work collaboratively • Make decisions • Negotiate and resolve conflict • Develop leadership skills <u>General Capabilities</u> -Literacy • Interacting with others • Personal responses • Express preferences -Ethical Understanding • Reasoning in decision making and actions -Critical and creative thinking - Numeracy -Intercultural understanding
ACSIS103	Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks	
ACSHE120	Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations	
ACSHE121	People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity	
ACPPS054	Plan and practise strategies to promote health, safety and wellbeing	
ACPPS055	Practise skills to establish and manage relationships	
ACPPS056	Examine the influence of emotional responses on behaviour and relationships	
ACPMP063	Propose and apply movement concepts and strategies with and without equipment	

ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities	**Attitudes and Values** <u>Circle Time</u> – Constructivism; Positive Psychology; Ecological Systems
ACPMP068	Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges	<u>Cognitive Thinking Skills</u> - Bloom 's Knowledge and comprehension -BUZ circle skills-Eye contact -Listening - Speaking -Thinking -FOCUS
ACPMP082	Practise, apply and transfer movement concepts and strategies with and without equipment	<u>Strength based learning</u> -Personal strengths - Personal development -Resilience - Life skills - "I statements"
ACPMP087	Evaluate and justify reasons for decisions and choices of action when solving movement challenges	<u>Explicit teaching</u> - Cues, questions, activating prior knowledge- Effective questioning -Decision making / Problem solving
ACELA1516	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	-Group discussion – Assertiveness - Rules <u>Teaching and Learning Strategies</u> --Discovery/Inquiry based - Process -Collaborative skills - Cooperative skills
ACELY1713	Understand the uses of objective and subjective language and bias	-Simulation and modeling - Concrete materials -Brainstorming/callout - Task Cards - Hands on -Pictures and diagrams
ACELA1517	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	<u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Models*Making using the technology process -Following a procedure - Group work
ACELY1709	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	-Team building skills - Personal and Social Skills <u>Communication skills</u> -Oral *Active Speaking and listening -Vocabulary*Spoken - Body language -Empathy - Written*Vocabulary -Reading*Vocabulary
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	-Interpersonal *Team building -Intrapersonal*Self Talk - Body language -Social skills - Group work <u>Comprehension Strategies</u> -Levels of Questioning - Visual texts and models -Models and diagrams -Posters and diagrams
ACELA1518	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	-Task cards - Reading, Speaking and listening -Following directions <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial-Intrapersonal - Interpersonal-Bodily*Kinesthetic -Logical- Experiential
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	<u>Mental Health and wellbeing</u> -Safety - Relationships <u>Game skills</u> -Hand eye coordination -Team Work -Cooperation skills - Respect -Personal safety -Personal identity -Achievement - Resilience **Science** • Experiments • Problem solving **<u>Having Fun</u>**