

Welcome back to our afternoon session

This is where you get introduced to the EARLY LEARNERS' program

CLICK

But, first may I steal a few minutes?

You may not know that the 48 *What's the Buzz?* lessons, over 3 programs, are supported by a deep selection of online resources.

You can always access the website yourself, so this is a very quick tour.

Here's a screenshot of the HOME PAGE

It offers background on each of the programs Why they were developed and how they fit together.

CLICK

This page is second from the top on the menu – it's "A GUIDE to the program".

There's plenty to work through and it steps you through the resources available on line.

CLICK

The site contains 4 Online TRAINING MODULES

These take about 2 hours to complete and give automatic online accreditation.

The TRAINING MODULES are ideal for educators wishing to run a program but are not able to join our [Training Days](#).

The TRAINING MODULES are equally useful for facilitators wishing to gain a deeper appreciation of the program and how to work more relationally with young people.

A site licence provides access to the 96 FULL COLOUR ARCHIE IMAGES from all 3 programs to fill your screens; Here are 2 from; the EARLY LEARNERS

This one is from Lesson 6 : Making it better. In this story, Archie has a strong disagreement with his best friend Tobias

CLICK

Here's Archie and Tobias using a relational style of language to sort out their differences.

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These images are from the revised edition for PRIMARY STUDENTS

These come from Lesson 9 - Feelings and Wellbeing

Here's Oliver' losing it' because life is too demanding for him at the moment.

CLICK

Here's Oliver taking a moment with Maurice, the best school support officer, ever!

Maurice introduces the idea of mindfulness.

This helps Oliver to STOP and sort out a few priorities.

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Finally, here are 2 images from; What's the Buzz with Teenagers? There are 32 coloured images altogether in this program

This one comes from; Lesson 4; balancing social media

Archie upset over what's being posted

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And, later he takes his frustration out on his mum and feels awful about it.

There's also the option of accessing audio and having the authors read each Archie story to students.

Late last year, 'Archie's BIG BOOK of Friendship Adventures' went digital.

The entire book, every page, with some clever animations are available to our members.

CLICK

When online go to DOWNLOADS and print role-play cards, achievement and graduation certificates, worksheets and every photocopiable within the book.

This makes it so much easier to gather your resources together and tailor make them before embarking on the program.

These are a small sample from the EARLY LEARNERS

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Here's a selection of DOWNLOADABLE resources from the Revised Primary Program

CLICK

And, these are a small sample from the TEENAGE Program

We also provide PRE-GROUP social functioning surveys for TEACHERS, PARENTS and STUDENTS

The TEACHER PRE group version is on screen, from the PRIMARY program.

We then compare the PRE-GROUP results with the POST- GROUP results.

These results help to accumulate hard data for those at risk and vulnerable children in our care.

We do not survey every child!

CLICK

By entering the PRE and POST GROUP social functioning data on a specialised facility on the website you'll receive this form of visual information.

In a blink, you can see where progress has been made, and where future work remains

CLICK

Registration provides 4 social skills games for children to play together online.

I'll show you 2.

This one is scrapbook

In this one there are 5 scenarios to read to students.

This is Jack's scenario.

As the story is read, students look at a number of images of Jack – each one shows a different expression.

Their task is to work with each other, choose the right expression to fit the emotion Jack is probably feeling in the story, and sequence them

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Finally, at the end of every lesson there's a section called, 'After the Buzz, social thinking ideas for parents and caregivers'.

These are offered as 32 separate Microsoft Word documents so they can be edited and distributed to parents as handouts, or be included in your school's or class' or organisation's newsletter.

CLICK

Schools and organisations can purchase a site licence allowing everyone onsite to access the website using their own names and password.

Initial online registration is \$400.

Annual renewal is \$150.

I've kept it brief because you can easily follow up yourself.

Do you have any questions?

Next, for a real change in pace, let's hop into Lesson 13 together from the Early Learners program.

Saying No (or learning to be assertive)

CLICK

Key social principles from this lesson include;

- *Teaching children how-to say, "No" - respectfully and assertively - when something isn't right or doesn't feel right.*
- *Distinguishing between a promise and a secret*
- *That secrets and promises that are forced should never be kept*
- *Protective behaviours - we alert children that they have our permission to stay safe and speak up.*

CLICK

Here's the Archie pre-story image to go with this lesson.

There are 2 images, for each of the 48 lessons, that will fill your screen just like this.

They can be down loaded from the WTB website for the children to see as you read.

Oh, you might appreciate that you can download our audio too, and we'll read to your children!

As mentioned earlier, we have converted 'Archie's BIG BOOK of Friendship Adventures' to a digital format that you can read from screen.

Here are some pages I've copied from the website for you.

CLICK

I'll read the story from this digital version of 'Archie's BIG BOOK' to you.

Here we go!

CLICK

The library was where Archie wanted to be this afternoon because he loved seeing the new books and borrowing them.

The librarian, Ms Maccie, sat in her red swivel chair while Archie and his class sat spellbound listening to another new story.

As Ms Maccie was reading, Archie saw Charlie take a book called Emergency Helicopters from the pile of books on the floor.

It was Charlie and Archie's favourite book because it had great action photos of helicopters saving people's lives.

Charlie silently flicked through the pages.

Suddenly, Archie heard a slow tear...and then another tear...and another!

Archie couldn't believe his eyes.

Charlie was softly tearing pages from the book, folding them up and stuffing them into his shirt pocket.

Charlie and Archie's eyes met. Embarrassed, they quickly looked away from each other.

Archie knew that no matter how much you liked a picture in a book, you never tear pages out.

Later, when everyone was borrowing their books Archie decided to be brave.

He went up to Charlie and said, "Hey Charlie? I saw you tearing those pages from the book."

Charlie's face went as red as a beetroot.

He shot a stare at Archie and said, "It's a secret, Archie! Don't you tell anyone, or I'll say you made me do it!"

CLICK

Then, Charlie grabbed Archie hard on his shoulders and said, "You promise? It's our secret, okay?"

Archie felt scared. Charlie was his friend, so Archie gave in and said, "Okay, I won't tell!"

"So that's a promise! Now you can't break it." Charlie replied.

As soon as Ms Maccie finished helping the children borrow their books, she gathered them together and whispered, “Last week I promised a surprise, do you remember what it was?”

Everyone shuffled with eagerness.

“Well, in a few moments, the author of Emergency Helicopters is coming to talk to us!”

The class gasped with excitement. As the writer walked in everyone clapped hard.

The children moved in close and sat on the floor.

Ms Maccie took the book from the floor and handed it to him ready for his special talk about his very special book.

When he opened it, he noticed some of the pages had been torn out.

CLICK

Archie and Charlie were the only ones who knew what had happened.

Archie felt Charlie’s strong, angry eyes on him. Archie looked down. No one spoke.

Ms Maccie asked if anyone knew how this had happened, but Archie said nothing.

He kept the promise he’d made to Charlie. Archie felt sick as he saw the shock on everyone’s faces.

“Tell me, what’s the secret in the story?”

“Put your hand up if you think should Archie keep it?”

“Who thinks Archie should not keep the secret?”

“Why?” Because you’d never keep a secret based on someone making you, or telling you that you must!

“What should he do?”

“Do you think Archie was brave talking to Charlie?”

Me too. I think he tried to be ASSERTIVE.

He tried to talk with Charlie.

CLICK

We say, Archie acted like a *Wise Owl*.

A *Wise Owl* is ASSERTIVE.

***Wise Owl* tries to talk about a problem and tries to find a way to fix it.**

***Wise Owl* tries to use words that are honest, kind and likely to be helpful.**

When *Wise Owl* can’t fix it, then they’ll take it to a trusted adult.

I’ll show you what a *Wise Owl* looks like... “hoot, hoot”

Now do it with me! Well done!

There are 2 other ways people think and behave when trying to solve tricky problems;

Some become; 'Angry Bulls' and deal with problems by huffing, puffing, pushing and fighting to get their way.

Angry Bull will crash and bash with loud nasty words that do a lot of damage.

I'll show you what an "Angry Bull" looks like... "roar, roar"

Can you do it with me! Well done!

CLICK

Others don't do anything because they behave like Scared, Squeaky Mice - they don't face problems, don't say much and run away with their little eyes cast down and hide shivering.

I'll show you what a 'Scared, Squeaky Mouse' looks like... "squeak, squeak"

Can you do it with me! Well done!

CLICK

Here are the role-play cards for this lesson on screen.

But, you won't need them as I have a clever idea for you!

Today, I'd like you to choose a number.

Choose one number between, or including, 1 to 8.

Got one? Wait.

Okay, you are committed – no changing your mind now!

On screen you can see that the number you chose is next to your role-play.

Who chose 1? - Can one of you tell, or show me, how a 'Wise Owl' would attempt to solve the problem.

Can one of you tell, or show me, how a 'Scared, Squeaky Mouse' would attempt to deal with the problem

Who chose 4? - Can one of you tell, or show me, how a 'Wise Owl' would attempt to solve this problem.

Can one of you tell, or show me, how an 'Angry Bull' would attempt to deal with the problem

What becomes very apparent to the children is that each of these approaches offer a very different kind of outcome.

They also quickly link the notion that being angry attracts anger.

While being assertive can calm a situation and find a better resolution, being BOTH – STRONG and KIND – takes practice.

Who chose 6? - Can one of you tell, or show me, how a 'Wise Owl' would attempt to solve this problem.

Can one of you tell, or show me, how an 'Angry Bull' would attempt to deal with the problem

Finally, who chose 7? -

Can one of you tell, or show me, how a 'Wise Owl' would attempt to solve this problem.

Can one of you tell, or show me, how a 'Scared, Squeaky Mouse' would attempt to deal with the problem

- 1. You have started to read a book in the library. Someone comes up and says, "Hey! I want that book. Give it to me!"**
- 2. A friend says, "Look at all of the Pokémon cards I found! I'm going to keep them, and I'll give you some too."**
- 3. You're standing in line at the canteen with money for an ice block. Your best friend asks, "Can you buy me something?"**
- 4. A friend borrowed your remote-control car and returned it broken. They're saying nothing happened to it.**

5. A person in your class has runs off into the yard with your school hat. They are laughing. You want it back.
6. You're standing in the school yard. Suddenly, somebody you don't know, runs into you and knocks you down.
7. The teacher's iPad gets knocked to the ground. Someone tells her you did it. But, you didn't.
8. You notice someone in your class is wearing your art smock. You've been looking everywhere for it.

Return for Role-plays – remember, this is the moment to use your iPad, camera or smartphone to video or photograph each role-play.

This is a wonderful way to reinforce the key social principles contained within each session.

Add their images with captions to the *big book*, or add the children's videos to a lesson by lesson 'role-play video diary'. This is such an engaging way to re-experience and strengthen the key social principle from each lesson.

3. Do you know the Buzz?

This is our fast-moving question time.

It consolidates the lesson and helps you gauge how your students have grasped the key social principles.

So, let's play - *'Bulls, Scared, Squeaky Mice or Owls'* – right now

This is a silent game.

I'll read out some small stories.

Your task is to listen and work out which animal most likely solved the problem – Angry Bull, Scared, Squeaky Mouse, or Wise Owl.

Here's the twist - instead of putting their hands up or calling out the animal name, they must move silently around the room acting like that animal. As they do, walk between the children naming their animal so they can hear you tallying up the animals!

- Robert's brother was being annoying, so Robert ran into his brother's bedroom and smashed his brother's Lego tower. Which animal was Robert thinking as?
- Louise wiped up the milk she spilled over the floor and poured another drink. Which animal was Louise thinking as?
- Sally saw Emma put her new ruler in her schoolbag, but she never asked for it back. Which animal was Sally thinking as?
- Sally saw Emma take her new ruler and put it in her schoolbag, and she politely asked for it back. Which animal was Emma thinking as?
- Max hid from Joshua every playtime because he felt scared. Which animal was Max thinking as?
- Oliver couldn't do his work so he put his hand up, waited and asked his teacher for help. Which animal was Oliver thinking as?
- Suzy snatched the dice from Alice when it was her turn to spin. Which animal was Suzy thinking as?
- Suzy snatched the dice from Alice when it was her turn to spin. Alice said, "Careful, Suzy, no need to snatch." Which animal was Alice thinking as?
- Lucy was all alone in the playground so she went and asked Robert if he would like to play with her. Which animal was Lucy thinking as?

Part 4 – is ‘The Buzz’

This section gives participants a chance to play games that help strengthen their relationship and the skills central to the lesson.

Today we’re having some fun and playing - ‘Red Letter Day’

Encourage your group to encourage each other, cooperate and be kind.

CLICK

Let’s play, ‘Red Letter Day’!

Explain how we play it with the kids ...

Explain how to play it now ...

CLICK

As you can see on screen - we’ve arrived at the end of the lesson.

Let's find out what happens next...

Archie was glad to see mum waiting for him in the playground after school. The secret he was carrying was too heavy to carry by himself. He needed mum's help. He gave mum a hug and he held her more tightly than usual.

"Did you have a happy day at school?" asked mum.

"Mum, I made a promise to Charlie over a bad thing and it doesn't feel good. I don't know what to do," answered Archie.

Mum could feel Archie's worry. As they walked around the school playground mum listened to Archie. Once he finished, she said, "some secrets should not be kept, and is was one of them.

"Archie?" his mum suggested, "I think you need to share this with Ms Maccie. She needs to know what happened and teach Charlie to be kinder to books." Archie nodded.

As they pushed open the library doors Ms Maccie smiled and invited them in.

Archie's mum told her that Archie needed to talk with her. Mum sat quietly while Archie told the whole story.

"Archie," said Ms Maccie, "You tried to be a wise owl in the lesson by talking to Charlie about it. And now, you are being the wisest of all owls because you know that this is not a secret you should keep. Charlie scared you into keeping the secret. That's never okay."

"But, Ms Maccie, Charlie isn't bad. He just made a mistake," said Archie.

"I know Archie. I'll be a very wise owl too. Wise owls are more interested in helping, not punishing," promised Ms Maccie.

CLICK

Ms Maccie told Archie she'd talk with Charlie tomorrow and it would be sorted. She also said that he'd just joined the wise owl club!

CLICK

This slide brings me to wrapping up.

Thank you for ZOOMING with me today.

You've been so warm to work with.

But, do you have any final questions?

I'm inspired by people, just like you, who understand that we are the gatekeepers for the wellbeing of children, now and into the future.

And, *What's the Buzz?* offers a healthy way to set up better connections with students, a better emotional tone in the classroom and for teachers to set up better connections between students themselves.

We are proud to be linked to so many educators who share our vision around positive education – it is still very much an emerging concept in Australian schools.

To newcomers.

Take the leap of faith! *What's the Buzz?* is fast paced, interactive, fun and highly instructional.

It can be broken down into the smallest of chunks, or used as is.

Your students will love it as you put your own stamp on it!

We wish you well.