

SECONDARY

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**™



## EMPATHETIC CONNECTIONS

### Learning Intentions:

- Students will create compassion and understanding within the group by finding common emotions and experiences.

### Resources:

- Student Journals.
- Ball of string.
- Masking tape to create a line down the centre of the room.
- Peaceful music.
- Camera to take picture of web.
- Access to TRP teacher resource hub.

### Outline:

#### Activity 1: Step to the line (30 mins)

- Move furniture to the sides of the classroom and use masking tape to make a line through the centre of the room on the floor. Have students standing shoulder-to-shoulder along the length of the masking tape line, facing it. They should take one step back from the line.  
**Note:** If all students don't fit in one line, have two lines of students both standing shoulder-to-shoulder facing into the masking tape line.
- Ask the students questions, beginning with 'Step to the line if...' If students have experienced what you ask about, they should step up to the line.  
**Note:** This activity should be done in silence and students should only step forward if they have experienced what you ask about, not just because everyone else has stepped to the line/their friends stepped to the line.
- You must also remind students that this is a judgement-free zone, and open and honest responses will be accepted and supported. Inform them that what goes on in the room today remains in the room, to ensure feelings of safety and trust when doing this activity. There should be no talking or laughing. You may like to play some soft/instrumental music during this activity to help set the mood and encourage silence. The statements should start with a few easy warm-ups and could include, but are not limited to: 'Step to the line if...'

(Start with a few easy warm ups):

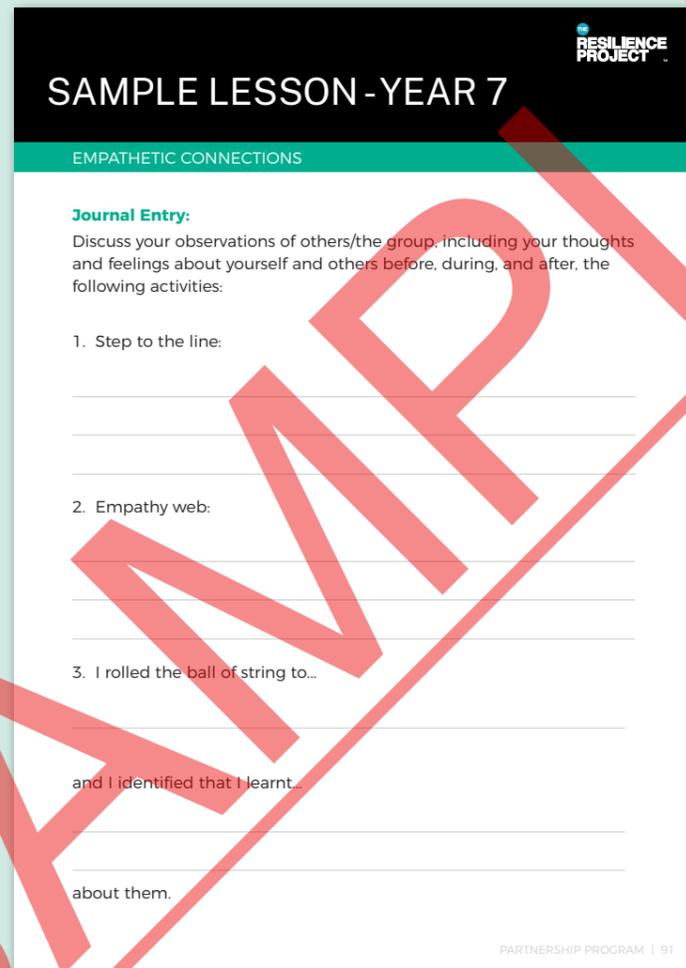
- › You're wearing socks
- › You ate breakfast this morning

- › You have used social media today (Then get a little more meaningful)
- › You have ever felt nervous coming to school
- › You have stuff going on outside of school that people in this class wouldn't know about
- › You have ever felt nervous at home
- › You have ever been hurt by a friend
- › You have hurt a friend
- › You have ever been bullied
- › You have been a bully
- › You have people you can trust here at school
- › You have someone you look up to in your life
- › You have things in your life that you enjoy doing
- › You have learnt something about someone else during this activity

• Have the students sit down where they are, continuing to be silent. Prompt a discussion with the class about the activity by asking the following questions and having only one student at a time talk:

- › Was there anything you noticed about the activity? (Students may identify that there are more similarities in the group than they may have realised).
- › Was there one response that stood out to you? (Choose a few students to report something different each).
- › Was there one that disappointed you? (If possible, guide students/discussion to identify the amount of people who stepped to the line who have both been bullied and also have bullied before. This may prompt a discussion around bullying and how it feels to be bullied and why people might bully. Remind students that no one should be judged during this activity – promote open and honest responses in a safe environment).
- › What did you learn from this activity? (This could be a good opportunity to identify bravery of students who are anxious at school or at home. It might also be a good opportunity to remind students who have bullied others in the past to think prior to acting in future. Lastly, it would be great to remind everyone to think about the supportive people they have in their life or the people they look up to – you may even like to have some students identify those people).

[Lesson 28 continues on the next page.](#)



(CONTINUED)

## SAMPLE LESSON - YEAR 7

EMPATHETIC CONNECTIONS

**GOING FURTHER: How can I show empathy?**  
 Three things I can do to show empathy to my fellow classmates:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**QUICK FACT:** Scientists say smiling is contagious. In a study conducted in Sweden, people had difficulty frowning when they looked at other subjects who were smiling, and their muscles twitched into smiles all on their own.

- This lesson is themed around empathy. Ask students: How can we demonstrate empathy to one another beyond today, given what we have learnt about each other during this activity?

### Activity 2: Empathy web (15 mins)

- Stand students shoulder-to-shoulder in a circle. Have one student start off by holding the ball of string by the tail end and thinking of something that they learnt about one other student.
- As they say the thing they have learnt, they should pass the ball of string to that person (still holding the tail). When that student receives the ball of string, they repeat the process. This should continue until each student is holding a part of the string; it will look like a large web.
- Take a photo of the class and the web that links them all together. Put this up in the classroom at a later stage to remind the class of demonstrating empathy to their fellow classmates.
- Another way to remind the class of demonstrating empathy in the future is by cutting the string they are holding into pieces to tie around their wrist or to their pencil case, keys or somewhere they will see it regularly.

### Activity 3: Student Journal activity (10 mins)

- Have students complete the Journal entry reflections in their Student Journals.

**⚡ If you have more time:**

**How can I demonstrate empathy? (10–15 mins)**

- Watch **Video 733** from the Video Resource List. "One Small Act of kindness Can change someone's day."
- Following on from the discussion in Activity 2, in their Student Journals have students identify three ways that they can show empathy to one another today, given what they have learnt about each other during this activity.
- They may like to think of a specific example or a more general response. Some examples may include 'Ask someone how they are going?', 'Smile/wave/ say hi as you walk past a classmate on the way into school', etc.

# SAMPLE LESSON - YEAR 8

## MIND BODY CONNECTION

**SAMPLE LESSON - YEAR 8**

MIND BODY CONNECTION

**Activity: Exercise and mood experiment**

Our class hypothesis relating to exercise and mood is.....

How are you feeling right now?

The worst		Not great		Not bad		Pretty good		Super Fantastic	
1	2	3	4	5	6	7	8	9	10

How are you feeling after exercising ?

The worst		Not great		Not bad		Pretty good
1	2	3	4	5	6	7

**Activity: Physical Activity and Sedentary Behaviour**

- In the past week, on how many days have you done a physical activity, which was enough to raise your breath (sport, exercise, and brisk walking or cycling for recreation)?
- On any days that you did not do 60 minutes of physical activity, how many minutes did you do on average?
- In an average day how many minutes would you spend watching TV during waking hours?
- In an average day how many minutes would you spend watching TV (for entertainment)?

**SAMPLE LESSON - YEAR 8**

MIND BODY CONNECTION

**Australian Physical Activity and Sedentary behaviour Guidelines**

Was your physical activity more or less than the recommended hours for your age?

How did this make you feel?

**My Movement Pledge**

**My Movement Pledge**

This week I will...

Barriers to me achieving this...

I will overcome these barriers by...

**EXAMPLE - My Movement Pledge**

This week I will... walk/ride to school 3 days out of 5.

Barriers to me achieving this... Weather and running late.

I will overcome these barriers by... Checking weather ahead and picking days that look most suitable or planning ahead with weather protective clothing etc. I will go to bed on time and get up earlier so im not running late.

### Learning Intentions:

- Students will explore how the mind and body are connected
- Students will investigate how exercise impacts mood.
- Students will work collaboratively to create a health education campaign for their school community.

### Resources:

- Internet access, speakers, projector.
- Student Journals.
- Video Resource List.
- Butchers paper/A3 paper.
- Markers.
- Access to TRP teacher resource hub.

### Outline:

#### Teacher Info: EXERCISE AND MOOD

Over the next four lesson students are going to investigate the connection between exercise and our mood. As much as possible it is great if you involve students in deciding the direction of the lesson. The following is an example outline however will be more engaging if you alter the content to suit your individual cohort interests.

#### Activity 1: Introduce the Move your Mood Campaign (5 mins)

- Explain to the students that over the next 4 lessons they are going to investigate the connection between exercise, sleep and our mood.
- Students will plan and run a 'Move your Mood' event at school.
- The research over the next few lessons will be used to create promotional and information posters and flyers to use at the event.

#### Activity 2: Revise - how brain and body connected? (10 mins)

- Divide the class into their groups for the next 4 lessons. Give each group a piece of butchers paper/A3 paper.
- Each group will complete a brain dump of what they know about how the brain and body are connected.
- When they have finished get them to circle examples of ways the brain controls the body (time to rest, pain, movement) and underline examples of ways the body impacts the brain(exercise, food we eat, sleep, hunger)
- Then share and discuss as a class.

#### Activity 3: Benefits of exercise? (5 mins)

- Brainstorm as a class or in groups again all the benefits of exercise and movement.

#### Teacher Info: BENEFITS OF EXERCISE

Regular physical activity increases the body's capacity and efficiency for work (performing movement), reduces the risk of injury and disease, and positively affects body composition (increased muscle and bone mass, and decreased fat mass).

#### Activity 4: Exercise and mood - mini experiment (20 mins)

- Come up with a class hypothesis relating to the impact exercise will have on their mood.
- Get class to rate mood in their Student Journal.
- Get the class to do five minutes of movement - dance, quick walk, star jumps, jog on spot, skip, etc. Then have students rate their mood again.
- Discuss findings. Did most people's mood improve? why do they think this is the case?
- Watch **Video 812** from the Video Resource List.

#### Activity 5: Student Journal exercise and self-reflection (20 mins)

- Students complete the Simple Physical Activity questionnaire in their Student Journals.
- Students read the 'Australian Recommendations for Physical Activity and Sedentary Behavior' fact sheet from the Year 8 Teacher Resources. You can read this individually or as a class.
- Discuss reactions to the guidelines. Any surprises? how many in class would meet the guidelines?
- Gather ideas about simple ways to improve physical activity and reduce sedentary behavior.
- Complete an example 'My Movement Pledge' as a class to give students an idea of what is required.
- The 'My Movement Pledge' in the Student Journal asks students to make a commitment for the week ahead of one thing they can do to improve physical activity. Students will also need to predict potential barriers to completing the pledge and come up with ways to overcome these barriers.
- Students complete reflection questions and 'My Movement Pledge' in their Student Journals.

#### ⚡ If You Have More Time...

##### Play brain fact true/false game (10 mins)

- Using the 'Exercise and Brain' true/false questions (Year 8 Teacher Resource Sheets) read each statement and get students that think the statement is true to stand. Then read the answer.

# SAMPLE LESSON - YEAR 9

## FIXED AND GROWTH MINDSETS

### Learning Intentions:

- Students will identify fixed and growth mindsets.
- Students will become more aware of their own self-talk and change their thought processes, in some instances, from a fixed to a growth mindset.

### Resources:

- Internet access, speakers, projector.
- Student Journals.
- Video Resource List.
- Juggling balls (enough for pairs to have three balls each to juggle). Juggling balls are easily made with balloons and rice (see **video 931** from the Video Resource List).
- A3 poster paper.
- Colouring pencils/textas.
- Access to TRP teacher resource hub.

### Outline

#### Activity 1: What is your mindset? (10 mins)

- Take the quiz 'Mindset | Test Your Mindset'
- <https://wabisabilearning.com/blogs/mindfulness-wellbeing/growth-mindset-quiz>

#### Activity 2: Introduction to the concepts of mindsets (5 mins)

- Briefly outline what mindsets are.
- Watch **Video 932** from the Video Resource List.

#### Activity 3: Discuss the findings of the quiz (5 mins)

- After completing the quiz and finding out more about mindsets, discuss students' results with them. Ask students whether there are some things they have a fixed mindset about, e.g. maths. Ask them what things they have more of a growth mindset about, e.g. sport.
- This discussion could also include strategies to try to shift thinking in some areas. For example, students may identify with sports as they may train regularly and improve times/win. Discuss the importance of the word 'yet' in developing a growth mindset, e.g. I'm not good at maths, YET!

#### Activity 4: Fixed and growth mindset activity (10 mins)

- Have students complete the fixed and growth mindset tables in their Student Journals with an

example that is relevant to them.

#### Activity 5: Juggling (10 mins)

- Put students into pairs. They are to 'learn' how to juggle. For three minutes, Student 1 has a turn at juggling and Student 2 provides feedback in a 'fixed' mindset manner. 'You are just better at less-physical tasks', 'You can't really do this', 'It's not your fault you can't do this, it's the ball', etc.
- Discuss how it felt to work and receive feedback in a fixed mindset manner.

#### Activity 6: Video (15 mins)

- Watch **Video 933** from the Video Resource List.
- Provide students with another opportunity to retry juggling. Use feedback in a growth mindset manner. Remind students to accept the feedback in a growth mindset manner, e.g. being open to it. Feedback might include 'Keep your elbows close to your sides', 'Remember to throw each ball' and 'Keep your head as still as possible'.
- Swap if time allows.

#### Activity 7: Journal reflection (5–10 mins)

- Students are to answer the questions in the Reflection activity in their Student Journals.



#### If you have more time:

#### Class growth mindset pledge (10–20 mins)

- Come up with a class growth mindset pledge. You can do this as a whole class or start in small groups and then come together as a class.
- Start with 'In this class we...' Have students come up with five statements to finish this sentence that show how the class will learn with a growth mindset. Some examples might include 'In this class we choose tasks that challenge us because this is how we learn', 'In this class we value mistakes', etc.
- Once you have five statements, if time permits, divide the class into groups of five and have each group decorate a poster using one of the class growth mindset statements. Display around the room.
- Alternatively, take note of the completed pledge and print it out later to display in the classroom.

## EXPANDING GRATITUDE

**SAMPLE LESSON - YEAR 10**  
EXPANDING GRATITUDE

What is something of someone else's that you have always wanted?

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My three moments of awesome

- 1.
- 2.
- 3.

**Watch the video.**

How can watching this film make us feel more grateful for what we have?

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How does being grateful make us happier?

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### Learning Intentions:

- Students will begin to look for gratitude in a wider variety of places.
- Students will learn to better appreciate the things they have.

### Resources:

- Internet access, speakers, projector.
- Student Journals.
- Video Resource List.
- A hat.
- List of random objects.
- Access to TRP teacher resource hub.

### Outline:

#### Activity 1: Grateful game (25 mins)

- Have students stand in two lines opposite each other. Person 1 of each team pulls a topic out of the hat, e.g. 'homework', and explains to the class why they are grateful for that object.
- After they have explained their reasons, they go to the end of the line and the other team has the opportunity to 'steal the point' by coming up with a better reason. It can go back and forth with many reasons presented. Points are awarded at the teacher's discretion.

#### Activity 2: If money was no object (10 mins)

- Begin with a 10-minute discussion. Ask the group: If money was no object, what would they want in their lives? (It can be as outrageous as possible.) For example, Jason Derulo has a shark tank aquarium in his house (allegedly!).
- Then ask: What does someone else have that they have always wanted? It can be from now or when they were a small child.

#### Activity 3: My shoes (20 mins)

- Watch **Video 1012** from the Video Resource List.
- This film depicts a small child with holes in his shoes, tatty clothes, etc., looking on jealously at another's new shoes whilst in the park. It turns out that the shoes are new as he is confined to a wheelchair.
- Ask students to open their Student Journals and respond to the questions about the short film:
  - › How can watching this film make us feel more grateful for what we have?
  - › How does being grateful make us happier?
  - › What is something of someone else's that you have always wanted?

#### Activity 4: Journal reflection (5 mins)

- My three moments of awesome for today:



#### If you have more time:

##### Best things in life are free (10 mins)

- Individually, in pairs or as a class, make a list of all the things that are great in life and don't cost any money. Eg: laughing, hugs, beach, walking through a park, making a new friend etc.

# SAMPLE LESSON - SENIOR

## WHAT IS RESILIENCE ANYWAY?

### Learning Intentions

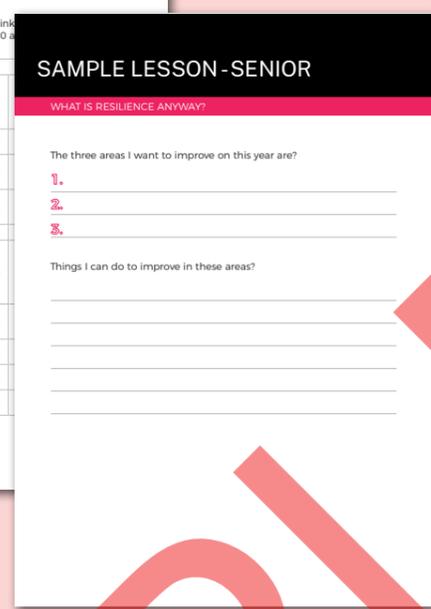
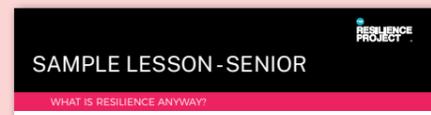
- Students will start to understand the concept of resilience.
- Students will evaluate their current level of resilience.

### Resources

- Student Journals
- Access to TRP teacher resource hub.

### Outline

- **Activity 1: Resilience Questionnaire (10 mins)**
  - Have students complete the resilience questionnaire in their Student Journals on their own.
- **Activity 2: Make a plan and share (10 mins)**
  - Using their Student Journals, instruct students to make a plan as to how they are going to improve their resilience based on their areas of improvement identified in the questionnaire.
  - Students can do this individually or you can group students that have similar areas of improvement.



Complete the following questionnaire by thinking about how each statement applies to you. (1 never to 10 always)

Statement	1	2	3	4
I practice regular self-care. This includes exercising, having a balance of work and play, making healthy food choices and making healthy life choices.				
I have good support and good connectedness to others.				
I see myself as a survivor not a victim when there is trauma in my life.				
I have a sense of spirituality. This includes being grateful for what you have and accepting others.				
I help others in need.				
I have good problem-solving skills. This includes taking responsibility for your actions and not blaming others, and avoiding alcohol and substance abuse.				
I live in the present, instead of worrying about the future or ruminating about the past.				
I have a positive outlook on life most of the time.				
I generally see opportunities when there is disappointment.				
I seek help and guidance from others when I need.				

# SAMPLE LESSON - SENIOR

## LOOKING BACK AT RESILIENCE

### Learning Intentions

- Students will explore how others have been resilient.
- Student will reflect on their own past resilience.

### Resources

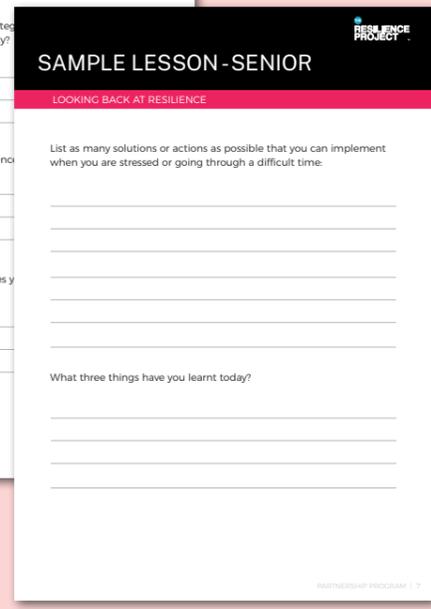
- Student Journal.
- Video Resource List.
- Internet access, speakers and projector.
- Access to TRP teacher resource hub.

### Outline

- **Activity 1: When sharks attack you fight back (10 mins)**
  - Watch **Video 1101** from the Video Resource List.
  - Discuss with your class a moment in your world that required grit and tenacity. What emotions did you experience initially? What were you concerned about? How did you get through this period of uneasiness? How did this experience enable you to be better the next time you encountered a challenge?

### Activity 2: When were you resilient? (10 mins)

- Students identify a time in their world that required resilience and answer the following questions in their Student Journal:
  - » What emotions did they feel during this period of time?
  - » What strategies did they implement that assisted them to get through this time?
  - » What strategies did they implement that didn't work?
  - » If they could go back in time, what strategies would they implement now and what would they do differently?
  - » What have they learned from the experience that they went through?
  - » Can they list all the positive outcomes they have achieved that have required resilience?
- List as many solutions or actions as possible that you can implement when you are stressed or going through a difficult time.
- What are three things I learned today?



Think of a time when you required resilience following questions:

What emotions did you feel during this period?

What strategies did you implement that helped this time?

What strategies did you implement that didn't?

What have you learnt from the experience?

Can you list all of the positive outcomes you required resilience?

List as many solutions or actions as possible that you can implement when you are stressed or going through a difficult time.

What three things have you learnt today?

## EXAM PRESSURES

**SAMPLE LESSON - SENIOR**

EXAM PRESSURES



Brainstorm all the emotions you typically feel in exams:

Underline ones you feel a little and circle ones you feel intensely.

One simple thing I can do to reduce my exam stress is:

### Learning Intentions

- Students will explore causes of exam stress.
- Students will investigate ways to reduce exam stress.

### Resources:

- Student Journals.
- Video Resource List.
- Internet access, speakers and projector.
- Access to TRP teacher resource hub.

### Outline

#### Activity 1: Why do people get stressed about exams? (5 mins)

- In small groups have students come up with all the reasons people get stressed about exams. Encourage students to share their own experiences with exams and how it makes them feel.
- Have students record their answers in their Student Journals. Underlining the emotions they feel a little and circling the emotions they feel intensely.
- Share response with the class.

#### Activity 2: What are strategies that you can use to reduce stress? (15 mins)

- Divide students into groups of three. Have each person in the group come up with tips to reduce stress for one of the three categories:
  1. Leading up to exam.
  2. On the exam day.
  3. During the exam.
- Students can use their own ideas and research hints and tips online.
- When they have finished they need to share with their group the tips they found for their area.
- In their Student Journals, have students record one simple thing they can do to reduce their exam stress.

#### Activity 3: Ways to reduce exam anxiety (5 mins)

- If time permits watch **Video 1117** from the Video Resource List.

# EXTRA RESOURCES

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## SECONDARY EXTRA RESOURCES

These resources and activities have been designed to compliment the lessons in the Secondary Teacher Resource Manual. You may like to use these resources prior to or after a Resilience Project lesson or in another lesson.

### Themes for games and activities

Gem Chats

Brain Breaks

Gratitude

Empathy

Mindfulness

Emotional Literacy

SAMPLE