



YEAR 2-3 LIFE SKILLS PROGRAM

Program Outcomes Alignment to Australian and Western Australian Curriculum

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

Session 1 - FOCUS: Self Respect and Connecting

BUZ OUTCOMES

- Children learn circle skills and learn how to cooperate with others in the BUZ circle.
- The skills include eye contact, listening, speaking, thinking, focusing.

SELF CONCEPT AND SELF RESPECT

- Children recognise and appreciate their strengths and those of others in the group, helping with a positive self image.
- Children recognise that we are all special and different in our own way and focus on their strengths
- Children identify their strengths and the activities and interests that they enjoy.

1.1 Introduction:

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL : <u>Self -awareness</u> - Recognise emotions <u>Social Awareness</u> <u>Circle time</u> – Constructivism; Positive Psychology; Ecological Systems <u>Cognitive Thinking Skills</u> - Bloom 's Knowledge and comprehension <u>Communication Skills</u> - Active Listening Skills - Speaking and Listening <u>Child protection</u> - Help-seeking behaviour
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	
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	
ACPPS017	Practice strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	

1.2 Teddy Toss

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL : <u>Self -awareness</u> -Recognise emotions <u>Social Awareness</u> <u>Icebreakers-</u> Strategies for forming groups <u>Team Building Skills</u> Comprehension Strategies <u>Game skills</u> -Hand eye coordination <u>Having Fun</u> <u>Listening</u> <u>Comprehension</u>
ACPMPO31	Propose a range of alternatives and test their effectiveness when solving movement challenges	
ACPMPO27	Create and participate in games with and without equipment	
ACELY1666	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	
ACPPS033	Explore how success, challenge and failure strengthen identities	

1.3 BUZ Circle Skills Flash Cards		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	Circle Time: -Eye contact -Listening -Speaking -Thinking -FOCUS <u>Cooperation skills</u> <u>Communication Skills</u> CASEL: <u>Self Awareness and Social Awareness –</u> <u>Personal and Social Skills</u> -Respect -Manners -Personal safety -Cooperation -Conversations -Concentration -Empathy <u>Comprehension Strategies</u> -Levels of Questioning <u>Thinking Skills</u> <u>EQ, IQ, SQ</u> <u>Vocabulary</u> <u>Personal identity</u> <u>Achievement</u> <u>Resilience</u>
ACPPS004	Practise personal and social skills to interact positively with others	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	
ACPPS019	Describe ways to include others to make them feel they belong	
ACPPS022	Explore actions that help make the classroom a healthy, safe & active place	
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	
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	
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	
1.4 Kids Strengths		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self Awareness</u> <u>Self-management</u> <u>Social Awareness</u> <u>Strength based learning</u> -Personal strengths -Personal development -Resilience -Life skills -“I statements” <u>Mental Health and wellbeing</u> <u>Relationship Skills</u> <u>Different types of text:</u> NB: Strength Cards and picture books
ACPPS001	Identify personal strengths	
ACPPS015	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	
ACPPS038	Investigate how emotional responses vary in depth and strength	
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	
1.5 I’m Gonna Like Me		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self Awareness</u> <u>Self-management</u> <u>Social Awareness</u> <u>Social Management</u> <u>Communication skills</u> -Communicate feelings -Negotiation -Commands <u>Social Development</u> -Attitude <u>Cognitive Thinking Skills</u> <u>Critical and creative thinking</u> -Reasoning and decision making <u>Literacy</u> -Word meanings _Different types of text: NB: Strength Cards and picture books <u>Comprehension</u> -Questioning skills -Questions (Sentences) <u>EQ</u> -Self belief -Self confidence
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACPPS020	Identify and practise emotional responses that account for own and others’ feelings	
ACPPS015	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	
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	
1.6 Kid’s Strength collage with stickers		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self Awareness</u> <u>Self-management</u> <u>Social Awareness</u> <u>Social Management</u> <u>Mental health and well being</u> -Personal strengths -Resilience -Safety -Relationships <u>Reading Comprehension</u> Decision Making
ACPPS020	Identify and practise emotional responses that account for own and others’ feelings	
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	

Session 2 - FOCUS: Friendships – Relationship Skills

BUZ OUTCOMES

- Children recognise that it is just as much fun to invite people in and have no one 'get out' in a game.
- Playing with others in a friendly way is important.
- Children recognise that all people need friends and someone to care, just as they do and that it takes certain elements to make a good friend.
- Children recognise the attributes in themselves and others that go towards creating successful friendships.
- Children are able to identify and use the 5 SNACK friendship making strategies. Smile, Name, Ask, Care (Share and be Fair), Keep.

2.1 Friendship Islands

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self Awareness</u> <u>Self-management</u> <u>Social Awareness</u> <u>Social Management</u> <u>Mental health and well being</u> -Personal strengths -Resilience -Relationships <u>Games</u> -Rules <u>Literacy</u> -Language modes - Word meanings <u>Music</u> -Music performance, Improvisation
ACPPS019	Describe ways to include others to make them feel they belong	
ACELA1428	Explore how language is used differently at home and school depending on the relationships between people	

2.2 Friendship Making Story

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self Awareness</u> <u>Literacy</u> : - Picture Books (Zoobots, Robots and Personality) <u>Humour</u> -Friendship and Social Inclusion <u>Critical and Creative Thinking</u> <u>Sustainability</u> -Recycling, Reusing, Reducing
ACPPS033	Explore how success, challenge and failure strengthen identities	
ACELA1463	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	

2.3 How to Make Friends

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self Awareness</u> <u>Self-management</u> <u>Social Awareness</u> <u>Literacy</u> - Comprehension -Speaking and listening skills <u>Mental Health and Wellbeing</u> - Personal Attributes <u>Intercultural understanding</u> -Cultural diversity -Empathy -Tolerance -Respect - Positive relationships <u>Visual Arts</u> -Posters
ACPPS024	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected	
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	

2.4 Friends Song

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS001	Identify personal strengths	CASEL: <u>Self Awareness</u> <u>Self-management</u> <u>Social Awareness</u> <u>Social Management</u> <u>Critical and Creative Thinking</u> <u>Music</u> -Musical elements -Ear training -Music performance -Music knowledge and skills -Music for mood <u>Life Skills</u> -Personal identity -Achievement <u>Literacy</u> -Speaking and Listening skills -Levels of Questions -Listen and respond -vocabulary <u>Numeracy</u> -patterns and relationships
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	
ACELT1592	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	
ACAMUM080	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion	
ACAMUM084	Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns	
ACAMUM085	Practice singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community	

2.5 SNACK Friends Acronym		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS004	Practice personal and social skills to interact positively with others	CASEL: <u>Self-awareness</u> -Recognise emotions <u>Self-management</u> -Express emotions appropriately <u>Social management</u> -Communicate effectively <u>ACRONYMS</u> <u>Literacy</u> -Speaking and Listening skills -Listen and respond -vocabulary -Reviewing (Texts) -Recall <u>Friendship strategies and vocabulary</u> -Friendship -Marginisation -Social competence <u>Emotions</u>
ACPPS019	Describe ways to include others to make them feel they belong	
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	
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	

Session 3 - FOCUS: Friendships – Relationship skills – Feelings Management

BUZ OUTCOMES

- Racap Friendship Skills

EMOTIONAL COMPETENCE

- Children can identify different types of feelings and can use clues to work out how others are feeling.
- Learn appropriate ways of expressing their feelings using “I messages”.
- Children are able to identify the different feelings.

3.1 SNACK Recap

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS005	Identify and describe emotional responses people may experience in different situations	CASEL: <u>Self-awareness</u> Recognise emotions <u>Self-management</u> Express emotions appropriately <u>Social management</u> Communicate effectively <u>Emotions</u> <u>Literacy</u> -Speaking and listening -Learning Area Vocabulary -Reviewing (Texts) -Recall information <u>ACRONYMS</u> <u>Life Skills</u> -Personal identity -Achievement -Friendship strategies <u>Games</u> -play
ACPPS015	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities	
ACPPS022	Explore actions that help make the classroom a healthy, safe & active place	
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	
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 Feelings Detectives

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACPPS001	Identify personal strengths	CASEL: <u>Self-awareness</u> <u>Self-management</u> <u>Social awareness</u> Strength based learning -Personal strengths
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	
ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	

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ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	-Personal development -Resilience -Life skills -Trust -Help-seeking behaviour
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	Emotions -Describing personal feelings -“I statements”
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	Life skills: -Personal identity -Achievement -Resilience
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	Critical and Creative Thinking : <u>Inquiring – identifying, exploring and</u>
ACPPS004	Practise personal and social skills to interact positively with others	<u>organising information and ideas</u>
ACPPS005	Identify and describe emotional responses people may experience in different situations	-Identify and clarify information and ideas Organise and process information
ACPPS020	Identify and practise emotional responses that account for own and others’ feelings	
ACPPS033	Explore how success, challenge and failure strengthen identities	
3.3 The Way I Feel		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> -Recognise personal qualities and achievements
ACPPS001	Identify personal strengths	-Develop reflective practice
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	<u>Self-management</u> -Express emotions appropriately
ACPPS004	Practise personal and social skills to interact positively with others	<u>Social management</u> -Communicate effectively
ACPPS019	Describe ways to include others to make them feel they belong	<u>Social awareness</u> Personal identity
ACPPS020	Identify and practise emotional responses that account for own and others’ feelings	-Achievement -Resilience -Trust -Help-seeking behaviour
ACPPS033	Explore how success, challenge and failure strengthen identities	Group discussion -Personal expression - Personal responses
ACELT1577	Respond to texts, identifying favourite stories, authors and illustrators	Literacy: <u>Grammar knowledge</u> -Express opinion and point of view
ACELT1783	Share feelings and thoughts about the events and characters in texts	-Word Knowledge -Imaginative texts
ACELT1590	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences	Personal responses Critical and Creative Thinking
3.4 Feelings Detectives 2		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> <u>Self-management</u>
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	<u>Social awareness-</u> <u>Social management</u>
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	-Communicate effectively -Negotiate and resolve conflict
ACPPS019	Describe ways to include others to make them feel they belong	Literacy: -Comprehending texts -Word Knowledge
ACPPS020	Identify and practise emotional responses that account for own and others’ feelings	Values -Exploring values, rights and responsibilities
ACPPS024	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected	<u>Celebrations</u> <u>Cultural diversity</u> -Respect -Trust -Help-seeking behaviour
ACPPS034	Explore strategies to manage physical, social and emotional change	<u>Social competence</u> -Assertiveness -Refusal skills
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	<u>Child protection</u> -Help-seeking behaviour <u>Personal responses</u>
ACELA1783	Share feelings and thoughts about the events and characters in texts	-Emotions -Nonverbal communication
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	<u>Describing personal feelings</u> -I statements... -Physical characteristics -Resilience

Session 4 - FOCUS: Feelings Management

BUZ OUTCOMES

EMOTIONAL COMPETENCE

- Children are able to accept that feelings are a part of life and are not "bad" and that they can understand how they are feeling.
- Children identify several situations that can lead them to feel really angry and ways they can handle their anger.
- Children consolidate the strategies they use to manage their feelings and handle their anger.
- Finding appropriate outlets for strong feelings.
- Learn and practice the 'BUZ Feelings Management Creed'.

4.1 Handling Your Feelings

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> -Recognise emotions <u>Self-management</u> -Express emotions appropriately <u>Social management</u> -Communicate effectively <u>Social awareness</u> -Understand relationships -Reasoning in decision making and actions <u>Grammar knowledge</u> -Express opinion and point of view - Reviewing (Texts) <u>Word meanings</u> <u>Attitudes and values</u> -Exploring values, rights & responsibilities <u>Anger management</u> <u>Emotional Intelligence</u> <u>Personal identity-</u> -Physical characteristics -Resilience <u>Emotions</u> <u>Nonverbal communication</u>
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACPPS033	Explore how success, challenge and failure strengthen identities	
ACPPS034	Explore strategies to manage physical, social and emotional change	
ACELA1462	Identify language that can be used for appreciating texts and the qualities of people and things	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	

4.2 Handling Your Feelings Creed

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> <u>Self-management</u> <u>Social management</u> -Communicate effectively -Negotiate and resolve conflict <u>Friendship</u> <u>Social Competence</u> <u>Empathy</u> <u>Grammar knowledge</u> Express opinion and point of view <u>Emotions</u> Nonverbal communication <u>Values</u> -Exploring values, rights and responsibilities <u>Attitudes</u> <u>Word meanings</u> <u>Physical characteristics</u> <u>Resilience</u>
ACPPS004	Practise personal and social skills to interact positively with others	
ACPPS019	Describe ways to include others to make them feel they belong	
ACPPS020	Identify and practise emotional responses that account for own and others' feelings	
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACPPS034	Explore strategies to manage physical, social and emotional change	
ACELT1783	Share feelings and thoughts about the events and characters in texts	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	
ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	
ACELA1489	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	

Session 5 - FOCUS: Conflict Resolution

BUZ OUTCOMES

- Children recognise that conflict occurs in friendships, that it is a natural part of life and that it can be solved.
- Children recognise what causes conflict in their lives.
- Children practice and commit to memory the steps of the BUZ Hopscotch Method of Conflict Resolution.
- Children practice conflict resolution skills focusing on real life examples.

5.1 How to solve fights with friends

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> <u>Self-management</u> <u>Social management</u> -Communicate effectively -Negotiate and resolve conflict <u>Social awareness</u> -Understand relationships -Reasoning in decision making and actions <u>Personal Responses</u> <u>Friendship</u> <u>Social Competence</u> <u>Literacy:</u> -Comprehending through listening, reading and viewing <u>Critical and Creative Thinking</u> -Inquiring -identifying, exploring and organizing information and ideas -Identify and clarify information and ideas -Generating ideas, possibilities & actions -Consider alternatives -Reflecting on thinking and processes -Reflect on processes
ACPPS004	Practise personal and social skills to interact positively with others	
ACPPS019	Describe ways to include others to make them feel they belong	
ACPPS034	Explore strategies to manage physical, social and emotional change	
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	
ACELT1783	Share feelings and thoughts about the events and characters in texts	

5.2 What Causes Fights

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-management</u> -Work independently and show initiative -Express emotions appropriately -Develop self-discipline and set goals <u>Social awareness</u> -Appreciate diverse perspectives <u>Social management</u> -Communicate effectively -Work collaboratively -Make decisions <u>Trust</u> <u>Help-seeking behaviour</u> <u>Speaking</u> -Personal responses <u>Comprehension</u>
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	
ACELY1646	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	
ACELY1784	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	
ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	
ACPMPO32	Identify rules and fair play when participating in physical activities	

5.3 Hopscotch Method of Conflict Resolution

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-management</u> -Express emotions appropriately <u>Self-awareness</u> -Recognise emotions -Recognise personal qualities and achievements <u>Ethical Understanding</u> -Reasoning in decision making and actions <u>Help-seeking behaviour</u> <u>Assertiveness</u> <u>Social competence</u> <u>Child protection</u> <u>Refusal skills</u>
ACELA1429	Understand that language can be used to explore ways of expressing needs, likes and dislikes	
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	

5.4 Role Playing with mini Hopscotch

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u>

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ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	<u>Self-management</u> <u>Social awareness</u> <u>Social Management</u>
ACADRM027	Explore role and dramatic action in dramatic play, improvisation and process drama	<u>Literacy:</u> -Word Knowledge
ACADRM032	Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place	-Comprehending texts through listening, reading and viewing
ACPPS033	Explore how success, challenge and failure strengthen identities	<u>Strength based learning</u>
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	<u>Personal strengths</u> <u>Personal development</u>
ACPPS038	Investigate how emotional responses vary in depth and strength	<u>Resilience</u> <u>Life skills</u> "I statements" <u>Mental Health and wellbeing</u> <u>Relationship Skills</u>

5.5 Hopscotch Method Stickers

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-management</u> Work independently and show initiative <u>Sequencing Inquiry</u> <u>Comprehension Skills</u> <u>Numeracy:</u> Recognising and using patterns and relationships
ACELA1435	Recognise that sentences are key units for expressing ideas	
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	
ACHASSI004	Sequence familiar objects and events	

Session 6 - FOCUS: Reconciliation

BUZ OUTCOMES

- Children realise that they can say sorry anywhere in the 'hopscotch' & that the whole process is a way of saying sorry
- Children understand the power behind saying sorry and that it is an important step in repairing friendships
- Children develop an understanding of forgiveness being 'like glue that repairs a broken friendship' and realise the importance of forgiveness in healing relationships

6.1 Solving Fights and Saying Sorry

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> <u>Self-management</u> <u>Social awareness</u> <u>Social management</u> <u>Literacy</u> -Comprehending texts through listening, reading and viewing -Word Knowledge <u>Decision making</u> <u>Human movement</u> <u>Problem solving</u> <u>Resilience</u> <u>Personal responses</u> <u>Trust Help-seeking behaviour</u>
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	
ACPMPO31	Propose a range of alternatives and test their effectiveness when solving movement challenges	
ACELT1596	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	

6.2 Arnie and Frank Hopscotch

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-management</u> <u>Self-awareness</u> <u>Social awareness</u> <u>Trust</u> <u>Attitudes</u> <u>Reading comprehension</u>
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	
ACELT1583	Express preferences for specific texts and authors and listen to the opinions of others	
ACELY1650	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	

6.3 Story 'Sorry' and Song

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> <u>Self-management</u>

ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	<u>Social management</u> <u>Social awareness</u> <u>Literacy:</u> -Text knowledge -Grammar knowledge -Word Knowledge
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	<u>Critical and Creative Thinking</u> <u>Protective behaviours</u> -Trust -Help-seeking behaviour
ACPPS033	Explore how success, challenge and failure strengthen identities	<u>Personal identity</u> <u>Achievement</u> <u>Resilience</u>
ACHASSI077	Examine information to identify different points of view and distinguish facts from opinions	
6.4 Forgiveness (Reconciliation)		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> <u>Social awareness</u> -Appreciate diverse perspectives -Understand relationships
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	<u>Social management</u> -Work collaboratively
ACPPS024	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected	<u>Mental Health and Wellbeing</u> <u>Inquiring</u> – identifying, exploring and organising information and ideas
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	<u>Celebrations</u> <u>Cultural diversity</u> -Empathy -Tolerance -Respect

Session 7 - FOCUS: Self Confidence and Problem Solving

BUZ OUTCOMES

BULLY-PROOFING

- Children identify bullying behaviour and begin the progress of thinking of strategies.
- Children learn and practice the first 3 of the BUZ Gimme 5 bully-proofing strategies - WALK , TALK, GET HELP.

7.1 Bully-proofing and self-confidence

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> <u>Self-management</u> <u>Social awareness</u> -Appreciate diverse perspectives -Understand relationships
ACPPS033	Explore how success, challenge and failure strengthen identities	<u>Social management</u> -Work collaboratively
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	<u>Personal identity</u> <u>Achievement</u> <u>Resilience</u> <u>Assertiveness</u> <u>Social competence</u> <u>Cultural diversity</u> -Empathy -Tolerance -Respect
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	

7.2 Bully-proofing strategy - WALK

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> <u>Self-management</u> <u>Social awareness</u> -Understand relationships
ACPPS006	Identify actions that promote health, safety and wellbeing	<u>Health promotion</u> <u>Mental Health and Wellbeing</u> <u>Personal identity</u> <u>Achievement</u> <u>Resilience</u> <u>Trust</u> <u>Help-seeking behaviour</u> <u>Assertiveness</u> <u>Social competence</u> <u>Child protection</u> <u>Refusal skills</u> <u>Safety</u>
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACPPS033	Explore how success, challenge and failure strengthen identities	
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	

7.3 Bully-proofing strategy - TALK		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> -Recognise personal qualities & achievements -Understand themselves as learners -Develop reflective practice <u>Self-management</u> -Express emotions appropriately -Develop self-discipline and set goals -Work independently and show initiative -Become confident, resilient and adaptable <u>Social awareness</u> -Understand relationships -Appreciate diverse perspectives <u>Social management</u> -Communicate effectively Work collaboratively <u>Critical and Creative Thinking</u> -Inquiring – identifying, exploring and organising information and ideas -Generating ideas, possibilities and actions <u>Personal identity</u> <u>Resilience</u> <u>Assertiveness</u> <u>Social competence</u>
ACPPS033	Explore how success, challenge and failure strengthen identities	
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	
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	
7.4 Bully-proofing strategy – GET HELP		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-management</u> <u>Self-awareness</u> <u>Social awareness</u> -Understand relationships <u>Personal identity Achievement</u> <u>Resilience</u> <u>Assertiveness</u> <u>Social competence</u> <u>Refusal skills</u> <u>Friendship</u> <u>Protective behaviours</u> -Trust -Help-seeking behaviour <u>Child protection</u> <u>Safety</u> <u>Wellbeing</u> <u>Health promotion</u> <u>Critical and Creative Thinking</u> -Inquiring – identifying, exploring and organising information and ideas -Generating ideas, possibilities and actions
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	
ACPPS004	Practise personal and social skills to interact positively with others	
ACPPS017	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	
ACPPS033	Explore how success, challenge and failure strengthen identities	
ACPPS035	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	
ACPPS036	Identify and practise strategies to promote health, safety and wellbeing	
7.5 Bully-proofing workbook and song		
TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-management</u> -Work independently and show initiative -Express emotions appropriately -Develop self-discipline and set goals <u>Self-awareness</u> -Recognise emotions -Recognise personal qualities & achievements -Understand themselves as learners -Develop reflective practice <u>Social awareness</u> -Appreciate diverse perspectives -Understand relationships <u>Social management</u> -Work collaboratively <u>Protective behaviours</u> -Trust -Help-seeking -behaviour <u>Personal identity</u> <u>Achievement</u> <u>Cultural diversity</u> -Empathy -Tolerance -Respect <u>Music</u>
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	
ACPPS019	Describe ways to include others to make them feel they belong	
ACPPS033	Explore how success, challenge and failure strengthen identities	
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	

Session 8 - FOCUS: Self Confidence and Problem Solving, celebration, cooperation and wrap up
BUZ OUTCOMES
BULLY-PROOFING

- Children develop techniques for the other two BUZ Gimme 5 bully-proofing tactics - 'bounce backs' and for building up their 'bully shields'
- Consolidate all the learning and experience together
- Celebration of the outcomes of the program

8.1 Bully-proofing workbook and song

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> -Understand themselves as learners -Develop reflective practice <u>Self-management</u> -Work independently and show initiative -Become confident, resilient and adaptable -Work collaboratively <u>Social awareness</u> -Appreciate diverse perspectives -Understand relationships <u>Protective behaviours</u> -Trust -Help-seeking behaviour <u>Cultural diversity</u> -Empathy -Tolerance -Respect -Music <u>Critical and Creative Thinking</u> -Identify and clarify information and ideas -Organise and process information -Generating ideas, possibilities and actions -Consider alternatives -Reflect on processes -Apply logic and reasoning -Draw conclusions & design a course of action
ACPPS003	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	
ACPPS055	Practise skills to establish and manage relationships	
ACPPS060	Identify how valuing diversity positively influences the wellbeing of the community	
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	

8.2 Final Wrap up and celebration

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> -Understand themselves as learners -Develop reflective practice <u>Self-management</u> -Work independently and show initiative -Become confident, resilient and adaptable -Express emotions appropriately <u>Social awareness</u> -Understand relationships <u>Social management</u> -Make decisions -Work collaboratively -Negotiate and resolve conflict -Work collaboratively <u>Numeracy</u> -Recognising and using patterns and relationships -Using spatial reasoning <u>Literacy</u> -Word Knowledge -Understand learning area vocabulary -Use language to interact with others <u>Critical and Creative Thinking</u> -Generating ideas, possibilities and actions -Reflecting on thinking and processes
ACPMP008	Practise fundamental movement skills and movement sequences using different body parts	
ACPMP009	Participate in games with and without equipment	
ACPMP011	Identify and describe how their body moves in relation to effort, space, time, objects and people	
ACPMP012	Cooperate with others when participating in physical activities	
ACPMP014	Follow rules when participating in physical activities	
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	
ACPPS024	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected	
ACPMP031	Propose a range of alternatives and test their effectiveness when solving movement challenges	
ACPPS037	Describe how respect, empathy and valuing diversity can positively influence relationships	
ACPPS041	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing	

8.3 Parachute Games

TAG	AC Content Description	Explicit teaching & Theoretical Base
ACELA1446	Understand that there are different ways of asking for information, making offers and giving commands	CASEL: <u>Self-awareness</u> -Understand themselves as learners -Develop reflective practice <u>Self-management</u> -Work independently and show initiative
ACPMP008	Practise fundamental movement skills and movement sequences using different body parts	
ACPMP009	Participate in games with and without equipment	

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ACPMP011	Identify and describe how their body moves in relation to effort, space, time, objects and people	-Become confident, resilient and adaptable -Express emotions appropriately
ACPMP012	Cooperate with others when participating in physical activities	- Develop self-discipline and set goals -Express emotions appropriately
ACPMP013	Test possible solutions to movement challenges through trial and error	<u>Social awareness</u>
ACPMP014	Follow rules when participating in physical activities	-Appreciate diverse perspectives -Understand relationships
ACPPS022	Explore actions that help make the classroom a healthy, safe and active place	<u>Social management-</u> -Make decisions -Work collaboratively
ACPMP025	Perform fundamental movement skills in a variety of movement sequences and situations	-Negotiate and resolve conflict <u>Numeracy</u>
ACPMP027	Create and participate in games with and without equipment	-Recognising & using patterns & relationships
ACPMP028	Discuss the body's reactions to participating in physical activities	-Using spatial reasoning <u>Literacy</u>
ACPMP029	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences	-Understand learning area vocabulary -Use language to interact with others
ACPMP030	Use strategies to work in group situations when participating in physical activities	<u>Critical and Creative Thinking</u> -Inquiring -identifying, exploring and organising information and ideas
ACPMP031	Propose a range of alternatives and test their effectiveness when solving movement challenges	-Generating ideas, possibilities and actions -Reflecting on thinking and processes
ACPMP032	Identify rules and fair play when participating in physical activities	<u>Games</u> -Creativity -Decision making -Trial and Error
ACPMP045	Practise and apply movement concepts and strategies with and without equipment	-Problem solving -Group dynamics <u>Physical activity</u>
ACPMP050	Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities	-Sports -Fair play -Sports rules -Fundamental movement skills -Recreation -Cooperation -Group dynamics -Resilience -Movement pathways