



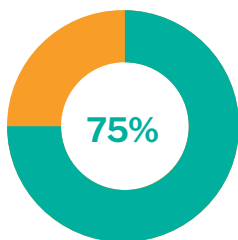
University of Melbourne Research

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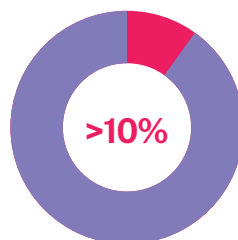
The core purpose for The Resilience Project (TRP) is to use evidence based programs to support the health and wellbeing of young people. From 2017-2019, TRP commissioned [University of Melbourne](#) to conduct an independent evaluation of the program and the behavioral changes achieved in relation to gratitude, empathy and mindfulness.

Why was this important?

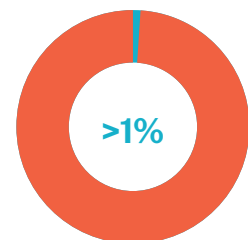
Mental health in Australia is at a crisis point and young people are suffering the most.



1 in 5 Australians suffer from mental ill health and 75% of people that develop mental ill health, have their first experience under the age of 25years. ¹



Less than 10% of young people who required mental health support in 2019-20 received the help they needed. ²



Less than 1% of the mental health budget is going towards preventing mental ill health. ³

What is needed:

The Productivity Commission Mental Health Report and the Victorian Mental Health Royal Commission Report both conclude that there needs to be a greater focus on prevention. To support people proactively from a young age to develop the life skills that will encourage mental health and wellbeing.

What the Resilience Project delivers:

A whole school approach to teaching and embedding positive mental health strategies to help people become happier and more resilient. The holistic program works with teachers, students and parents to contribute positively to supporting the wellbeing of young people and developing their future capacity to deal with adversity.

*This research was conducted by researchers from the Melbourne School of Population and Global Health at The University of Melbourne. The research team includes Professor Lisa Gibbs, Dr Karen Block, Ms Hannah Morrice, Ms Elena Swift and Ms Lauren Carpenter. The University of Melbourne recruitment and data collection team includes: Dr Anna Barrett, Ms Kathryn Young, Dr Dakhina Mitra, Ms Kate Burke, and Ms Molly Harrington. N= 1046 students in grade 4-6 (median age 10.6years) , 12 schools in Victoria (6 using the program, 6 not using the program)

1. Productivity Commission inquiry into Mental Health, 'Overview and Recommendations-Mental Health Draft Report', Pg 2, October 2019
2. Prevention United, 'Annual Report 2019-2020' pg15
3. The Royal Commission into Victorias Mental Health System, 'Fact Sheet-Infant, child and youth mental health and wellbeing services', Pg 1, Feb 2021

What the research concluded:

Gratitude

Children in The Resilience Project School program reported significantly higher use of gratitude strategies, than those that were not.

"I feel a lot more grateful for the things I have. Before, the resilience project I didn't really know what I should be grateful for, but now I do"
— Grade 4

The evidence behind gratitude:

Practicing gratitude helps rewire the brain to scan for the world for the positives. In just 42 days, people report significantly higher levels of happiness, energy, optimism, focus and determination.

Empathy & Kindness

Teachers reported the program helped to create a kinder school environment.

"I've learnt its good to ask more questions to find out how people are feeling and how we can help them. Rather than just accepting the "yeah, I'm fine" when you know they're not".
— Grade 4

"I'm more kind now and I feel like I'm a lot nicer to people."
— Grade 4

"I just see the changes on some of my friends. They're more open when their upset and they talk. We're all more open. We're all happier as a class."
— Grade 6.

The evidence behind empathy and kindness:

Every time you do something kind for someone else, your brain releases Oxytocin. Oxytocin leads to increased self esteem, confidence, positivity and happiness.

Mindfulness

Several students experienced the benefits of practicing mindfulness regularly

"...it actually calms me a lot. Before I did it, I was stressed out about homework and stuff, so every night it helps me just relax."
— Grade 6.

The evidence behind mindfulness:

Practicing mindfulness for just 6 weeks increases children's ability to pay attention by 3 times.

Emotional Literacy

Teachers and students reported a ^{compelling} **significant** shift in students being able to articulate their own emotions and recognising emotions in others.

"I felt freer to share my emotions after The Resilience Project".
— Grade 4

The evidence behind emotional literacy:

Children with higher emotional intelligence are better able to pay attention, are more engaged in school, have more positive relationships, and are more empathic.

Benefits of the program:

University of Melbourne concluded that the program benefits arose from both the program content and the style of delivery. The program provided variety which altered the ways in which children engaged with lessons and each other, contributing to overall improved social and emotional skills. The key changes experienced, were:

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- Improved confidence and self esteem
- Improved knowledge and ability to express emotions
- Improved relationships at school and home
- More supportive classroom environments



"Its so great to have it as part of the curriculum, creating space to really delve into wellbeing by articulating emotions, practicing gratitude and social skills. So refreshing that we are making the time for that"
— Teacher