

**We acknowledge Aboriginal and Torres Strait Islander people  
as the traditional custodians of the land upon which we meet.**

**We pay our respects to the elders of the past, present and  
future and acknowledge their spiritual connection to country.**



# RESILIENCE PROJECT

Welcome to your  
Partnership Program

*Program 1 with Hugh van Cuylenburg*

# The Victorian Royal Commission into Mental Health...

**“One in five adults will experience mental ill-health each year, and 75% of these people have their first case under the age of 25 years”**

- **Mental ill-health** costs Australia at least \$200B/ year
- **Prevention** vs Crisis intervention & treatment <1% (ie. 60c to \$100)
- **Mental wellbeing** is a critical contributor to improving school outcomes

The Government reiterates its focus on **prevention** and **early intervention**, particularly for **young people**.



Significant increase in children's use of daily gratitude strategies and their sense of gratitude.



Confidence and self esteem.



Knowledge and ability to express emotions.



Relationships at school and home.



More supportive classroom environments.

## Program Overview



### Presentations - Hybrid

We deliver presentations to your staff (face to face), students (online) and parents (Webinar).

**Lesson 12**  
**WILMA JEAN AND THE WORRY MACHINE**

**Things you can control:**

1	2
3	4
5	6

**Worries that you can't control:**

1	2
3	4
5	6

**Activity 1: What is a worry?**  
Ask students: "What is a worry?"  
Do you get worried about things that you can't control?  
Do you worry?  
What happens to your body when you worry?  
What do you think?  
What do you think?

**Activity 2: What do you think about the worry machine?**  
Ask students: "What do you think about the worry machine?"  
What do you think?  
What do you think?

**Activity 3: What is a worry?**  
Ask students: "What is a worry?"  
What happens to your body when you worry?  
What do you think?  
What do you think?

**Activity 4: What is a worry?**  
Ask students: "What is a worry?"  
What happens to your body when you worry?  
What do you think?  
What do you think?

**Activity 5: What is a worry?**  
Ask students: "What is a worry?"  
What happens to your body when you worry?  
What do you think?  
What do you think?

**Activity 6: What is a worry?**  
Ask students: "What is a worry?"  
What happens to your body when you worry?  
What do you think?  
What do you think?

**Activity 7: What is a worry?**  
Ask students: "What is a worry?"  
What happens to your body when you worry?  
What do you think?  
What do you think?

**Activity 8: What is a worry?**  
Ask students: "What is a worry?"  
What happens to your body when you worry?  
What do you think?  
What do you think?

**Activity 9: What is a worry?**  
Ask students: "What is a worry?"  
What happens to your body when you worry?  
What do you think?  
What do you think?

**Activity 10: What is a worry?**  
Ask students: "What is a worry?"  
What happens to your body when you worry?  
What do you think?  
What do you think?

### Teaching & Learning Program

A lesson delivered weekly in your classrooms with the support of the TRP resources



### Resilient Youth Survey

Completed during your program by your students to provide valuable wellbeing data

# Presentations



## Hugh van Cuylenburg will be delivering your program. This will include;

- A Staff Presentation (75 mins)
  - {Insert date and time here}
- Digital Student Presentations
  - To be delivered in your classrooms following your staff presentation.
  - 4 x bite sized clips to introduce GEM to you students accompanied by activities
- A Parent/Carer webinar (75 mins)
  - {Insert date and time here}


For a more detailed bio on Hugh, please click the following link - [Click Here](#)



# Teaching & Learning Program







**Lesson 12**  
WILMA BEAN THE WORRY MANICURE

**Target 1: understand**  
1. Draw a picture of a person who is worried.  
2. Write a sentence about the person.

**Target 2: speak**  
1. Draw a picture of a person who is happy.  
2. Write a sentence about the person.

### Lesson 12

**WILMA BEAN THE WORRY MANICURE**

**Learning Objectives:**

**What you will do:**

- Recognize that we can control some of our worries.

**Success Criteria:**

- I can describe what a worry is.
- I can explain the difference between a worry and a problem and a worry I can't control.
- I can identify adults who can help me with my worries.

**Integrating Technology:**

- Use Google Images and draw pictures.
- Use the drawing to create a worry card.
- Use the drawing to create a worry card.
- Use the drawing to create a worry card.
- Use the drawing to create a worry card.

**Resources:**

- Video Resource List.
- Student Journal.
- Teacher Resource List of a similar video.
- Lesson worksheet.
- Access to TRP Teacher Resources Hub.

**1:00 Minutes**

**Activity 1: Introduction to what a worry is (5 min)**

- Ask students: "What is a worry?"
- Do you get scared sometimes about normal everyday things?
- Do you worry?
- What happens to your body when you worry?
- What do you do?
- What do you say?
- What do you feel?

**Activity 2: Video - Wilma Bean the Worry Manicure (10 min)**

- Watch Video 10 from the Video Resource List.
- Discuss with the class how Wilma Bean had the strategies her teacher gave her to help.

## Lesson Plans (Teaching Resource)

Teachers receive a comprehensive, year level specific teaching resource with detailed lesson plans for the year.

### Lesson 8

**FRIENDS THAT I AM GRATEFUL FOR**

Trace the word **friends** and then complete the drawing.

# Friends

Draw a new friend that you have made this year:


I am grateful for my friends because...

### Lesson 9


**HELP**

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

Something that makes me happy:

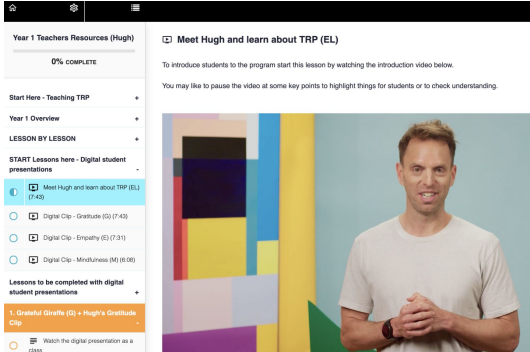


Something that makes me sad:



## Student Journals

Each student receives their own student journal to help them complete the curriculum. These journals link directly with the lesson plans.



The screenshot shows a digital resource hub interface. At the top, it says "Year 1 Teachers Resources (Hugh)" and "0% COMPLETE". Below this, there are sections for "Start Here - Teaching TRP", "Year 1 Overview", and "LESSON BY LESSON". Under "START Lessons here - Digital student presentations", there is a list of lessons with checkboxes and icons, including "Meet Hugh and learn about TRP (1) (7:43)", "Digital Clip - Gratitude (5) (7:43)", "Digital Clip - Empathy (3) (7:31)", and "Digital Clip - Mindfulness (M) (8:00)". A section titled "Lessons to be completed with digital student presentations" lists "1. Grateful Gratitude (G) - Hugh's Gratitude City" and "Watch the digital presentation as a class". On the right side, there is a video player showing a man (Hugh) speaking, with the title "Meet Hugh and learn about TRP (EL)". Below the video player, there is text: "To introduce students to the program start this lesson by watching the introduction video below. You may like to pause the video at some key points to highlight things for students or to check understanding".

## Online Resource Hub (Teachable)

Teachers will be provided access to the TRP Resource Hub where they will find everything they need to effectively deliver the curriculum.

## GRATITUDE

*Paying attention to the things that we have right now, and not worrying about what we don't have. We practice this by noticing the positives that exist around us.*

## EMOTIONAL LITERACY

*Our ability to label our emotions as we experience them. Labelling our emotions helps us to manage our emotions (soften negative emotions and find positive emotions). We practice this by labelling our emotions as we experience different parts of our day.*



## MINDFULNESS

*Our ability to be calm and present at any given moment. We practice this through slowing down and concentrating on one thing at a time. This could be our breathing, completing a colouring sheet or noticing the noises we can hear.*

## EMPATHY

*Putting ourselves in the shoes of others to feel and see what they do. We practice this through being kind and compassionate towards other people.*

- Year level specific lessons. Each year has its own unique set of lessons.
- **PRIMARY** Up to 30 lessons (1 hour duration)
- **SECONDARY** 50 lessons (20 min duration) plus two inquiry units (Group of up to 6 hour long lessons in each unit)
- Extra time
- GEM CHAT focus
- Integration prompts
- Differentiation prompts.



**If you have more time:**

- Make a class display 'In Year 1 we show an attitude of gratitude'. Students could publish their attitude of gratitude from their Student Journal.



**GEM Chat this week...**

- Ask students to be attitude of gratitude detectives this week and have students share what they see each day.

## Lesson 2

### DIFFERENT VIEWS

#### Learning Intentions:

##### We are learning to:

- We are learning about other people's views so we can show empathy.

##### Success Criteria:

- I can explain what gratitude means.
- I can recognise how someone else is feeling.
- I can understand that people have different feelings and views.

##### Integration Inspiration:

- This lesson integrates well with Reading, comparing and contrasting characters' points of view.
- You could further integrate this lesson with Writing by writing a persuasive text from each of the characters' views.

##### Resources:

- Internet access, speakers, projector.
- Video Resource List and/or Book 'Hey, Little Ant' written by Hannah Hoose and Phillip Hoose.
- Access to the TRP teacher resource hub.
- Student journals.

Phillip Hoose.

#### Activity 3: Different views discussion (10 mins)

- Draw a T-chart on the board and label one side 'Kid' and the other side 'Ant'. Write and/or draw student responses to the following discussion. Students can refer to this when completing their journal page.
- Ask: "What was the Kid's point of view? What were they thinking and feeling?" Give students the opportunity to turn and talk to a partner. Have some students share.
- Then ask, "What was the Ant's point of view? What was it thinking and feeling?" Give students the opportunity to turn and talk to a partner. Have some students share.
- Now ask students who they agree with. Have students stand up and move to one side of the floor if they agree with the Kid and the other side of the floor if they agree with the Ant. Ask some students to explain why.

#### Activity 4: Student journal activity (10 mins)

- Students complete the journal page. Teacher to model this.
- Students draw and/or write about the Kid's point of view on one pair of glasses and the Ant's point of view on the other pair of the glasses.
- Students also record their own point of view.

#### Activity 5: Reflection Questions (10 mins)

- Discuss the following questions:
- Why do you think it's important for us to understand other people's points of view?
- How does that help us show empathy?
- Do you think the kid will change their mind about standing on the ant? Why/Why not?



#### Outline:

#### Activity 1: What is empathy video? (10 mins)

- Say to students: "We're going to watch a video about what empathy means"
- Watch the **Video 101**. 'Sesame street: Mark Ruffalo: Empathy'
- From the video discuss what empathy means.
- Make a class anchor chart/poster with the definition of empathy (eg: It means understanding how someone else is feeling. Imagining how someone else is feeling. Putting yourself in someone else's shoes. Etc.)

#### Activity 2: Watch or read 'Hey, Little Ant' (10 mins)

- Say to students: "We are going to read/watch a story about a kid and an ant now. I want you to think about how each character is feeling and what they are thinking"
- Watch **Video 102** or alternatively read the book, 'Hey, Little Ant' written by Hannah Hoose and

# Classroom lesson delivery

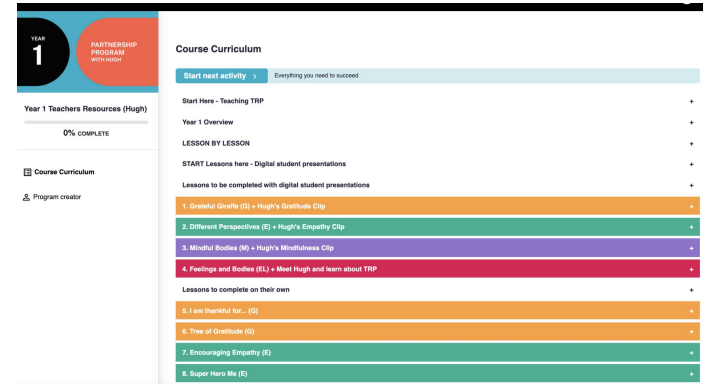
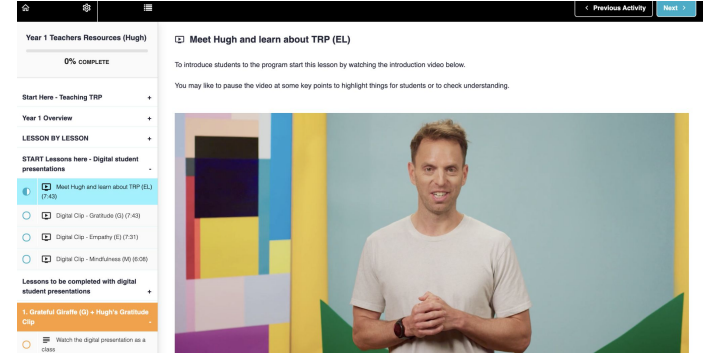
**TRP curriculum is built to deliver 1-hour of wellbeing content per week over the course of an academic year. It is critical as a school to decide where TRP fits into the school syllabus.**

## **This means;**

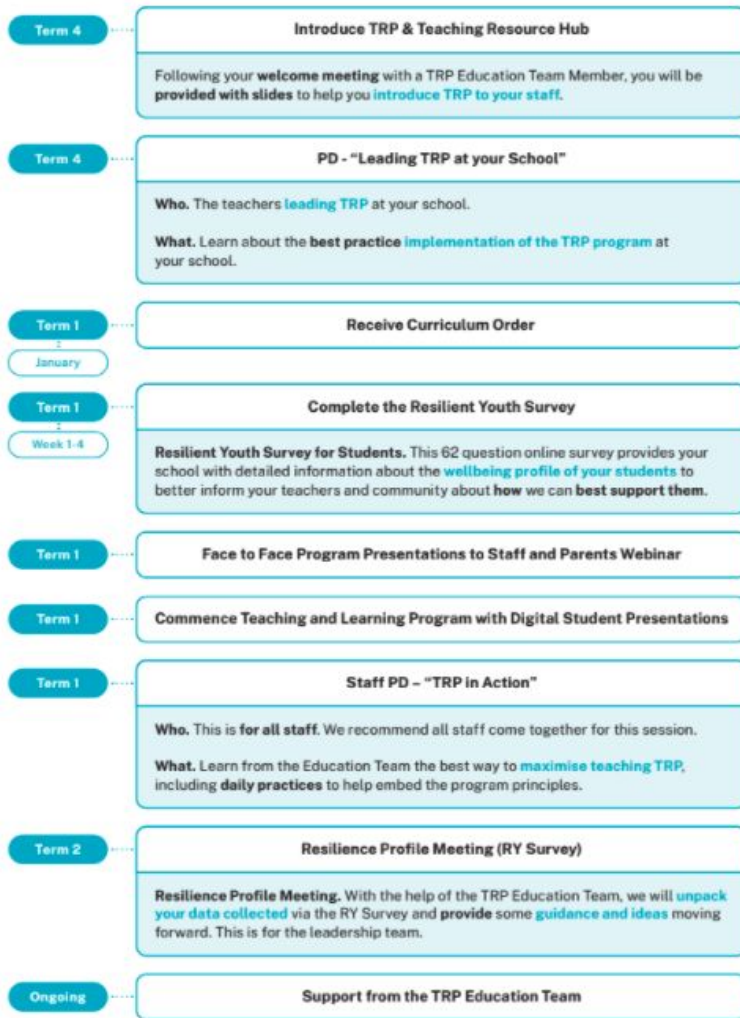
- Clearing space to allow time for teachers to deliver the program. **One hour per week is recommended.**
- Deciding **who** is going to deliver the TRP program? (secondary)
- Considering the makeup of your classes. Composite classes?
- Flexibility-adapt to your school's setting

## The online resource hub includes...

- **All curriculum materials you need to teach the program:**
  - Lesson plans
  - Student journal pages
  - Resource sheets
  - Videos
  - Meditations
- **Support materials:**
  - Mapping documents
  - Teaching TRP guide
- **Staff Self Care**
- **Project +**
- **And much more!**



## T & L Program - Timeline



# Resilient Youth Survey



# Survey Overview

- An online, 62 question survey completed by all students in years 3 to 6.
- The survey takes 35 – 50 minutes and each student uses the same 6 digit log in code
- The results will provide a wellbeing profile of your school. Each year the students complete the survey, school wide changes can be seen.
- A resilience profile workshop will be delivered to your leadership team by a TRP staff member ideally in term 2.
- We will be surveying in Term 1, 2022 during the first 4 weeks of school.

\*For more information on the survey, please [Click Here](#)





# Further Support



THE  
**RESILIENCE  
PROJECT**

## CLASSROOM GEM CHAT

*Practice The Resilience Project's principles daily*



Proudly Supported by  
**colesgroup**

The ACTIVITIES section houses easy-to-do ideas to bring wellbeing into day-to-day life.

By giving these exercises a go, you can check-in and support the mental health of everyone in your home: your self, housemates, family and pets alike!

These activities focus on the The Resilience Project's wellbeing principles: gratitude, empathy, mindfulness (GEM) and emotional literacy.

These wellbeing principles are simple and supported by research that shows practising them everyday will help you feel happier and more resilient. Like anything in life if you want to become better at something, you just need to practise!



### Gratitude

Pay attention to the things that we have right now, and not worrying about what we don't have. We practise this by noticing the positives that exist around us.

### Empathy

Putting ourselves in the shoes of others to feel and see what they do. We practice this through being kind and compassionate towards other people.

### Mindfulness

Our ability to be calm and present at any given moment. We practice this through slowing down and concentrating on one thing at a time. This could be our breathing, completing a colouring sheet or noticing the noises we can hear.

### Emotional Literacy

Our ability to label our emotions as we experience them. Labelling our emotions helps us to manage our emotions (soften negative emotions and find positive emotions). We practice this by labelling our emotions as

**PROJECT** 

  
**Resilient  
Youth**  
AUSTRALIA

# Next Steps

- **Oct** - Complete Curriculum Order Form
- **November** - Receive Online Resource Hub from TRP. Send out Online Resource Hub details to all your staff
- **Term 4** - Set aside a staff meeting to introduce TRP to your staff, including showing them how to use the Online Resource Hub. You should use these slides and add in your school specific detail!
- **Term 4** - Professional Development - 'Leading TRP at your School'

***It is a great idea to use the checklist provided to you in your “Welcome Pack” to complete all the necessary components of a great program.***

## Program Set Up

- Have we allocated a **staff member to lead TRP** at my school? (Can be more than 1 person)
- Have I **ordered** my **school's curriculum**? (Student Journals & Teaching Resources)
- Have I **invited** other relevant staff members to **attend** the Professional Learning - "**Leading TRP at your School**"?
- Have I sent out the **TRP online Teaching Resource Hub** hosted on Teachable to the **teaching staff**?
- Have I sent home the suggested **letter** to our **parent and carer community** introducing them to **TRP School Program**?
- Have I **booked** in "**TRP in Action**" with my School Partnership manager?
- Have I **confirmed my Program Presentation dates** and put them in the school calendar?

## Resilient Youth Survey

- Have we set a date to **complete the survey** and sent details to teaching staff?
- Have I booked in a meeting so **TRP can support** us with our **results** from the **Resilient Youth Survey**?

## Program Implementation: Presentations

- Have I **informed my staff** how and when the **program presentations** will be delivered?
  - Staff.** Face to face, time and date.
  - Student.** In classrooms via the TRP Digital Resource Hub during the first 4 lessons delivered.
  - Parent/Carer.** Webinar combined with other schools. Time and date.
- Have we **promoted the Parent and Carer Webinar** to our parent and carer community, including the time, date and Zoom link?

## Program Implementation: Curriculum

- Have we confirmed **when** we are **delivering** the **Teaching and Learning** component of your program? Is it built into the timetable and mandated?
- Have we confirmed **who** is **delivering** the **Teaching and Learning** component of your program (lessons)?
- Have I checked **all staff** are **logged** into the **Teaching Resource Hub**?
- Have I read "**Teaching TRP - Everything you need to succeed**"?
- Reminder.** The first 4 lessons are accompanied by **Hugh's digital presentations**.
- Have you accessed the **TRP mapping documents** to help you plan?
- Have you checked that your teachers are aware of **GEM Chat** in the **Teaching Resource Hub**? This is a great tool for inviting daily GEM conversations with students.



[@hughvancuylenburg](https://www.instagram.com/hughvancuylenburg)



[/theresilienceproject](https://www.facebook.com/theresilienceproject)