

THE

**RESILIENCE
PROJECT**

EARLY YEARS
EDUCATOR RESOURCE

ABOUT THE RESILIENCE PROJECT

We teach positive mental health strategies.

THE
**RESILIENCE
PROJECT**



FROM OUR PARTNER

The Resilience Project is proud to partner with Coles to support students, teachers and parents to become happier, healthier and more resilient.

We are grateful for the commitment and shared vision of Coles to support the mental health of all Australians.

coles

WELCOME

The Resilience Project (TRP) is so grateful for the opportunity to share the world of GEM (**Gratitude**, **Empathy**, **Mindfulness**) with you and your children this year. The Resilience Project delivers emotionally engaging programs to early learning centres and schools, providing evidence-based, practical strategies to build resilience and happiness.



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



- **Teaching TRP**
- **WHO – An Introduction to The Resilience Project**
- **WHY – Snapshot of mental health in Australia**
- **WHAT – Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy**
- **Program Logic – The Resilience Project Education Program**
- **How – Best Practise Implementation**
 - Whole school/ELC approach
 - Partnership with Families – Early Years Journal
- **The Resources**
 - Delivery
 - Session order
 - Pedagogy
 - Preparing to deliver The Resilience Project curriculum
- **References and further reading**

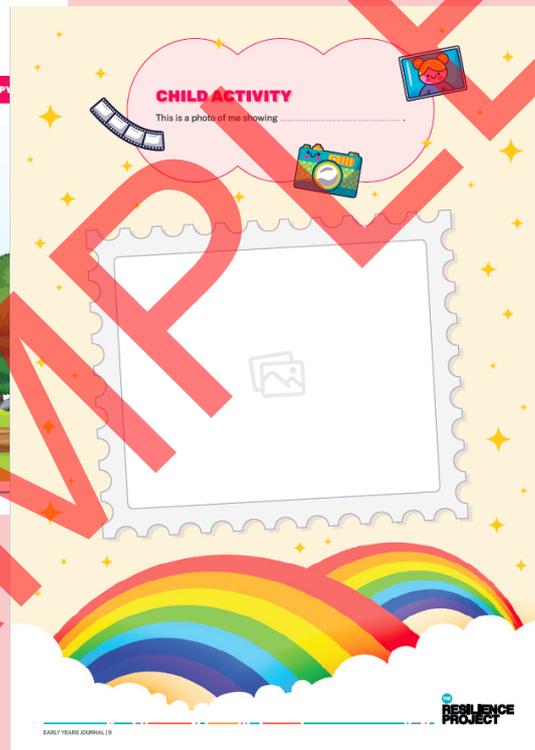
You can find an electronic copy of **Teaching TRP** on the **Educator Resource Hub**.

Educator Prompt

- i** Model emotional literacy, emotions and feelings, e.g., “Sometimes I feel happy when....I have my favourite sandwich for lunch”, “My face looks like this [use facial expression] when I feel grumpy”, “The children look happy in that photo because they are laughing”, “How do you think the child in this photo is looking?”

Weekly GEM Chat

- 💬** What clues did you see today about how other people might be feeling? Use children’s photographs to support discussion.



EYLF Link:

Outcome 2: Children are connected with and contribute to their world.

- 2.1** Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Outcome 3: Children have a strong sense of wellbeing.

- 3.1** Children become strong in their social and emotional wellbeing.

Outcome 5: Children are effective communicators.

- 5.2** Children engage with a range of texts and gain meaning from these texts.
- 5.3** Children express ideas and make meaning using a range of media.
- 5.5** Children use information and communication technologies to access information, investigate ideas and represent their thinking.

SESSION 2

FEELINGS PHOTOS

Learning Intentions:

- We are learning to develop the ability to identify and express a range of emotions.

Resources:

- Educator Resource Hub.
- Early Years Journal.
- Internet access, TV/screen.
- 'Alexander and the Terrible, Horrible, No Good, Very Bad Day' book, written by Judith Viorst OR watch **Video E002**.
- iPads/tablets/photography devices.



Outline:

Activity 1: 'Alexander and the Terrible, Horrible, No Good, Very Bad Day' discussion (10 mins)

- Watch **Video E002**, 'Alexander and the Terrible, Horrible, No Good, Very Bad Day' or alternatively read the story, 'Alexander and the Terrible, Horrible, No Good, Very Bad Day' written by Anna Llenas, if you have a hard copy.
- After listening/reading the story ask the following questions:
 - > Have you ever had a bad day like Alexander had?
 - > What happened?
 - > How did you feel?
 - > How do you think Alexander was feeling?
- Reiterate that some days are like that.

Activity 2: Feelings photos (20 mins)

- Invite children to photograph themselves and others, to represent different feelings.
- Support children to label feelings/emotions. You could do this by offering the names of the emotions, discussing how the different facial features change and talking about when the children might feel these feelings/emotions.

Activity 3: Guess the emotion (20 mins)

- Invite children to share their photos and have the other children guess the emotion/feeling captured in the photos.
- You might like to print some of these photos and use them as displays of different emotions or for games. Save one of each child for the Early Years Journal.

Early Years Journal Activity (Early Years Setting)



- Print a photo and glue into the Early Years Journal.

i Model emotional literacy, emotions and feelings, e.g., “How were you feeling when ... it was raining and we couldn’t play outdoors?” or “I noticed you were feeling happy when ... you told us about the birthday party”.

💬 Tell us how you are feeling today? How are you feeling right now? Use emotions chart to support discussion.

SESSION 3 **HEART FEELINGS**

EMOTIONAL LITERACY

Working on our **Emotional Literacy** gives us opportunities to develop our ability to understand and express different emotions. It also helps us to recognise our feelings and how to manage them. When we develop and improve our emotional literacy skills, it allows us to cope with different life situations such as managing conflict, making friends, coping in difficult situations and being resilient when dealing with change.

THIS WEEK...

We read a story called, ‘In My Heart: A Book Of Feelings’ and talked about different emotions. We played an emoji emotion memory game.

FAMILY ACTIVITY

Create your own family feelings chart. Come up with an image (could be an emoji face or a character) and a colour to represent the following emotions; happy, sad, angry, excited, calm, loved, scared (you may want to add some others too). See an example (to the left). You could use this to assist your child/ren to identify how they are feeling, if they are having difficulty naming their emotion/feeling.

DAILY REFLECTION

As a family discuss how everyone is feeling at the present moment or how people felt during the day (this could be as you are sitting around the dinner table or going for a family walk). Ask: “How are you feeling right now?”, “How were you feeling today?”, “What did you do when you were feeling that way?”.

EARLY YEARS JOURNAL | 10

SHARE AS A FAMILY

What do you do at home to change your moods? Make a list together as a family and invite your child/ren to illustrate the list.

SOME THINGS TO THINK ABOUT...

- What do you do in your home to spend time together?
- Research tells us that 15-20 mins. of undivided attention is all it takes for children to feel connected. Put down your phone and read a book, visit a local park or watch a film with the whole family, plant something together - e.g. plant some seeds in a pot and care for a living thing.

EARLY YEARS JOURNAL | 11

RESILIENCE PROJECT

EYLF Link:

Outcome 3: Children have a strong sense of wellbeing.

- **3.1** Children become strong in their social and emotional wellbeing.

Outcome 5: Children are effective communicators.

- **5.2** Children engage with a range of texts and gain meaning from these texts.

SESSION 3

HEART FEELINGS

Learning Intentions:

- We are learning to develop the ability to understand and label emotions as we experience them.

Resources:

- Educator Resource Hub.
- Early Years Journal.
- Internet access, TV/screen.
- 'In My Heart, A Book Of Feelings' written by Jo Witek OR watch **Video E003**.
- Emoji game cards (**Early Years Resource Sheets**).

Educator Note. If possible create the memory game cards by using photos of children in the whole group making different faces and showing different emotions/expressions. This may make the game more relevant to the children's learning and understanding. You could use photos from Session 2.



Outline:

Activity 1: Listen to or read 'In My Heart, A Book Of Feelings' (10 mins)

- Watch **Video E003**, 'In My Heart; A Book Of Feelings' or alternatively read the story, 'In My Heart, A Book Of Feelings' written by Jo Witek, if you have a hard copy.
- Have a discussion and ask children the following questions:
 - > How does your heart feel today?
 - > How are you feeling today?
- Support children to label their feelings.

Activity 2: Emoji memory game (15 mins)

- Create a space for 2-3 children to play the Emoji Game (**Early Years Resource Sheets**). Ensure that it is in a quieter part of the room to minimise distractions.
- Model/demonstrate how to play the game.
- Have an educator nearby who can add descriptive language throughout the game. eg. What clues are the emojis giving us? That emoji looks nervous. Do you think this emoji looks proud?
- Children can prepare the game by placing the game pieces face down on the table or floor.
- They take turns at revealing 2 game pieces, trying to remember if they have seen the pieces before.
- If the 2 pieces that they turn over are not a match, they must turn the pieces facedown & allow the other child to have a turn.
- The next player turns 1 piece over, tries to think if they have seen an Emoji on previous turns with the same expression of emotion on its face. That player then turns over the 2nd piece. If it is a match, the pair is put aside, if not, the pieces are again turned face down.

Early Years Journal Activity (Home)



- Send the journal home this week and invite families to share what they do at home to change their moods.
 - > What do you do in your home to spend time together?
 - > Research tells us that 15-20 mins of undivided attention is all it takes for children to feel connected. Put down your phone and read a book, visit a local park or watch a film with the whole family, plant something together e.g. plant some seeds in a pot. Care for a living thing.
 - > Invite families to make a list. Invite children to illustrate.