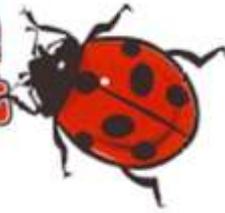# PROTECTIVE BEHAVIOURS LIFE SKILLS PROGRAM FOR YEARS 1-3

Program Outcomes Alignment to Australian and Western Australian Curriculum

AC Tag legend			
ACPPS**	HPE Personal, Social & Community Health	ACELY**	ENGLISH -Literacy
ACPMP**	HPE -Movement & Physical Activity	ACELA**	ENGLISH - Language

Part 1 – Introduction – Knowing What is Not Safe and Not Right

BUZ OUTCOMES

SELF AWARENESS
- Children are able to recognise that we need to be protected by adults when we are very young but that as we get older we can protect ourselves.
- Children realise they have feelings that alert them when they face a situation that may not be safe.

EMOTIONAL COMPETENCE
- Children realise their feelings are different in a safe/unsafe situation.
- Children can identify situations in which they do not feel safe or feel right.

1.1 Introduction and Fur Seal Picture

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practice personal and social skills to interact positively with others	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately -Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Make decisions Circle Time -BUZ circle skills Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning Comprehension Strategies -Levels of Questioning -Visual texts Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Teaching and Learning Strategies -Task Cards Communication skills -speaking and listening
ACPPS005	Identify and describe emotional responses people may experience in different situations	
ACPPS006	Identify actions that promote health, safety and wellbeing	
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	
ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	
ACELA1453	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	Critical and creative thinking - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain Ethical Understanding -Reasoning in decision making and actions Mental Health and wellbeing -Protective behaviours -Safety -Relationships
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	
ACELA1469	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words	
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	
ACELA1477	Examine how evaluative language can be varied to be more or less forceful	
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	

1.2 Spider Box

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and health	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable -Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships -Social management ▪ Communicate effectively ▪ Make decisions Circle Time -BUZ circle skills Multiple Intelligences -Linguistic -Visual* Spatia -Intrapersonal -Interpersonal -Bodily*Kinesthetic -Logical Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning Comprehension Strategies -Levels of Questioning -Visual texts and models Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Teaching and Learning Strategies -Discovery/Inquiry based
ACPPS004	Practice personal and social skills to interact positively with others	
ACPPS005	Identify and describe emotional responses people may experience in different situations	
ACPPS006	Identify actions that promote health, safety and wellbeing	
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACPMP009	Participate in games with and without equipment	
ACPMP027	Create and participate in gaes with and without equipment	
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use	

		-Hands on
	varies according to the audience, purpose, context and cultural background	Communication skills
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	-Oral *Speaking and listening -Vocabulary -Body language -Empathy Thinking skills - Cognitive Thinking Skills
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	-Decision making -Strategic/Reflective Thinking Skills
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	E.g.: Blooms * Affective Domain Mental Health and Wellbeing
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	-Protective behaviours -Safety -Relationships
ACELA1477	Examine how evaluative language can be varied to be more or less forceful	
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	

1.3 Not Safe Not Right Poster

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and health	CASEL-Personal and Social Capability -Self Awareness
ACPPS004	Practice personal and social skills to interact positively with others	▪ Recognise emotions ▪ Understand themselves as learners ▪ Develop reflective practice
ACPPS005	Identify and describe emotional responses people may experience in different situations	-Self Management ▪ Express emotions appropriately
ACPPS006	Identify actions that promote health, safety and wellbeing	▪ Become confident, resilient and adaptable
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	-Social Awareness ▪ Appreciate diverse perspectives
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	▪ Understand relationships -Social management
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	▪ Communicate effectively ▪ Work collaboratively
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	▪ Make decisions Circle Time -BUZ circle skills
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	Multiple Intelligences -Linguistic -Visual* Spatial
ACPPS038	Investigate how emotional responses vary in depth and strength	-Intrapersonal-Interpersonal -Bodily*Kinesthetic -Logical-Experiential
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	Explicit teaching - Cues, questions, activating prior knowledge
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	-Effective questioning Comprehension Strategies
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	-Levels of Questioning -Visual texts
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	Constructive Learning Strategies -reflective practice -collaborative construction of knowledge -Student directed learning

ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	Teaching and Learning Strategies -Inquiry Process
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	Collaboration and Co-operation -Positive Interdependence -Face-To-Face Interaction -Individual Accountability - Social Skills -Group Processing
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	Communication skills -Oral *Speaking and listening -Written *Vocabulary -Interpersonal *Team work- Body
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	language -Empathy Thinking skills - Cognitive Thinking Skills
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	-Metacognition -Creative and critical thinking Mental Health and Wellbeing -Safety
ACELA1477	Examine how evaluative language can be varied to be more or less forceful	-Relationships -Relationships and sexuality
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	

Part 2 - FOCUS: Feeling Not Safe and Not Right

BUZ OUTCOMES

EMOTIONAL COMPETENCE - SELF AWARENESS

- Children recognise that when they are feeling unsafe/not right their body has warning feelings. They learn to trust their feelings in unsafe situations.
- Children become aware of different situations and how safe/unsafe they are.They are able to represent the safety of situations using the traffic light colours.
- Children recognise which situations are "red lights" or "red ladybugs" and dangerous hence that is why buggie stops and turns around from them.

2.1 Lady Bug Feelers		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	CASEL-Personal and Social Capability -Self Awareness
ACPPS004	Practice personal and social skills to interact positively with others	▪ Recognise emotions ▪ Understand themselves as learners
ACPPS005	Identify and describe emotional responses people may experience in different situations	▪ Develop reflective practice -Self Management
ACPPS006	Identify actions that promote health, safety and wellbeing	▪ Express emotions appropriately -Social Awareness
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	▪ Appreciate diverse perspectives -Social management
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	▪ Communicate effectively Circle Time
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	-BUZ circle skills Multiple Intelligences
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	-Linguistic -Visual* Spatial -Intrapersonal-Interpersonal
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	Explicit teaching - Cues, questions, activating prior knowledge

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS038	Investigate how emotional responses vary in depth and strength	-Effective questioning Comprehension Strategies -Levels of Questioning -Visual texts and models Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Teaching and Learning Strategies -Roleplay -Inquiry Process Communication skills -Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain Mental Health and Wellbeing -Safety -Relationships -Relationships and sexuality -Protective behaviours
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	
ACELA1477	Examine how evaluative language can be varied to be more or less forceful	
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	

2.2 Ladybug Traffic Lights

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practice personal and social skills to interact positively with others	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions ▪ Develop reflective practice -Self Management ▪ Express emotions appropriately -Social Awareness ▪ Appreciate diverse perspectives -Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions Circle Time -BUZ circle skills Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal -Logical Explicit teaching - Cues, questions, activating prior knowledge
ACPPS005	Identify and describe emotional responses people may experience in different situations	
ACPPS006	Identify actions that promote health, safety and wellbeing	
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	

ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	-Effective questioning Comprehension Strategies -Levels of Questioning
ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	-Visual texts Constructive Learning Strategies -reflective practice
ACELA1454	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	-collaborative construction of knowledge Teaching and Learning Strategies -Inquiry Process
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	Communication skills -Oral *Speaking and listening -Vocabulary -Interpersonal *Body language -Empathy
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	E.g.: Blooms * Affective Domain Mental Health and Wellbeing -Safety
ACELA1470	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suitaudience and purpose (	-Relationships -Relationships and sexuality -Protective behaviours
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	
ACELA1484	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	

2.3 Buggie Circle		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practice personal and social skills to interact positively with others	CASEL-Personal and Social Capability -Self Awareness
ACPPS005	Identify and describe emotional responses people may experience in different situations	▪ Recognise emotions ▪ Recognise personal qualities and
ACPPS006	Identify actions that promote health, safety and wellbeing	achievements ▪ Understand themselves as learners
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	▪ Develop reflective practice -Self Management
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	▪ Express emotions appropriately ▪ Develop self-discipline and set goals
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	▪ Work independently and show initiative
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	▪ Become confident, resilient and adaptable
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	-Social Awareness ▪ Appreciate diverse perspectives ▪ Understand relationships
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	-Social management ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	Circle Time -BUZ circle skills Multiple Intelligences

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	-Linguistic -Visual* Spatial -Intrapersonal - Interpersonal -Bodily*Kinesthetic -Logical Explicit teaching - Cues, questions, activating prior knowledge - Effective questioning
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	-Decision making / Problem solving Comprehension Strategies -Levels of Questioning - Visual texts
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	-Models and diagrams Constructive Learning Strategies -reflective practice
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	-collaborative construction of knowledge Teaching and Learning Strategies -Inquiry Process - Task cards Collaboration and Co-operation -Positive Interdependence
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	-Face-To-Face Interaction -Individual Accountability
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	- Social Skills - Group Processing Communication skills -Oral *Speaking and listening
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	- Interpersonal *Vocabulary-Body language - Social skills -Group work- Team work - Empathy
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Thinking skills - Cognitive Thinking Skills
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain Values and attitudes Games and rules
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	-Active play Mental Health and Wellbeing -Safety - Relationships
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	-Relationships and sexuality -Protective behaviours

Part 3 - FOCUS: Okay to Get Help When … and Feel Safe Feel Right Strategies

BUZ OUTCOMES

SELF MANAGEMENT - RESILIENCE

- Children recognise that they have the power to take action and do something when they are feeling unsafe or not right. Children are able to use the strategies to stay safe.
- Children recognise that when they are in unsafe situations there are important things that they can do to protect themselves.

3.1 Ladybug Puzzle

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions
ACPPS004	Practice personal and social skills to interact positively with others	▪ Understand themselves as learners ▪ Develop reflective practice
ACPPS005	Identify and describe emotional responses people may experience in different situations	-Self Management ▪ Express emotions appropriately
ACPPS006	Identify actions that promote health, safety and wellbeing	▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	-Social Awareness ▪ Appreciate diverse perspectives
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	▪ Contribute to civil society ▪ Understand relationships
ACPPS021	*Examine health messages and how they relate to health decisions and behaviours*	-Social management ▪ Communicate effectively
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	▪ Work collaboratively ▪ Make decisions
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	Circle Time -BUZ circle skills
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-Intrapersonal -
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Bodily*Kinesthetic -Logical

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	Comprehension Strategies -Levels of Questioning -Visual texts -Posters and diagrams
ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	Explicit teaching - Cues, questions, activating prior knowledge
ACELA1454	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	-Effective questioning Constructive Learning Strategies -reflective practice -collaborative construction of knowledge
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	Collaboration and Co-operation -Positive Interdependence -Face-To-Face Interaction -Individual Accountability - Social Skills
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	-Group Processing Teaching and Learning Strategies -Inquiry Process
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	Communication skills -Oral *Speaking and listening -Vocabulary
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	- Interpersonal -Body language -Empathy Thinking skills - Cognitive Thinking Skills
ACELA1470	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain Mental Health and Wellbeing
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	-Safety -Relationships -Protective behaviours
ACELA1477	Examine how evaluative language can be varied to be more or less forceful	
ACELA1484	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	

3.2 Story – Ladybug Treasure Hunt

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practice personal and social skills to interact positively with others	CASEL-Personal and Social Capability -Self Awareness
ACPPS005	Identify and describe emotional responses people may experience in different situations	▪ Recognise emotions ▪ Understand themselves as learners
ACPPS006	Identify actions that promote health, safety and wellbeing	▪ Develop reflective practice
ACPMP009	Participate in games with and without equipment	-Self Management
ACPMP027	Create and participate in games with and without equipment	▪ Express emotions appropriately
ACPMP045	Practise and apply movement concepts and strategies with and without equipment	▪ Work independently and show initiative
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	▪ Become confident, resilient and adaptable
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	-Social Awareness ▪ Appreciate diverse perspectives
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	▪ Contribute to civil society ▪ Understand relationships
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	-Social management ▪ Communicate effectively
ACELA1446	Understand that there are different ways of asking for information,	▪ Work collaboratively ▪ Make decisions

TAG	AC Content Description	Explicit teaching & Theoretical Base
	making offers and giving commands	Circle Time
ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	-BUZ circle skills
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-Bodily*Kinesthetic
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	-Logical-Interprsonal Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	-Group discussion Collaboration and Co-operation -Positive Interdependence -Face-To-Face Interaction
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	-Individual Accountability - Social Skills
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	-Group Processing Constructive Learning Strategies -reflective practice
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	-collaborative construction of knowledge -Problem solving Teaching and Learning Strategies -Inquiry Process
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	Communication skills -Oral *Speaking and listening
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	-Reading *Vocabulary -Interpersonal *Body language -Empathy, etc.
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	Thinking skills - Cognitive Thinking Skills
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain Comprehension Strategies -Levels of Questioning
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	-Visual texts -Task cards -Reading - Speaking and listening Mental Health and Wellbeing
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	-Safety - Relationships Games and rules -Active Play

Part 4 - FOCUS: Appropriate Touch and Feel Safe Feel Right Strategies

BUZ OUTCOMES

SELF MANAGEMENT, SOCIAL AWARENESS, EMOTIONAL COMPETENCE, RESILIENCE

- Children are able to say, "Stop it! I don't like it!" assertively. Children are able to recognise the strategies the girl in the story used to protect herself.
- Children are able to expand their resources for keeping themselves safe. They can think about their 'go to' people when they are not feeling safe.

4.1-2 Story "The Right Touch" and Discussion

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	CASEL-Personal and Social Capability -Self Awareness
ACPPS004	Practice personal and social skills to interact positively with others	▪ Recognise emotions ▪ Recognise personal qualities and achievements
ACPPS005	Identify and describe emotional responses people may experience in different situations	▪ Understand themselves as learners ▪ Develop reflective practice
ACPPS006	Identify actions that promote health, safety and wellbeing	-Self Management ▪ Express emotions appropriately ▪ Develop self-discipline and set goals
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	▪ Become confident, resilient and adaptable
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	-Social Awareness ▪ Understand relationships
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	-Social management ▪ Communicate effectively ▪ Make decisions
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	Circle Time -BUZ circle skills

ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal-Experiential
ACPPS038	Investigate how emotional responses vary in depth and strength	Explicit teaching - Cues, questions, activating prior knowledge
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	-Effective questioning -Assertiveness
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Collaboration and Co-operation -Positive Interdependence
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	-Face-To-Face Interaction -Individual Accountability - Social Skills
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	-Group Processing Constructive Learning Strategies
ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	-reflective practice -collaborative construction of knowledge
ACELA1453	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	-Roleplays Teaching and Learning Strategies -Brainstorming/callout
ACELA1454	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	Comprehension Strategies -Levels of Questioning -Visual texts -Picture books
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	-Reading, Speaking and listening Communication skills -Oral *Speaking and listening -Interpersonal*Vocabulary -Body language
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	E.g.: Blooms * Affective Domain Mental Health and Wellbeing -Safety
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	-Relationships -Relationships and sexuality
ACELA1469	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words	-Protective behaviours Values and attitudes
ACELA1470	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suitaudience and purpose	
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	
ACELA1477	Examine how evaluative language can be varied to be more or less forceful	
ACELA1484	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	
ACELA1582	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences	
ACELE 1589	Compare opinions about characters, events and settings in and between texts	
ACELA 1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	
ACELY 1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	
ACELY 1670	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	

ACELY 1680	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	

Part 5 - FOCUS: Feel Safe Feel Right Strategies, Good/Bad Secrets, Support people

BUZ OUTCOMES

SELF MANAGEMENT, SOCIAL AWARENESS, EMOTIONAL COMPETENCE, RESILIENCE

- Children make a craft buggie and revise the six BUZ BUG safety strategies.
- Children recognise there are good and bad secrets and that you should always tell someone if you have been told a 'bad' secret.
- Children identify the people in their lives that they can turn to if they feel unsafe. Their "go to" people.

5.1 Making Buggies Part 1 - Strategies

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	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 Circle Time -BUZ circle skills Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal -Bodily*Kinesthetic -Logical Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning Constructive Learning Strategies -reflective practice -collaborative construction of knowledge -Models*Making using the technology process -Following a procedure Teaching and Learning Strategies -Inquiry Process -Task cards -Pictures and diagrams Comprehension Strategies -Levels of Questioning -Visual texts -Pictures and diagrams -Reading, Speaking and listening
ACPPS004	Practice personal and social skills to interact positively with others	
ACPPS005	Identify and describe emotional responses people may experience in different situations	
ACPPS006	Identify actions that promote health, safety and wellbeing	
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	
ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of	

TAG	AC Content Description	Explicit teaching & Theoretical Base
	address that vary according to the degree of formality in social situations	Communication skills -Oral *Speaking and listening -Interpersonal
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Thinking skills - Cognitive Thinking Skills
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	Mental Health and Wellbeing -Safety -Relationships
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	-Relationships and sexuality -Protective behaviours Values and attitudes
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	

5.2 Story "The Terrible Secret"

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practice personal and social skills to interact positively with others	CASEL-Personal and Social Capability -Self Awareness
ACPPS005	Identify and describe emotional responses people may experience in different situations	▪ Recognise emotions ▪ Recognise personal qualities and achievements
ACPPS006	Identify actions that promote health, safety and wellbeing	▪ Understand themselves as learners ▪ Develop reflective practice
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	-Self Management ▪ Express emotions appropriately
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	▪ Develop self-discipline and set goals ▪ Become confident, resilient and adaptable
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	-Social Awareness ▪ Understand relationships
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	-Social management ▪ Communicate effectively ▪ Make decisions
ACELA1469	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words	Circle Time -BUZ circle skills Multiple Intelligences
ACELA1453	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	-Linguistic -Visual* Spatial -Intrapersonal-Interpersonal-Experiential
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	Explicit teaching - Cues, questions, activating prior knowledge
ACELA1582	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences	-Effective questioning -Assertiveness
ACELA1589	Compare opinions about characters, events and settings in and between texts	Collaboration and Co-operation -Positive Interdependence
ACELA1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	-Face-To-Face Interaction -Individual Accountability
ACELA1454	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	- Social Skills -Group Processing Constructive Learning Strategies
ACELA1470	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suitaudience and purpose (	-reflective practice -collaborative construction of knowledge Teaching and Learning Strategies
ACELA1484	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	-Brainstorming/callout Comprehension Strategies
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	-Levels of Questioning -Visual texts -Picture books -Reading, Speaking and listening Communication skills
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	-Oral *Speaking and listening -Interpersonal*Vocabulary -Body language-Empathy Thinking skills
ACELA1462	Identify language that can be used for appreciating texts and the	- Cognitive Thinking Skills

	qualities of people and things	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain <u>Mental Health and Wellbeing</u> -Safety -Relationships -Relationships and sexuality -Protective behaviours <u>Values and attitudes</u>
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	
ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	
ACELY1670	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	
ACELY1680	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	

5.3 Making Buggies Part 2 – Our 'Go To' People

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practice personal and social skills to interact positively with others	<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 <u>Circle Time</u> -BUZ circle skills <u>Multiple Intelligences</u> -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal -Bodily*Kinesthetic -Logical <u>Explicit teaching</u> - Cues, questions, activating prior knowledge -Effective questioning <u>Constructive Learning Strategies</u> -reflective practice -collaborative construction of knowledge -Models*Making using the technology process -Following a procedure <u>Teaching and Learning Strategies</u>
ACPPS005	Identify and describe emotional responses people may experience in different situations	
ACPPS006	Identify actions that promote health, safety and wellbeing	
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	
ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	

ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	-Inquiry Process -Task cards -Pictures and diagrams Comprehension Strategies -Levels of Questioning -Visual texts -Pictures and diagrams -Reading, Speaking and listening Communication skills -Oral *Speaking and listening -Interpersonal Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain Mental Health and Wellbeing -Safety - Relationships -Relationships and sexuality -Protective behaviours Values and attitudes
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	

Part 6 - FOCUS: Practicing Feel Safe Feel Right Strategies

BUZ OUTCOMES

SELF MANAGEMENT, SOCIAL AWARENESS, EMOTIONAL COMPETENCE, RESILIENCE

- Children "feel" and understand situations through role play activities. Children can act out protective strategies. To allow children some free time to catch up on things in their journal and have some free journal writing or drawing.
- Children practice skills learned in previous parts of the program. Thinking skills, practicing strategies etc.

REFLECTION AND EVALUATION

Children revise and reflect on what they have learned.

6.1 Plastic Figurine Stories/Role Plays

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	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 Circle Time -BUZ circle skills Multiple Intelligences -Linguistic-Visual* Spatial -Intrapersonal-Interperssonal-Bodily*Kinesthetic-Logical-Experiential Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning Collaboration and Co-operation -Positive Interdependence -Face-To-Face Interaction
ACPPS004	Practice personal and social skills to interact positively with others	
ACPPS005	Identify and describe emotional responses people may experience in different situations	
ACPPS006	Identify actions that promote health, safety and wellbeing	
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	
ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	
ACELA1454	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1470	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suitaudience and purpose (	-Individual Accountability - Social Skills -Group Processing Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Teaching and Learning Strategies -Inquiry Process -Drama and Role plays -Simulation and modeling -Concrete materials *Plastic figures Comprehension Strategies -Levels of Questioning -Visual texts -Models -Reading, Speaking and listening Communication skills -Oral *Speaking and listening -Vocabulary -Body language -Empathy Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain Values and Attitudes Mental Health and Wellbeing -Safety -Relationships -Relationships and sexuality -Protective behaviours Games and Rules -Active play
ACELA1484	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	
ACELA1477	Examine how evaluative language can be varied to be more or less forceful	
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	

6.2 BUZ Buggie Game

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practice personal and social skills to interact positively with others	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 ▪ 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 Circle Time -BUZ circle skills Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-Interpersonal -Bodily*Kinesthetic -Logical
ACPPS005	Identify and describe emotional responses people may experience in different situations	
ACPPS006	Identify actions that promote health, safety and wellbeing	
ACPMP009	Participate in games with and without equipment	
ACPMP027	Create and participate in games with and without equipment	
ACPMP045	Practise and apply movement concepts and strategies with and without equipment	
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	
ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact	

	with others	
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	Collaboration and Co-operation -Positive Interdependence -Face-To-Face Interaction -Individual Accountability - Social Skills -Group Processing Explicit teaching - Cues, questions, activating prior knowledge -Effective questioning -Game Rules
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	Constructive Learning Strategies -reflective practice -collaborative construction of knowledge
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	-Group work -Team skills Teaching and Learning Strategies
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	-Collaborative game skills Communication skills
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	-Oral *Speaking and listening -Interpersonal-Body language*Social skills - Taking turns
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	Thinking skills - Cognitive Thinking Skills
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	-Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	Values and Attitudes Mental Health and Wellbeing -Safety -Relationships
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	-Protective behaviours Games and Rules -Active play
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	

6.3 Conclusion/Revision/reflection

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practice personal and social skills to interact positively with others	CASEL-Personal and Social Capability -Self Awareness ▪ Recognise emotions
ACPPS005	Identify and describe emotional responses people may experience in different situations	▪ Recognise personal qualities and achievements
ACPPS006	Identify actions that promote health, safety and wellbeing	▪ Understand themselves as learners ▪ Develop reflective practice
ACPMP009	Participate in games with and without equipment	-Self Management
ACPMP027	Create and participate in games with and without equipment	▪ Express emotions appropriately
ACPMP045	Practise and apply movement concepts and strategies with and without equipment	▪ Develop self-discipline and set goals ▪ Work independently and show initiative
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	▪ Become confident, resilient and adaptable
ACPPS021	Examine health messages and how they relate to health decisions and behaviours	-Social Awareness ▪ Appreciate diverse perspectives
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	▪ Contribute to civil society ▪ Understand relationships
ACPPS038	Investigate how emotional responses vary in depth and strength	-Social management ▪ Communicate effectively
ACPPS040	Describe strategies to make the classroom and playground healthy, safe and active spaces	▪ Work collaboratively ▪ Make decisions
ACELA1460	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	Circle Time -BUZ circle skills Multiple Intelligences -Linguistic -Visual* Spatial -Intrapersonal-
ACELA1461	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	Interpersonal -Bodily*Kinesthetic -Logical Collaboration and Co-operation -Positive Interdependence
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	-Face-To-Face Interaction -Individual Accountability - Social Skills
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	-Group Processing Explicit teaching
ACELA1444	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others	- Cues, questions, activating prior knowledge -Effective questioning

ACELA1454	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	Constructive Learning Strategies -reflective practice -collaborative construction of knowledge Teaching and Learning Strategies Comprehension Strategies -Levels of Questioning -Visual texts -Task cards -Reading -Speaking and listening -Posters and diagrams Communication skills -Oral *Speaking and listening -Interpersonal Thinking skills - Cognitive Thinking Skills -Strategic/Reflective Thinking Skills E.g.: Blooms * Affective Domain Values and Attitudes Mental Health and Wellbeing -Safety -Relationships -Relationships and sexuality -Protective behaviours Games and Rules -Active play
ACELA1470	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suitaudience and purpose (	
ACELA1484	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	
ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	
ACELA1476	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	
ACELY1596	Draw connections between personal experiences and the worlds of texts, and share responses with others	
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	
ACELY1676	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACELY1789	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	
ACELY1792	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch & volume	