

PRIMARY

THE

# RESILIENCE PROJECT

TEACHER RESOURCE  
PARTNERSHIP PROGRAM

SAMPLE  
CURRICULUM

# WELCOME

The Resilience Project (TRP) is so grateful for the opportunity to share the world of GEM (Gratitude, Empathy, Mindfulness) with you and your students this year.

START  
HERE!

Before you get started with the lessons in this Teacher Resource make sure you have read - **Teaching TRP**. This guide has all the important information you need to know to get the most out of the program in your classroom, including;:

- 1 Who - An introduction to The Resilience Project
- 2 Why - Snapshot of mental health in Australia.
- 3 What - Gratitude, Empathy, Mindfulness (GEM) and emotional literacy
- 4 How - Best practise implementation
  - a. Whole school approach
  - b. School - home connection
- 5 Fitting it all in
  - a. Integration
  - b. GEM Chats
- 6 Curriculum Delivery
- 7 Accessing resources

You can find an electronic copy on the Teacher Resource Hub and there will also be a hard copy at your school.

## ABOUT THE RESILIENCE PROJECT

We teach positive mental health strategies.

THE  
**RESILIENCE  
PROJECT**™



## HELP

## SAMPLE LESSON - FOUNDATION

### Help

Draw one thing that makes you **happy** and one thing that makes you **sad**:

**Something that makes me happy:**

**Something that makes me sad:**

PARTNERSHIP PROGRAM FOUNDATION | 17

### Learning Intentions:

#### We are learning to:

- Describe how others may feel.
- Help others when they feel sad.

### Success Criteria:

- I can describe and identify the feelings of others.
- I can give examples of how to help someone feel better.
- I can discuss how I have shown empathy before.

### Resources:

- Student Journals.
- Butchers paper or whiteboard (for class discussion and brainstorm).
- Access to the TRP Teacher Resource Hub.

### Outline:

#### Activity 1: Class discussion about feelings (10 mins)

- Ask students the following questions:
  - What makes you happy? What makes you sad? What makes you angry? What makes you excited?
  - How do you behave when you feel this way?
  - Can you tell how your mum, dad, siblings or friends feel? How? Is it the way their body or face looks? Or does their voice change?
  - When is the last time you helped someone?
  - How did they react?
  - How did you feel?
  - What is something you do to make someone happy?
  - What is something someone else does for you that makes you happy?

You could use prompts to assist students: maybe when someone asks you to play with them? Or someone runs away from you when you are playing together?

You could record answers in a table on the board or butchers paper:

When someone made you feel	When someone made you feel sad
happy	
<ul style="list-style-type: none"> <li>• Inviting you to play</li> <li>• Helping you in class</li> <li>• Helping when a friend isn't feeling well</li> </ul>	<ul style="list-style-type: none"> <li>• Running away</li> <li>• Laughing when you're hurt</li> <li>• Taking your things</li> </ul>

#### Activity 2: Role-play (15 mins)

- Explain that we are going to role-play 'empathy' (understanding how others feel). Put students in groups of two to four. Students can either come up with their own role-play to show empathy or use one of the ideas brainstormed on the board.

#### Activity 3: 'Help' Student Journal Activity (10 mins)

- Students perform their role-plays.

#### Activity 4: Student Journal Activity (10 mins)

- Students complete the activity in their Student Journal drawing what makes them feel happy and what makes them feel sad.



#### If you have more time:

##### Activity: Reflection

- Ask the students to provide an example of one way they could show empathy to someone else in the future.
- Alternatively, complete a GEM Chat from the back of the Resource



#### TRP @ Home

There is a TRP@Home activity for this lesson. Please refer to the Foundation Teacher Resource Sheets.

# SAMPLE LESSON - YEAR 1

## CALMING DOWN

# SAMPLE LESSON - YEAR 1

## Calming down

Draw or write about three activities that can make you feel like you need a time out...



### Learning Intentions:

**We are learning to:** use mindful strategies to calm our bodies and minds.

### Success Criteria:

- I can recall what mindfulness is.
- I can identify strategies to calm my mind and body.
- I can focus on being still and relaxed when being mindful.

### Resources:

- Interactive whiteboard.
- Bean bags.
- Hoola hoops (four).
- Video Resource List.
- Access to TRP Teacher Resource Hub.

### Outline:

#### Activity 1: Video and 'Calming down' Student Journal activity (10 mins)

- Watch **Video 116** from the Video Resource List.
- Pose the following questions:
  - "Do you find that sometimes your head has so much going on inside that it gets a bit out of control?"
  - "Do you find that it just keeps building and building to a point where you almost feel like you're going to explode?"
  - "Do you feel like sometimes you have put so much of your energy into something that you just need a break, like a time out?"
- Students can write in their Student Journals about three activities that make them feel like they need a time out.

#### Activity 2: Bean bag hunt game (15 mins)

- Take the students outside for a game of 'bean bag hunt'. (Play two to three games).
- Bean bag hunt: Divide the class into four teams. Place the four hoola hoops in a square, with a large space in the middle. Scatter the beanbags into the middle of the four hoops. Each team stands behind a hoola hoop.
- One person from each team is allowed to collect a beanbag, one at a time. They then put the beanbag in their team's hoop and high-five the

next person to go and collect another. When the beanbags are all gone from the middle, the teams can take from the other hoola hoops—still only one person at a time. At the end, count to see which team has the most beanbags.

#### Activity 3: Bean bag hunt reflection (5 mins)

- Return to the classroom and ask the students: "That was an interesting game, wasn't it? Was it difficult or did it make you a bit sad or mad that your friend was taking from your team?"
- Explain to the students that together they are going to take a mindful moment to calm themselves down, to relax, and to come back to this moment.

#### Activity 4: Relaxation (5 mins)

- Say the following script slowly:
  - Get your body comfortable and gently close your eyes. Slowly take deep breaths. Try breathing in through your nose and out through your mouth. Feel your tummy fill up and then empty.
  - Spend a moment or two relaxing your feet and legs, letting go of any tightness and letting them become heavy and relaxed.
  - Now relax your chest and shoulders. Now, your arms and fingers. Feel how relaxed you are.
  - Let everything go and just focus on this moment. Being here, now.
- After a few moments, invite the students to wriggle their hands and feet, and slowly sit up and join the class again.

#### Activity 5: Relaxation reflection (5 mins)

- Pose the following questions: "How do you feel now? Have the stresses and worries from our game, or even before our game, left your body? Do you feel calm and at ease?"
- Ask students to turn to the person beside them and tell them how they are feeling after the mindful moment.



**If you have more time:**

#### Mindful colouring in (10 mins)

- Students can complete a mindful colouring in sheet from the back of their Student Journals whilst listening to music.



## BUCKET FILLING

### Learning Intentions:

**We are learning to:** give compliments and express gratitude.

### Success Criteria:

- I can discuss what 'filling a bucket' means.
- I can define what a compliment is.
- I can explain the difference between 'bucket filling' and 'bucket emptying' behaviours/statements.
- I can write small positive messages on strips of paper about my peers.
- I can fill the buckets of my peers with the small positive messages I have written.
- I can reflect on my reasons for writing a positive message to my peer.

### Resources:

- Video Resource List.
- 'How full is my bucket for kids'.
- Brown paper bags.
- Colour textas/pencils.
- Blu-tac.
- White A4 paper cut into strips.
- Student Journals.
- Access to TRP Teacher Resource Hub.

### Outline:

#### Activity 1: Video and brainstorm (15 mins)

- Watch **Video 308** from the Video Resource List.
- Discuss with the class. "How do you fill a bucket?" (give a compliment), "How do you take from a bucket?" (say something hurtful/upsetting).
- On the board, write examples of bucket filling and bucket dipping. The students brainstorm ideas to add to the list.

#### Activity 2: Brown paper bag (20 mins)

- Have students get a brown paper bag and give them time to draw a picture of their face on one side. Students can also decorate the bag with things that are important to them, e.g. family members, pets, football team, etc. These are to be displayed in the classroom - affix each brown paper bag along a wall or ledge with blu-tac.

#### Activity 3: Compliments (10 mins)

- Discuss as a class what a compliment is. For example, expressing gratitude for someone. It could be for something they said or did, but it must be genuine and authentic.
- Model an example for the students, for example, 'I want to say thank you to Sarah for picking up the rubbish in the yard today. She did it using her own initiative.'
- Students are then to think about someone who they are grateful for or say something nice about someone. Then, they are to write this down on a strip of paper and when they have finished, fold it up and put it in that student's paper bag.
- Remind students that it isn't about writing about your friends, but really thinking about caring, grateful things to say about others. Each student should write for three other people.

#### Activity 4: Student Journal activity (5 mins)

- Students to answer the reflection questions in their Student Journals.



**If you have more time:**

#### Positive messages (5 mins)

- Set a challenge that all students must write a small positive message to another student each day for a week. Pick someone different each day.

## SAMPLE LESSON - YEAR 3

### Bucket filling

Whose bucket did you add to?

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Why did you choose them?

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PARTNERSHIP PROGRAM YEAR 3 | 27

#### Bucket Filling

'You are a really kind person'



#### Bucket Dipping

'You are a loser'

## FIVE COUNT BELLY BREATHING

### Learning Intentions:

**We are learning to:** develop strategies to help us to meditate.

#### Success Criteria:

- I can describe how using strategies to help meditate can be helpful.
- I can find a quiet place to sit or lie still.
- I can remain quiet during meditation.
- I can focus on my breathing.
- I can reflect on how I felt during meditation.

### Resources:

- Five count belly breathing image.
- Student Journals.
- Drawing materials.
- Access to TRP Teacher Resource Hub.

### Outline:

#### Activity 1: Meditation time (10 mins)

- Choose a meditation for the class to complete using the TRP Teacher Resource Hub.
- Students choose a spot either sitting in a chair or lying on the floor to complete the meditation. Remind the students about what 'Mindfulness' looks like.
- "Your body is still and quiet and comfortable"
- "Your hands and fingers are still"
- "Your legs and toes are still"
- "Your shoulders are relaxed"
- "Your jaw and your mouth are relaxed"
- "Your eyes are softly closed"

#### Activity 2: Deep belly breathing (10 mins)

- Five count belly breathing. Discuss times where students feel anxious or stressed – before tests, sports finals, etc. How does this feel in their bodies? Compare this to how they felt after completing the meditation – what did they notice? What did they experience? What did they feel?
- Refer students to the five count belly breathing template in their books. Outline that five count belly breathing has been scientifically proven to help promote relaxation. Another mindful practice

is to observe your breathing.

- Model the five count belly breathing. Focus on breathing deep into the belly as this allows for a greater sense of relaxation and emotional release. Breathe in, pause, breathe out, hold. Repeat the process.
- Give out the template to the students. Put them into pairs and give them some time to practise talking each other through the practice. Have the students take turns watching their partner's belly: Does it rise? Does it fall? Are they pausing? In their Student Journals, students could trace the 'Belly breathing' template with their finger to ensure they are breathing properly.

#### Activity 3: Mindful colouring (20 mins)

- Another activity students can use to help them focus and relax is mindful colouring.
- Allow students 20 minutes to colour one of the mindful colouring pages from the back of the Student Journal.

#### Activity 4: Reflection of meditation (10 mins)

- Have the students complete the reflection in their Student Journal individually:
  - 'During the meditation, I felt...'
  - 'During the colouring, I felt...'



#### If you have more time:

##### Mindful colouring sheet (5 mins)

- Students design their own mindfulness colouring sheet in their Student Journals. Use a fine black pen (or similar) and then colour in the background.



#### TRP @ Home

There is a TRP@Home activity for this lesson. Please refer to the Year 4 Teacher Resource Sheets.

# SAMPLE LESSON - YEAR 5

## INFLUENCING OUR EMOTIONS

### Learning Intentions:

**We are learning to:** develop strategies to cope with strong emotions.

### Success Criteria:

- I can define what strong emotions are.
- I can brainstorm when I have felt strong emotions.
- I can explore different ways to cope with strong emotions.
- I can explain why these coping strategies can be effective.
- I can create my own C.A.L.L.G strategies.

### Resources:

- Interactive white board.
- Student Journals.
- Video Resource List.
- Access to TRP Teacher Resource Hub.

### Outline:

#### Activity 1: Identifying emotions videos (15 mins)

- Watch the following videos. They all display strong, immediate emotions from young children:
  - Watch **Video 523** from the Video Resource List.
  - Watch **Video 524** from the Video Resource List.
  - Watch **Video 525** from the Video Resource List.
- We all experience strong emotions. They can be positive, negative and in between. Sometimes we have no choice in our immediate reactions, however, we can influence our behaviours and emotions through practice and positive-thinking.
- Students share examples of when they have had a strong immediate reaction.

#### Activity 2: CALLing G strategy (25 mins)

- What can we do when we are faced with a strong emotion? We can C.A.L.L. G.
- **Connect** – with others, visit friends, have a chat, or play a game. Being around others makes us feel safe, gives us a sense of belonging and can offer support.
- **Active** – Get moving! Go for a run, take a short walk or do 10 star-jumps. Moving our bodies increases blood flow, resulting in the brain thinking clearer

and the body feeling better.

- **Listen** – Listen to your body. If you are feeling thirsty, have a drink, or if you are tired, take a nap. Also, listen to others. They may have experienced similar situations and may have advice. Emotions are often contagious, and by listening to others who are calm, relaxed or happy, can rub off on you.
- **Learn** – Learn something new. It will redirect your mind and stimulate the release of good chemicals in your body.
- **Give** – Give a little kindness. Performing a small act of kindness has proven to produce serotonin, endorphins, oxytocin and even reduce aging!
- Students complete 'Calling G' Student Journal activity.

#### Activity 3: Emotional videos (10 mins)

- A jail in the Philippines has been teaching inmates how to dance. They experimented with the idea to see if it would change inmates' emotions, behaviours and self-understanding. The results are incredible. Watch **Video 526** from the Video Resource List.
- Watch **Video 527** from the Video Resource List.
- Ask students: "How do you feel when watching this clip? Would you want your dad/uncle/teacher to do this and why?"

**Enabling prompt:** Students can use examples generated from the class discussion to assist them when listing three strategies for the C.A.L.L.G list. If the task remains difficult, students can do only one strategy for each sub-heading.

**Extending prompt:** Students can compare their list to other members in the classroom and if time permits, a class C.A.L.L.G list could be created to help regulate and influence emotions in more positive ways. Alternative lists can also be generated for differing emotional responses.

#### ⚡ If you have more time:

##### Active class game (10 mins)

- Using the C.A.L.L. G list, students choose a class game (silent ball, tunnel ball) as part of being 'active'.

The image shows three overlapping sample lesson pages for Year 5, titled "SAMPLE LESSON - YEAR 5" and "Influencing our emotions". The pages are from "THE RESILIENCE PROJECT".

The top page shows the "Calling G" section, where "C.A.L.L.G." stands for:

- C** Connect
- A** Active
- L** Listen
- L** Learn
- G** Give

The middle page shows the "Activity" section, which includes a list of activities for each letter:

- C** Connect: 1. Visit a friend, 2. Play with one of your siblings, 3. Tell an adult how you're feeling.
- A** Active: 1. \_\_\_\_\_, 2. \_\_\_\_\_, 3. \_\_\_\_\_
- L** Listen: 1. \_\_\_\_\_, 2. \_\_\_\_\_, 3. \_\_\_\_\_
- L** Learn: 1. \_\_\_\_\_, 2. \_\_\_\_\_, 3. \_\_\_\_\_
- G** Give: 1. \_\_\_\_\_, 2. \_\_\_\_\_, 3. \_\_\_\_\_

The bottom page shows a student journal template with numbered lines for each letter of the C.A.L.L.G. strategy.

## MY GRATITUDE

### Learning Intentions:

**We are learning to:** define gratitude and recognise things we can be grateful for.

### Success Criteria:

- I can define gratitude in everyday language.
- I can identify objects and reasons for why they are important.
- I can respond to questions posed about gratitude.
- I can answer questions about my own personal gratitude.
- I can further explore the importance of school, family and other things in my life.

### Resources:

- Butchers paper or whiteboard.
- Student Journals.
- Interactive whiteboard.
- Masking tape (to create a line on the floor).
- Video Resource List.
- Access to TRP Teacher Resource Hub.

### Teacher Info: WHAT IS GRATITUDE?

The act of being thankful and appreciating what you have in life. Rather than focussing on what you don't have or what you want, the focus shifts to all that you have.

### Outline:

#### Activity 1: Step to the line (10 mins)

- Clear a space (or go outside) and place a line of masking tape down the middle of the classroom. Have the students line up on either side of the tape, facing each other.
- Read out the following statements. If the students agree with the statement, they take a step forward to the line.
- Statements:
  - "I am grateful for my education."
  - "I am grateful for my parents."
  - "I am grateful for homework."
  - "I am grateful for vegetables."
  - "I am grateful for my friends."
- At times, ask students to share their reasoning.

#### Activity 2: Brainstorming gratitude (5 mins)

- Ask students the following questions and brainstorm their responses: 'What do you think gratitude means?'; 'What other words could we use to explain being grateful?'; 'Do you think it's important to be grateful?'; 'How can we show our gratitude?'; 'What sorts of things are you grateful for?'; 'Why are you grateful for those things?'
- Watch **Video 601** from the Video Resource List.

#### Activity 3: Student Journal activity (25 mins)

- Students open their Student Journal and respond to the questions about their own personal gratitude.

#### Activity 4: Gratitude class reflection (10 mins)

- Bring students together and discuss the different things they are grateful for. If necessary, add extra details to the previous brainstorm.
- If we stop and look at our life, where we are, where we've come from, what we have and whom we have, we can learn to appreciate and be grateful.

### If you have more time:

#### Gratitude pledge (10–20 mins)

- Students write a pledge of gratitude on a piece of paper. The teacher collects them and in the following week the teacher hands out the pledges again and students reflect on whether they achieved the task.

### TRP @ Home

There is a TRP@Home activity for this lesson. Please refer to the Year 6 Teacher Resource Sheets

