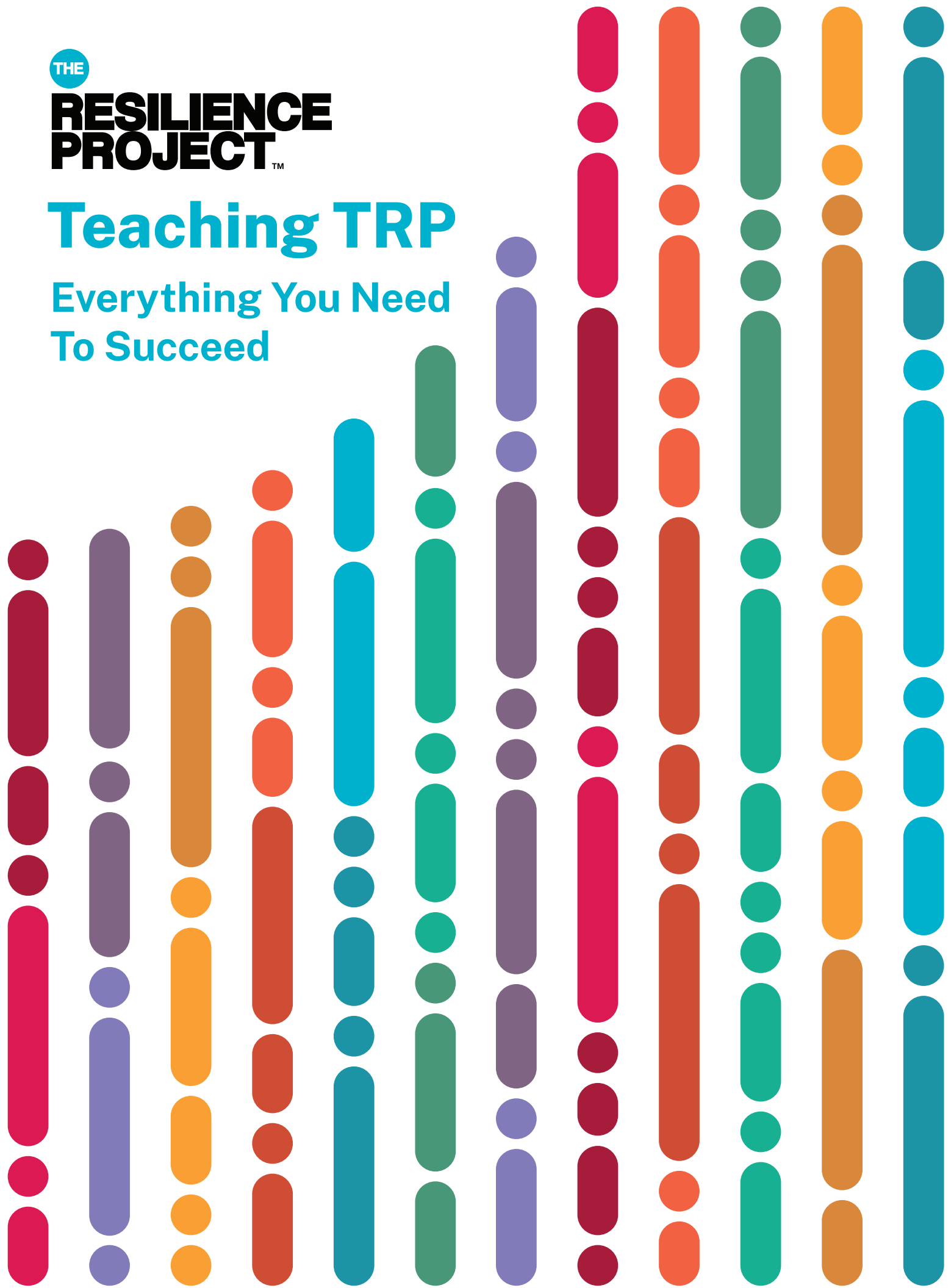




Teaching TRP

Everything You Need
To Succeed





The Resilience Project has a deep respect for Aboriginal and Torres Strait Islander Elders past, present and future. We acknowledge the stories, traditions and living cultures of Aboriginal and Torres Strait Islander peoples on this land and commit to building a brighter future together.



The Resilience Project acknowledges that as educators, we can all do more to promote a greater understanding of and respect for Aboriginal and Torres Strait Islander peoples and cultures in our schools. As a small step in this journey, we are honoured to have partnered with Culture is Life to co-design and enrich our school program. We would like to thank the talented Aboriginal educators and young people who have shared their knowledge and perspectives to help us ensure that our curriculum is representative and engaging for all.

coles

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.

Welcome

We are so grateful for the opportunity to work with you and your school this year. Whether it is your first experience with The Resilience Project (TRP) or you have been delivering the program for some years, this guide is the best place to start.

We have captured all our learnings over the past decade and want to share these with you to assist with best practice implementation. The guide is designed to make it easy for you to get the most out of the program and ensure it is a success at your school.



Who – An introduction to The Resilience Project

Why – Snapshot of mental health in Australia.

What – **Gratitude**, **Empathy**, **Mindfulness** (GEM) and **Emotional Literacy**

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Curriculum

- Delivery
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References and Further Reading

Who?

An Introduction to The Resilience Project

The Resilience Project was founded by a primary school teacher – **Hugh van Cuylenburg**. This is his story;

“In 2008, I was fortunate enough to spend a few months living and volunteering in the far north of India. In this desert community, there was no running water, no electricity and no beds; everyone slept on the floor of their desert hut. Despite the fact these people had very little to call their own, I was continually blown away by how happy they were.

It was this experience, and subsequent post graduate studies, that have led me to some pretty simple conclusions about the things that we need to be doing here in Australia if we want to be happier. In a nutshell, I learnt in this desert village that practicing gratitude, empathy (compassion) and mindfulness leads us to a happier more fulfilling experience. Once I discovered these three principles were also evidence based, I thought it might be a good idea to turn this into a program for schools. Turns out it wasn't just schools that wanted to hear this message!”

– **Hugh van Cuylenburg**



Scan the QR code
and learn more about
Hugh's story!



The Resilience Project (TRP) is committed to **teaching positive mental health strategies** to prevent mental ill health and build young people's capacity to deal with adversity.

Through an evidence-based Teaching and Learning Program and inspiring digital presentations for students, staff and parents/ carers, our school partnership program aims to **support mental health in the classroom, staff room and family home**.

We are proud to have delivered wellbeing programs to **over 1,500 schools** and **early learning services** across Australia. Our schools program has been **designed by teachers for teachers**, and has been evaluated by the **University of Melbourne** and the **University of Adelaide**.

Why?

Snapshot of Mental Health in Australia

A variety of studies over the past decade have shown **two clear patterns** in terms of the state of Australia's mental health:

- A** The number of people **experiencing problems** with their mental health **has increased**.
- B** **The age** people first experience a mental health problem **has decreased**.



As teachers, you better than anyone understand the challenges for students and there is no doubt that those of you who have been teaching for some time will have observed that this has become an increasing concern.



The key to reducing these figures is prevention. **We know that 50% of mental health issues begin before the age of 15.** Research has also shown that current treatments for mental health disorders reduce the burden by 13% to 36%. Research indicates that prevention could reduce this burden by a further 22%.



We also know from research that when **students are happy and calm they learn better.** They are more focused and can absorb the information being delivered. When students are stressed and unhappy, they cannot learn the same way.



Evidence also supports the fact that beyond preventing mental health issues in the future, quality programs that explicitly address wellbeing are likely to **improve academic achievement and reduce problem behaviours** in students.



A quick overview of the current state of mental health in young people in Australia:

- **1 in 4 adolescents** will experience mental health problems this year.
- **1 in 7 primary school students** will experience mental health problems this year.
- **Mental Health Disorders** carry the largest burden of disease for **15 – 24 year olds**.
- **Suicide** is the most common cause of death for **15 – 24 year olds**.
- **1 in 5 adults** will experience mental health problems this year.
- **65% of adolescents** will not seek help.

What?

(GEM) Gratitude, Empathy, Mindfulness and Emotional Literacy

TRP supports young people to **form evidence-based habits now that will increase their capacity to deal with challenges, changes and stressors in the future.**

The lessons in The Resilience Project curriculum are focused on four evidence based positive mental health strategies:

Gratitude

Paying 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.

In 21 days of practising gratitude, you rewire your brain to start scanning the world for the positives. **You become three times more likely to notice a positive.**



In 42 days you:

- Are less likely to get sick
- Have higher levels of energy
- Feel happier
- Are more enthusiastic
- Are more focused
- Are more determined
- Are more optimistic
- Have a better quality of sleep
- Have lower levels of depression and anxiety

Empathy

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

Every time you do something kind for someone else, **your brain releases oxytocin.**

Oxytocin leads to:

- Increased self-esteem / confidence
- Increased energy
- Increased levels of happiness
- Increased levels of positivity



Mindfulness

Intentional awareness generated by remembering to pay attention to the whole of your experience while differentiating that which is helpful vs. unhelpful for you.



You can practise mindfulness in a formal way by **completing meditations/breathing exercises**, or in a more informal way by being mindfully **engaged in your day's activities**.

Research shows that mindfulness can have the following positive impacts:

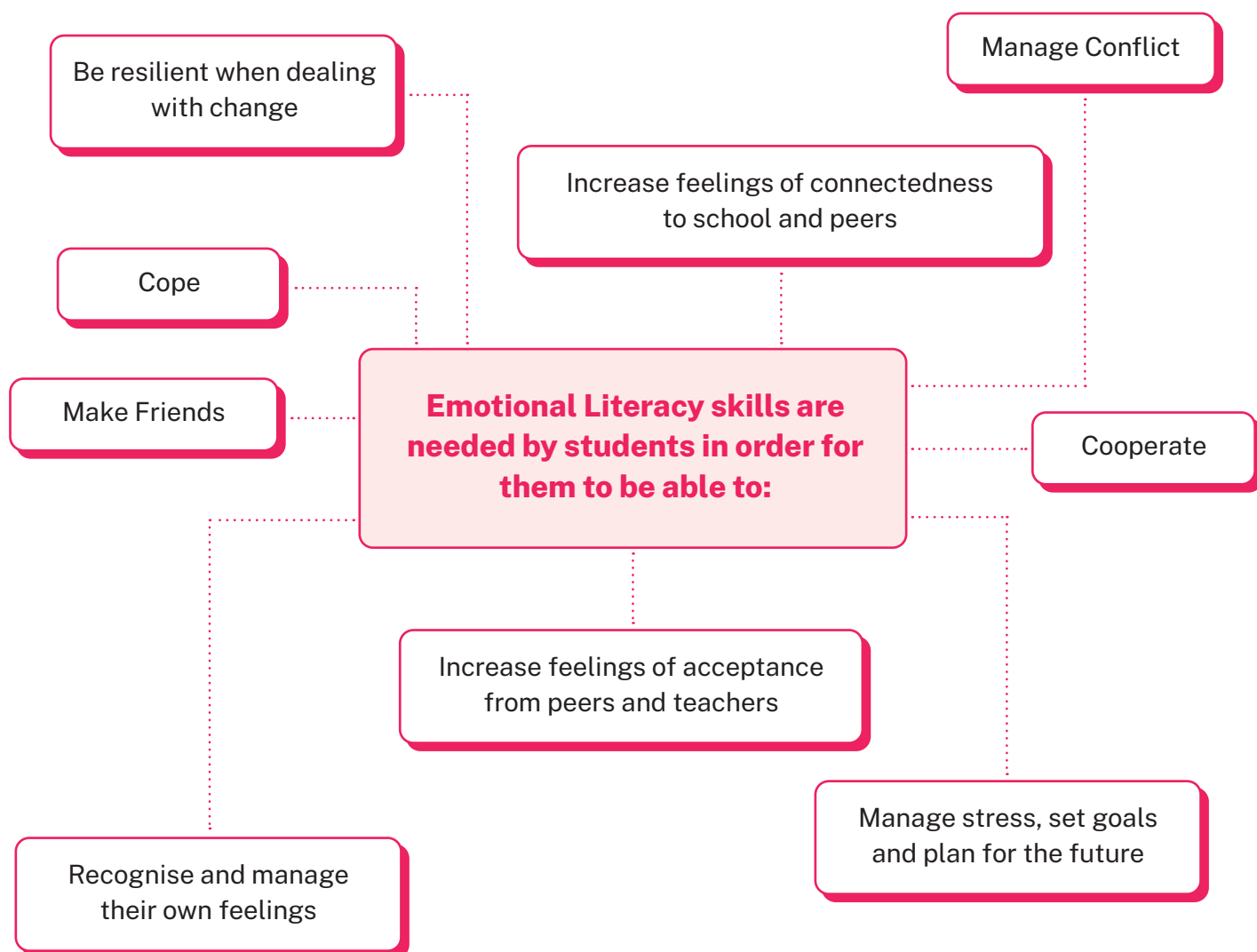
Mentally	Physically
Reduces depression	Relieves stress
Reduces anxiety	Prevents heart disease
Improves decision making	Lowers blood pressure
Improves ability to focus	Reduces chronic pain
Reduces drug / alcohol abuse	Improves sleep
	Makes you less nervous



Emotional Literacy

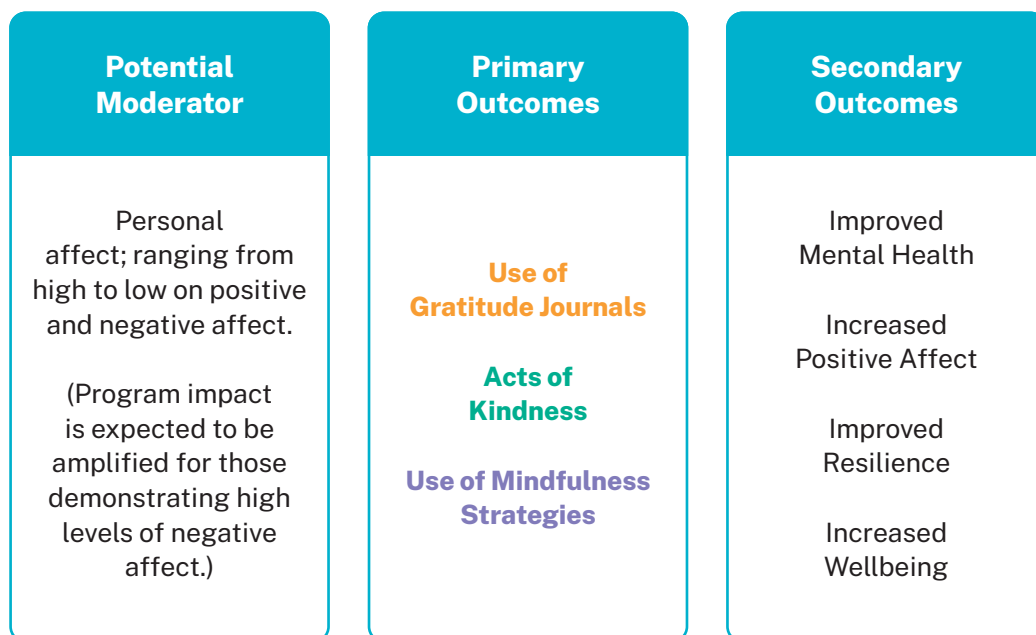
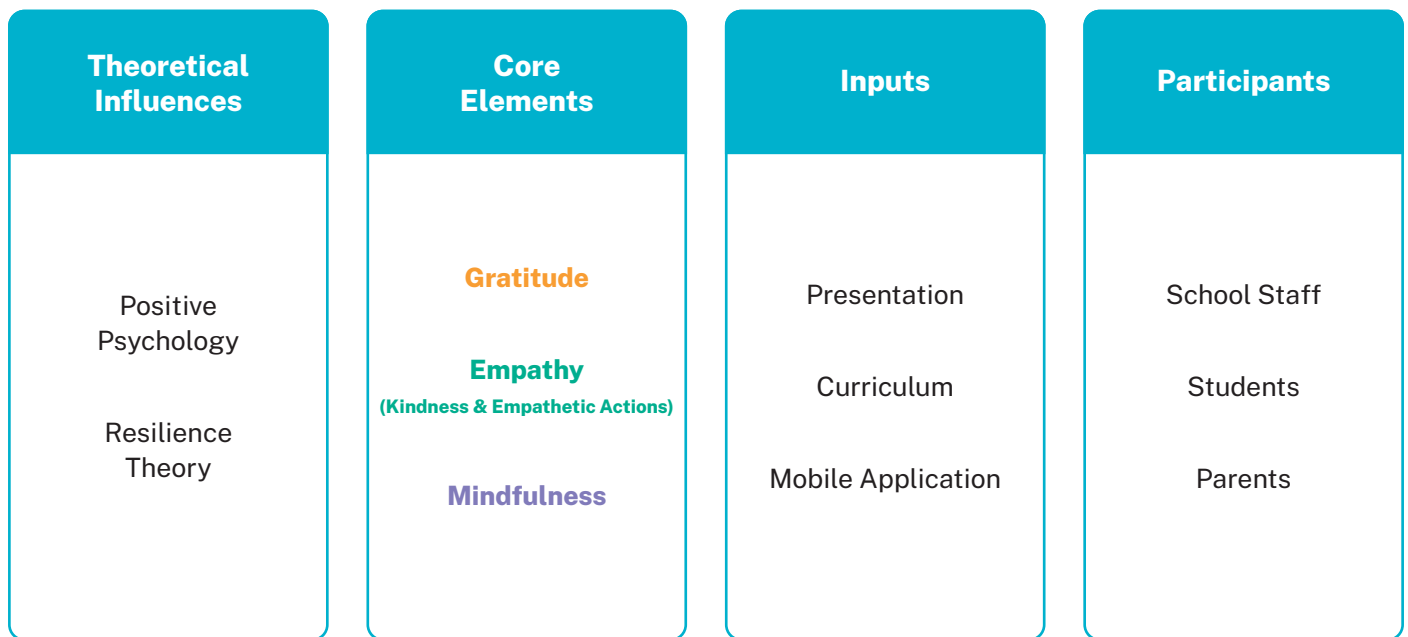
Our ability to label our emotions as we experience them. Labelling our emotions helps us to manage our emotions (soften negative emotions and find positive emotions). We practise this by labelling our emotions as we experience different parts of our day.

Emotional Literacy is about giving students opportunities to develop their ability to **understand and express emotions**, as well as practise **recognising** their own feelings and how to **manage** them.



Program Logic

The Resilience Project Education Program



Assumptions: TRP program will be engaging for teachers, students and families. Participating in the program will lead to uptake of GEM practices.

External Factors: Timetable constraints, family uptake of strategies.

Program Impact

School Partnership Program Evaluation



The Resilience Project's School Partnership Program has been **independently evaluated** by both **The University of Adelaide** and **The University of Melbourne**.

The University of Melbourne

2019







In-depth study of program participants versus non-program participants found that students at TRP schools benefited from the program in a range of ways:

- Improved **confidence** and **self-esteem**.
- Improved knowledge of and **ability to express emotions**, at school and home.
- More **supportive** classroom **environments**.
- Significant **increase** in daily practice of **gratitude strategies**.

The University of Adelaide

2019 - 2021

TRP Program participants (83,002 students) maintained **consistent emotional wellbeing** and **improved life satisfaction** in comparison to Non-TRP Program participants (79,699 students) across the COVID-19 pandemic:

Measure	TRP Students	Non-TRP Students
Depressive Symptoms	 Consistent	 Increased
Anxiety Symptoms	 Consistent	 Increased
Life Satisfaction	 Improved	 Declined

Program Impact

The University of Adelaide & The University of Melbourne



Emotional Wellbeing (2019 vs. 2021)

TRP participants maintained **good emotional wellbeing and improved life satisfaction** in contrast to those who did not participate in the program.

Measure	TRP Students	Non-TRP Students
Depressive Symptoms	Consistent	Increased
Anxiety Symptoms	Consistent	Increased
Life Satisfaction	Improved	Declined



Social Wellbeing (2019 vs. 2021)

TRP participants experienced an **increase in perceived support** over the period from their peers and the wider school community. This differed to non TRP participants, who experienced a steady decline.

Measure	TRP Students	Non-TRP Students
Perceived School Support	Improved	Declined
Perceived Peer Support	Improved	Declined



Physical Wellbeing (2019 vs. 2021)

TRP students who participated in the program exhibited **greater levels of healthy behaviours** in comparison to those students who were not involved in the program.

Measure	TRP Students	Non-TRP Students
Healthy Eating	Improved	Declined
8 Hours Sleep Most Nights	Consistent	Declined

Overall, this evaluation demonstrates the strong outcomes that can be achieved by proactively supporting young Australians in the school environment. **“Providing the tools and interventions to build resilience can significantly lower the risk of mental illness and buffer the negative effects of stressful life events”¹.**

¹ Dr Mark Kohler and Dr Amanda Santamaria, 23.01.2022, “The Resilience Project (TRP) Education Program Outcomes”

How?

Best Practice Implementation



Over 10 years of delivering programs to schools and through our evaluation with University of Melbourne,

we have been able to establish some key implementation guidelines to assist schools to maximise the benefits of the program;



- A Consistency.** Students need to be exposed to the strategies, language and content of our program on a regular basis. **We recommend at least one hour a week** for explicit teaching of strategies as well as ongoing informal practise as opportunities arise throughout the school day.
- B Whole School Approach.** Widely recognised by research as **the most effective way** to achieve sustainable change.
- C School-Home Connection.** A big part of the whole school approach is building connection between **what happens at school and home**. Bringing parents along on the journey.

Whole School Approach

Our approach is to work with the whole school community including teachers, students and parents, helping them understand the importance of practising and implementing key strategies to build resilience and drive sustainable change.

The Health Promoting Schools Framework (HPS) incorporates the growing body of evidence that recognises the importance of a whole school approach to achieving effective outcomes in the area of student wellbeing. We have used the HPS model to guide the development of our school programs.

To get the most out of the program, we recommend implementation of the strategies, language and activities in the program across staff, students, parents and wider school community.

Students

- TRP delivered **student presentations**.
- TRP lessons during **class time**.
- **Daily reflections** in student planners.
- **GEM Chat** as part of daily routine.
- Access additional student activities and resources through **Project+**.
- Actively look for **opportunities to highlight key concepts in classroom**. Mindful minute after lunch, kindness award, kindness sharing banks, gratitude boards / jars / tree, reflections.
- Utilise and refer to **emotional literacy and mindful strategies** to manage incidents and behaviour.
- Utilise and refer to **empathy strategies** to encourage respectful relationships.

Community

- Refer to **TRP@Home** on website
- **Display TRP sign** on school gates
- **Involve local community in activities wherever possible**. For example, partner with local charities to build on empathy and gratitude, arrange to visit aged care homes to play games with elderly, set up a community sharing bank at school that students can contribute to.
- Invite **guest speakers from the community** to model use of these strategies or stories of resilience.

Parents

- TRP delivered **parent presentations**.
- Share TRP@Home with families and **regularly encourage or refer to it** in newsletters, school website.
- **Take It Home Activities** in curriculum.
- Share **Project+** content with families.
- **Model GEM at parent nights**, school events, have a gratitude tree on display, do some mindfulness.
- **Celebrate and share children's TRP work at assemblies**, hand out GEM awards or you could have a whole school community GEM focus for the week.



Staff

- TRP delivered **staff presentations**.
- **Practise GEM as a staff cohort**; gratitude games, empathy challenges, 2-minute mindfulness before staff meeting.
- Distribute **Project+** to staff.
- Staff content can be found on the online Teacher Resource Hub.
- Encourage **staff daily reflections** with TRP Teacher Planners, TRP journals or App.

School-Home Connection

There is significant evidence that building the school-home connection **is crucial to improving educational achievement and student wellbeing outcomes**. There is correlation between parent involvement and a variety of wellbeing metrics including:

- School Attendance
- Social Skills & Behaviour
- Further Education

TRP recognises this evidence and **supports schools** in a number of ways;

TRP@Home. Our web based resource for everyone to access GEM activities, reflections, parent hub and our blog:



TRP@HOME

theresilienceproject.com.au/at-home/



Take It Home Activities. Lessons embedded with ready-made take it home activities for students to extend their learning with their families at home.

Project+. Fresh content to share with families via school communication channels.

TRP Family Journal. Available to purchase through our online store for families who would like to practise GEM.



What else can you do?

Strong positive relationships between parents and teachers formed early on can go a long way in supporting the students' learning and wellbeing, and can

make your job easier if and when you interact with families throughout the year. In the first few weeks of the year, you could challenge yourself to call each parent and share a small positive characteristic or action you've noticed their child demonstrating in class.

This is a huge example of **empathy towards the family, showing you value and notice their child**, and parents really appreciate positive feedback about their family.

Fitting It All In:

Integration

Using the Curriculum Mapping

The Resilience Project curriculum has been produced to align with Australian curriculum standards and frameworks. The Resilience Project curriculum addresses aspects of achievement standards in the Personal and Social Capabilities (PSC) learning area, the Health and Physical Education (HPE) learning area, the English learning area and now the Cross Curricular Priority; Aboriginal and Torres Strait Islander Histories & Cultures learning area. Most of our lessons from Foundation to Year 12 now include a First Nations Cultural Connection prompt to inspire teachers to consider our First Peoples and make these connections throughout their teaching. Every lesson from Foundation to Year 6 includes an Integration Inspiration section highlighting how the lesson does, or could, integrate with other areas within the curriculum. Each primary year level also has bonus lessons that are written with a full integration focus, one each for Reading, Writing and Maths.

We strongly encourage you to utilise this extensive mapping to assist you with fitting everything into a busy school year. You should use the mapping when you are planning lessons for HPE, PSC, English and Maths to identify which TRP lessons can complement and fit well with your planned units of work.

By doing this, you will be able to easily get through more of the TRP content without feeling like it is an added extra. Research also tells us that an integrated approach to learning is likely to increase student engagement and deepen their understanding of the content as they are able to make connections with what they are learning and the real world. You can find all the mapping on the TRP Teacher Resource Hub.



GEM Chat

We know that the best way to run a successful program is to embed it into your school's daily practice. This is where powerful change and growth can be found. To help you, we have created GEM Chat. **GEM Chat allows you to practise the TRP principles daily and provides a regular wellbeing check in on top of the weekly lessons.**

GEM Chat consists of 2-5 minute activities that students can do individually, or as a whole group, at different points throughout the day. They are a great way to get students thinking about GEM outside of the set lesson time and importantly, regularly practise strategies to improve their mental health. Every lesson includes a weekly GEM Chat focus and extra GEM Chats can be found at the back of the Teacher Lesson Plans for each year level (TRP Teacher Resource Hub).

Extra Resources

At the back of each year level Teacher Resource, you can also find extra resources. These are a selection of **extra activities you can do at any point in your day**. They vary from 5 to 20 minute activities so you can pick the ones that suit the time you have. They are categorised according to GEM so you can easily identify the area you might want to explore.



First Nations Cultural Connections

What?

The Resilience Project has **partnered with Culture is Life** for cultural guidance and to write the First Nations Cultural Connections. These are prompts that appear in some lessons to encourage you to **consider Aboriginal and Torres Strait Islander perspectives** that connect to the content being covered. Some are simple pieces of information that you can share with students to enrich the lesson, others are ideas to delve even deeper into key cultural practices or histories with your class. Our hope is that **these prompts inspire you to make connections with our First Peoples and the land you are on**, not just with The Resilience Project curriculum, but in all your teaching.

Why?

Despite enormous adversity, the strength and resilience of Aboriginal and Torres Strait Islander peoples is remarkable. **As Australians, we all have so much to learn from the longest surviving culture in the world.** Every Australian's wellbeing will benefit when we can **acknowledge the past, celebrate the rich culture of our First Peoples and start to walk together towards a better future.**

Unfortunately, the consequences of our past and the continued flawed policies of Governments today have led to health and life outcomes for Indigenous Australians being significantly poorer than non-Indigenous Australians. The gap was first recognised in the **Closing the Gap report (2007)** and highlighted **7 areas of focus**:

- Life **expectancy**.
- **Mortality rates** for Indigenous children under five.
- Indigenous four-year-olds **enrolled in early childhood education**.
- Indigenous **school attendance**.
- Writing and numeracy **achievements** for Indigenous children.
- Indigenous students in **Year 12 attainment or equivalent attainment rates**.
- To halve the gap in **employment outcomes** between Indigenous and non-Indigenous Australians.



Interestingly for educators, **4 of the 7 areas focus on education-related outcomes**. As educators, we can do so much to make our classrooms places that **celebrate the strength and resilience of Aboriginal and Torres Strait Islander peoples and their amazing culture**. In doing so, we will ‘give Indigenous Australian young people the opportunity to connect, contribute and thrive in Australia and the world.’ (Culture is Life, www.cultureislife.org)

‘Addressing our internal biases and assumptions and developing a greater understanding of Indigenous perspectives and knowledges is critical to teaching Aboriginal and Torres Strait Islander students. It can improve learning outcomes, strengthen engagement, and recognises that a relationship between students and teachers built on cultural respect and understanding can change lives.’²

How?

Connection to culture is a key factor in the wellbeing of Indigenous Australians. By utilising the First Nations Cultural Connection Prompts in this resource, you will be taking steps to educate yourself, educate your non-Indigenous students and give Indigenous students a space where they feel seen, heard and proud. We suggest you:

- Look through the lessons and **review the First Nations Cultural Connections Prompts prior to starting** this course with your class.
- Become **familiar and comfortable with the content** and decide how you are going to implement each one.
- Read the **Cultural Considerations for Teachers** information below.

CULTURAL CONSIDERATIONS FOR TEACHERS: A 6 STEP GUIDE FROM CULTURE IS LIFE’S ABORIGINAL EDUCATORS.

Key Points:

- It is important to consider all Aboriginal and Torres Strait Islander staff and students when discussing Aboriginal stories in this series.
- When discussing Aboriginal people’s connection to Country, it is important to consider those who may become triggered. Get to know your students’ stories and consider what may be triggering for them.
- Your students may also wish to share their personal stories and connection to their Country, peoples and cultures with the class.
- If you are unsure about the best approach, speak with your students, their families or close community members to discuss ways to make them feel safe and empowered in the conversations in the classroom.

² ACDE Australian Council of Deans of Education, 2018, ACDE analysis of 2016 census statistics of Aboriginal Torres Strait Islander teachers and students, viewed 21 June 2021. www.acde.edu.au/acde-analysis-of-2016-census-statistics-of-aboriginal-torres-strait-islander-teachers-and-students/



1. Before delivering any resources, we encourage teachers to consider the following:

- What are the stories/film/literature/art about?
- Who is this intended for?
- What messages and learnings are obvious in the stories/film/literature/art?
- What messages or learnings can I explore more deeply?
- Why is this resource important for young people to connect to?
- What positive changes do I feel passionate about influencing?
- What role can I play in creating these changes?

2. Teacher Check-In

Reflect on your own connection and understanding of the land and Aboriginal culture, people and histories. Ask yourself what you know about Aboriginal and Torres Strait Islander peoples, cultures, traditions, customs, perspectives and knowledge. Be vulnerable. Identify any areas where you can strengthen your understanding to ensure you are providing the most respectful and impactful learning for your students.

3. Understanding Protocol

Protocols exist as standards of behaviour used by people to show respect to one another. Cultural protocol refers to the customs, lore and codes of behaviour of a particular cultural group and a way of conducting business. It also refers to the protocols and procedures used to guide the observance of traditional knowledge and practices, including how traditional knowledge is used, recorded and disseminated. (extracted from SNAICC).

4. Cultural Safety For Children

It is important to first consider any Aboriginal and Torres Strait Islander children in your classroom and how the perspectives and themes could impact them. The significant impacts of past and current policies influence Aboriginal and Torres Strait Islander children's journey and their knowledge and experiences differ for every child. It is also important to consider the experiences of any person in the room, who could be impacted by the removal from their homelands, family, kinship and Country. In understanding and honouring the survival and strong presence and culture of Aboriginal people today, when discussing Aboriginal ways in past tense, it is important for adults to confirm that Aboriginal cultural practices in this book are still strong and practiced today. Even if this looks different, the topics are not just historic.



5. Aboriginal and Torres Strait Islander Community Relationships

We encourage you to invite your local Aboriginal and Torres Strait Islander community and local Aboriginal services to your school. Build relationships with them so they are a part of your learning community. We strongly encourage you to invest in an Elder of the traditional Country that you are on to welcome your staff and students to Country and share their knowledge and perspectives.

6. Cultural Connection, Competency, Awareness and Inclusion Training

How can your school and community contribute towards a better future for Indigenous peoples and all Australians?

We are all custodians of this land. This means that we all have a collective responsibility to serve and protect all living beings on Country, including each other. We encourage educators to further explore ways that you can support your students and school community to be more safe and inclusive. One way to start these conversations is by engaging in conversations with your staff and discussing their understanding of the lands they are on, their peoples and their stories.

Develop authentic relationships, listen, care and respect. Then commit with a true passion and understanding to bettering your school's systems, policies and practices.

Consider how your school community, including staff and families, can benefit from ongoing professional development and training in this area.

Visit Reconciliation Australia's website to consider your school's reconciliation journey through their Reconciliation Action Plans (RAPs) and educational resources.

Learn More...

The First Nations Cultural Connections have several resources that will enable you to further develop your knowledge in this space. Some other great resources are:

- Culture is Life www.cultureislife.org/education
- Closing the gap www.closingthegap.gov.au
- Reconciliation Australia www.reconciliation.org.au
- Kanyini www.kanyini.com
- Uluru Statement from the Heart ulurustatement.org/the-statement and their YouTube Channel www.youtube.com/channel/UCwUMalbQSmVoPhHRK71wOmw

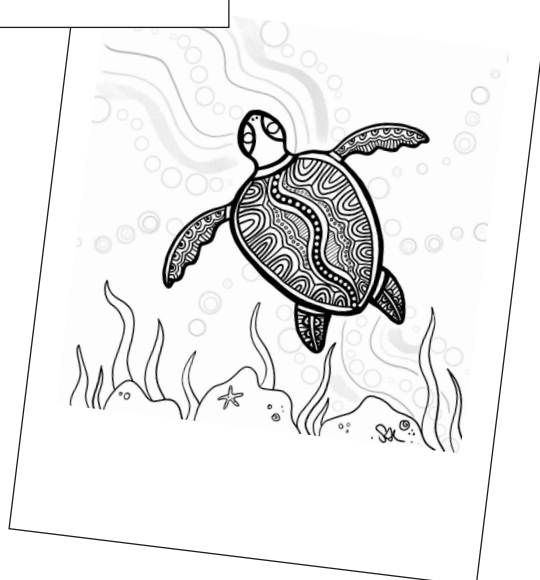
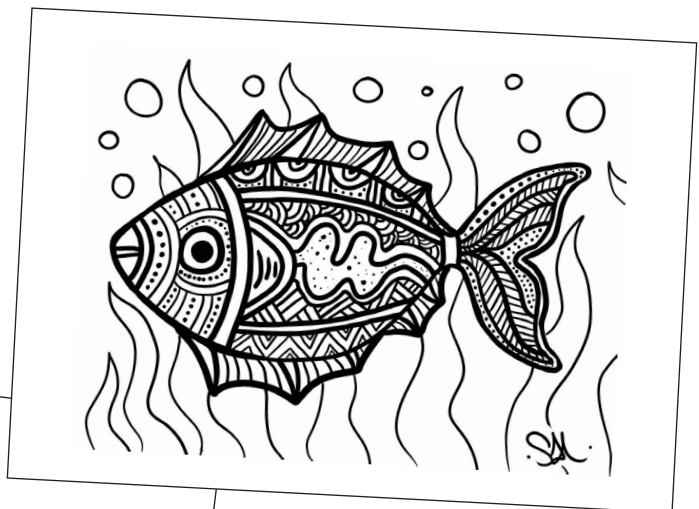
About Our Indigenous Mindful Colouring

The Resilience Project want to thank Sal Raphael Lavallee for sharing their talent and culture with us and for the work they have put in to create the Indigenous Mindful Colouring pages, included in some of our Student Journals.

Sal is from Bogong Moth Art and Holistic Services, is an Monero Ngarigo person from the Ngarigo and Yuin nations. Ngarigo is their Grandmother's country from the snowy mountains region NSW through to Victoria and Yuin from their Grandfather's country south coast NSW.

Sal is an artist, a qualified meditation therapist, holistic counsellor, experienced workshop facilitator, transpersonal art therapist student, ritualist and an experienced cultural art therapist.

Sal's art is inspired by traditional Ngarigo and Yuin art that was taught to them by their elders but their interpretation and style is very contemporary. Inspired by stories from their Grandmothers and Grandfathers country and their own spiritual experience and understandings.



Curriculum



The Resilience Project curriculum has been designed by teachers for teachers. There is an understanding that teachers facilitating the delivery of the curriculum will have varying levels of expertise in the subject content.

To assist, lesson plans and activities have been designed to be easy to follow and include a clearly articulated Learning Intention, comprehensive resources and a range of practical activities to make the delivery of the curriculum an enjoyable experience.

The preferred approach with the curriculum is to complete each lesson in its entirety, however it is acknowledged that this is not always possible. To assist, lessons have been divided into time specific activities, which provides the opportunity to complete as much of the lesson as possible and still achieve great outcomes from each lesson.

Within the primary school year levels, there is a separate set of up to 30 lessons for each year level. Each lesson is fully supported with a student journal activity, teacher resource sheets (where required), video links and curriculum mapping. The secondary curriculum consists of up to 50 shorter lessons to allow flexibility within the school's timetable structure and support time constraints within the Secondary environment. These mini lessons can be grouped together for a 60 minute lesson or 3x20 minute lessons can be run within Pastoral Care groups throughout the week, for example.

Delivery

Schools have flexibility in how they plan and deliver The Resilience Project curriculum **to best fit with their existing learning programs, resources and needs.**

Outlined below are several options to plan and deliver the curriculum in your school:

- In the time allotted to Pastoral Care in home groups
- As part of an integrated program with PSC, HPE, English and Maths (see integration advice above)
- Creating space in the timetable to deliver as a stand-alone program, i.e. every Tuesday afternoon

Whichever approach your school chooses, it is **important that space is created in timetables and teachers are supported by leadership** to implement the curriculum.

Lesson Order

The lessons can be delivered in **two ways depending on what best suits** the learning of your students. They are:

- 1 The lessons can be **delivered sequentially in the order outlined** in the teaching resource or;
- 2 Teachers can choose to deliver lessons that are **most appropriate** at any point in time to meet the needs of their cohort and setting.



Lessons are generally broken up with a mix of each category (**Gratitude**, **Empathy**, **Mindfulness** and **Emotional Literacy**) spread throughout. There are however, some lessons where students may benefit from the opportunity to complete the same topic sequentially in order to consolidate and build on knowledge. For this reason, we have generally grouped lessons in lots of two. Teachers can use their professional judgement to deliver the lessons in an order that they see will work best.

All student learning happens on a continuum. **The Resilience Project curriculum has been designed to be accessed by students at varying levels of emotional and academic development.** The year levels are a guide to the age and ability that the curriculum has been written to engage. As in all learning, teachers may need to make some adjustments to cater for the individual learning needs of their cohorts. Within some of our lessons we have included enabling and extending prompts to assist with differentiation.

Pedagogy

The Resilience Project curriculum requires teachers to adopt a facilitation approach. **Rather than teachers imparting knowledge onto students, this curriculum places teachers alongside students.** Together, you will unpack the information in each lesson and build on the knowledge base of the group to find the answers together. Suggested approaches to maximise outcomes from each lesson include:


- Providing **space and time for reflection** when facilitating lessons. This is paramount. Give the group plenty of time to come up with responses — some silence is okay.
- Guiding and prompting **group discussions with questions** to elicit thinking and sharing.
- Creating opportunities to demonstrate vulnerability to your students by involving yourself in the class discussions, sharing experiences of your own.
- The lessons require students to **work as individuals, in pairs, in small groups and as a whole class.** This is to encourage discussion and also to provide opportunities to further develop social skills.

Preparing to Deliver The Resilience Project Curriculum


There are parts of The Resilience Project curriculum that students may find challenging. The Resilience Project curriculum is, in many ways, a personal development journey for both students and teachers. As with any journey, there may be difficult parts along the way. As a teacher, you need to be mindful of your own emotional reactions to the content and reflect on how it may influence your teaching. How you and your students respond to content will vary depending on past experiences.

It is vital that you establish a safe learning environment before beginning. It is a good idea to involve the class in setting up some agreed behaviours. Include concepts such as confidentiality, respectful listening, etc.


Ensure that students have access to information about where to go for extra support if they need it and keep referring back to this throughout the lesson. Ideally, the school wellbeing team would be the first option, however it is a good idea to give students information about other support services including:



A Kids Help Line
1800 55 1800 or;
[kidshelpline.com.au](https://www.kidshelpline.com.au)



B headspace
[headspace.org.au](https://www.headspace.org.au)



References and Further Reading

Education

Here are some references to the research and evidence discussed in this guide relating to education.

Education	
Wellbeing in Schools	<p>University of Melbourne, Building Resilience in Children and Young People. A literature review for the Department of Education and Early Childhood Development (DEECD) education.</p> <p>https://www.education.vic.gov.au/documents/about/departments/resilienceelitreview.pdf</p>
Australian Student Wellbeing Framework	<p>https://studentwellbeinghub.edu.au/</p>
The Collaborative for Academic, Social and Emotional Literacy	<p>https://casel.org/research/</p>
Health Promoting Schools Framework and Whole School Approach	<p>https://www.achievementprogram.health.vic.gov.au/education/schools</p> <p>https://www.dese.gov.au/student-resilience-and-wellbeing/australian-student-wellbeing-framework</p> <p>https://www.who.int/health-topics/health-promoting-schools#tab=tab_1</p>
Australian Family – School Partnerships Framework	<p>https://www.dese.gov.au/supporting-family-school-community-partnerships-learning/resources/family-school-partnerships-framework-fact-sheets</p>
High Impact Teaching Strategies	<p>https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx</p>

GEM & Emotional Literacy

Here is some of the science and research that sits behind the four principles that we teach in our programs.

Gratitude		
Harvard Medical School	Giving Thanks Can Make You Happier.	Read Article
Psychology Today	How Gratitude Leads to a Happier Life by Melanie Greenberg Ph.D.	Read Article
Happier Human	The Science of Gratitude: More Benefits Than Expected; 26 Studies and Counting.	Read Article
Journal of Happiness Studies	Letters of Gratitude: Further Evidence for Author Benefits.	Read Article
Positive Psychology Progress	Empirical Validation of Interventions.	Read Article
Journal of Health Psychology	The Impact of a Brief Gratitude Intervention on Subjective Wellbeing, Biology and Sleep.	Read Article

Empathy		
The Greater Good Science Center at UC Berkeley	Three Insights from the Cutting Edge of Compassion Research.	Read Article
The Greater Good Science Center at UC Berkeley	Kindness Makes You Happy... and Happiness Makes You Kind.	Read Article
The Unbounded Spirit	The Power of Empathy: How Helping Others Can Make You Happy and Improve Your Wellbeing.	Read Article
Journal of Happiness Studies	Can Gratitude and Kindness Interventions Enhance Wellbeing in a Clinical Sample?	Read Article
The Journal of Positive Psychology	It's good to do good and receive good: The impact of a 'pay it forward' style kindness intervention on giver and receiver wellbeing.	Read Article
Plos One	Kindness Counts: Prompting prosocial behaviour in preadolescents boosts peer acceptance and wellbeing.	Read Article

Mindfulness

American Psychological Association	What are the Benefits of Mindfulness? by Daphne M. Davis, PhD, and Jeffrey A. Hayes, PhD.	Read Article
Be Mindful	Evidence & Research.	Read Article
Mindful	The Science of Mindfulness by Dr. Daniel J. Siegel.	Read Article
Association for Psychological Science	Meditation Increases Compassion Responses to Suffering.	Read Article
sciencemag.org	A Wandering Mind is an Unhappy Mind.	Read Article
Annals of Behavioral Medicine	Effects of mindfulness-based stress reduction intervention on psychological well-being and quality of life: Is increased mindfulness indeed the mechanism?	Read Article
Plos One	Six-year positive effects of a mindfulness-based intervention on mindfulness, coping and well-being in medical and psychology students.	Read Article

Emotional Literacy

Center on the Social and Emotional Foundations for Early Learning	Fostering Emotional Literacy in Young Children: Labeling Emotions.	Read Article
Mindful	We Should Be Teaching Emotional Literacy in Schools by Daniel Goleman.	Read Article

General Statistics

Below is a list of resources and references providing general statistics on mental health:

Genral Statistics

Australian Bureau of Statistics	National Survey of Mental Health and Wellbeing: Summary of Results, 2007.	Read Article
	Causes of Death, Australia, 2017.	Read Article
	National Health Survey: First Results, 2017-18.	Read Article

Further Reading

Below is a list of books and articles we recommend for further reading on resilience and positive mental health strategies:

- **Authentic Happiness** by Martin Seligman
- **Flourish** by Martin Seligman
- **Parenting for a Peaceful World** by Robin Grille
- **Love 2.0** by Barbara Fredrickson
- **Being Happy** by Tal Ben-Shahar
- **The Resilience Factor** by Karen Reivich & Andrew Shatté
- **The Happiness Project** by Gretchen Rubin
- **Psychological Science: Voluntary Smiling Changes Regional Brain Activity** by Paul Ekman and Richard J. Davidson (1993)

Further Information and Support

For extensive links to research and reference material, go to:

<https://theresilienceproject.com.au/presentation-slides-references/>

Further Enquires

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THE

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