

**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

INSPIRE + ENGAGE | XXX CLUSTER

# Purpose

✓ Discover the **components** of the School Partnership Program

✓ Be equipped with a **timeline for successful implementation** in 2023

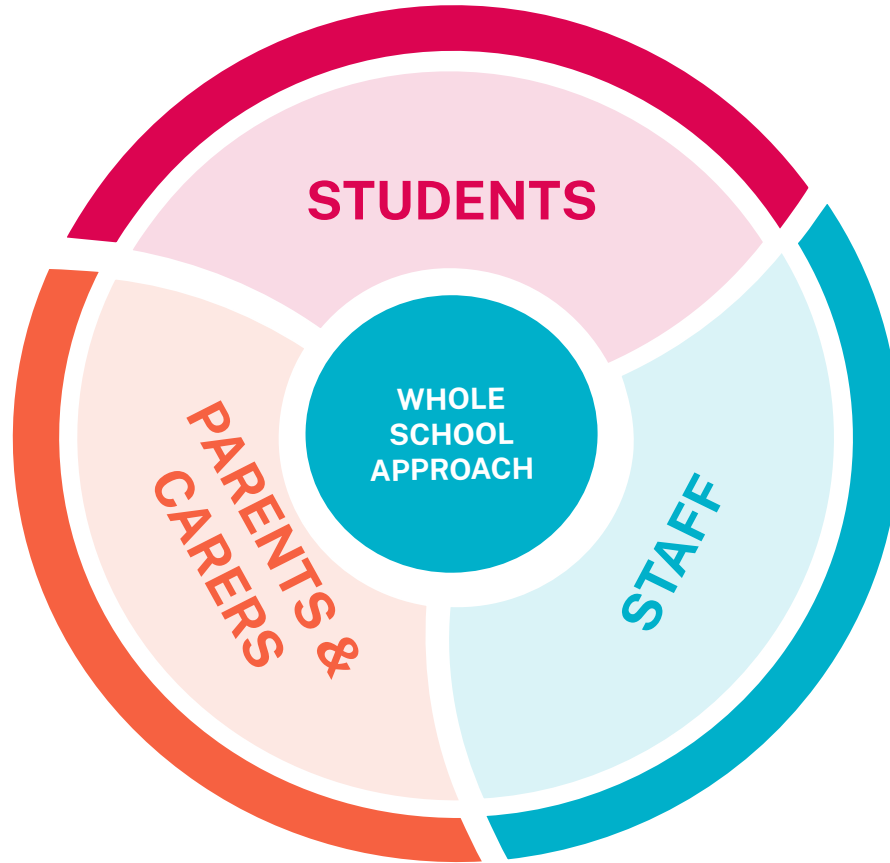
## THE WHAT

- **Cluster Week**
- **Teaching + Learning Program** | **INSPIRE + ENGAGE**
- **Resources** | *Online Resource Hub*
- **Measuring Student Wellbeing** | *Resilient Youth Survey*
- **Beyond the Classroom** | *Additional Resources*

## THE HOW

- **Implementation** | *Timeline + Checklist*

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## 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.*



## 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 we experience different parts of our day.*

## 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.*

INSPIRE

# Inspire

**Students****PRESENTATIONS:**

- Live age-specific presentations
  - Primary: F-2 & 3-6
  - Secondary: 7-9 & 10-12

**Staff****PRESENTATIONS:**

- Live 'Discovering Resilience' presentation with Martin
- TRP in Action staff professional development

**Parents/Carers****PRESENTATIONS:**

- Live 'Discovering Resilience' presentation/webinar with Martin

**School****PROFESSIONAL DEVELOPMENT:**

- Welcome Meeting
- 'Leading TRP' Introductory Meeting
- Resilient Youth Survey Results Briefing

# Cluster Week

**TERM X WEEK X**

**LED BY X**

**STAFF**

**STUDENTS**

**PARENTS/CARERS**

**DATE XXX**

**DATE XXX**

**DATE XXX**

**'Discovering Resilience'**  
PD Session

**'Discovering Resilience'**  
Primary: F-3 | 4-6  
Secondary: 7-9 | 10-12

**'Discovering Resilience'**



ENGAGE


# Engage



	Students	Staff	Parents/Carers	School
ENGAGE	<p><b>Teaching &amp; Learning Program:</b></p> <ul style="list-style-type: none"> <li>• Student journal with:               <ul style="list-style-type: none"> <li>◦ Up to 30 year level-specific lessons.</li> <li>◦ Weekly conversation starters.</li> <li>◦ Wellbeing-themed games and activities.</li> </ul> </li> <li>• Participation in the Resilient Youth Survey.</li> </ul>	<p><b>Teaching &amp; Learning Program:</b></p> <ul style="list-style-type: none"> <li>• Up to 30 teacher lesson plans for every year level.</li> <li>• Culturally responsive designed curriculum.</li> <li>• Lessons mapped against curriculum standards.</li> <li>• Dedicated online teacher platform.</li> <li>• Staff newsletter.</li> </ul>	<p><b>Engagement Initiatives:</b></p> <ul style="list-style-type: none"> <li>• Communication pack and parent newsletter to engage parents in the program.</li> <li>• Dedicated online hub to access presentations and other resources.</li> <li>• TRP@Home activities to support children's wellbeing outside school.</li> </ul>	<p><b>School Support:</b></p> <ul style="list-style-type: none"> <li>• Dedicated School Partnership Manager.</li> <li>• GEM Pack (digital classroom posters, display boards).</li> <li>• Digital certificates for staff professional development.</li> <li>• TRP School Fence Sign.</li> </ul>

**First Nations Cultural Connection**  
Read 'Thank the Children' and try to Act Up! Reach about this experience as a member of the Digital Generation Week team.

Over your year read, ask your students to share their feelings through art and then to be a writing critic and give their work.



**Lesson 8**  
STUDENT JOURNAL

**Lesson 8**

**LEARNER STAGES**

- Understand how someone else is feeling.
- Identify what empathy means.
- Identify and understand how someone else might be feeling.
- Use empathy to be prepared to be empathic.

**Integrating Technology**  
This lesson integrates well with Spelling and Grammar, and also with Literacy and Writing. It can be presented in an interactive format using the Digital Technology by using a smart board or a computer monitor for the students to interact with.

**21 Activities**

**Activity 1: Class Introduction (10 min)**  
Ask the class: "Does anybody know what it means when someone says 'I'm grateful to someone else'?"  
Give students the opportunity to form and talk to a partner and discuss.  
Have some students share their ideas and thoughts.

**If needed, explain that if there is no one to see things from someone else's point of view, things like how someone else might be feeling, might only be a guess. Right now, we're going to be a little bit like detectives and try to figure out what someone else is feeling.**

**Write Values (10 min) and what it means to walk in someone else's shoes.**

**Activity 2: Student Introduction - Read story presentation (20 min)**  
- Explain that students have a small group they are going to read a scenario and get themselves to understand what's going on. At the end of the story, they will report to the class. In the student journal and then create a role play of their own and how they would react to their character.

**Read the story.**

- Each student in the group will receive their own copy of the play from the Teacher Journal.
- Give students time to discuss their own and how they would react to the situation in their journal. They will report to the class.
- Once students have completed their responses, they will present their role play.

**Activity 3: Role-play presentations (10 min)**  
- Give students the opportunity to present their role play to the class.

- After each role play, ask the audience the three questions: "How did you feel?"
- "What was it like?"
- "How was the character feeling?"
- "What was the reaction the group gave you when they were talking to the group?"

**Activity 4: Reflection questions (10 min)**  
- After the groups have presented and asked the following questions:  
- "How do you think it is to be empathic?"  
- "What do we need to do to be empathic?"

- If you have more time Role play (10 min)
- Present their role plays to their classmate or your students.
- Now they like to report to the class and get their own copy of their own role play.
- Write their own...
- What sort of kindness have you seen this week?

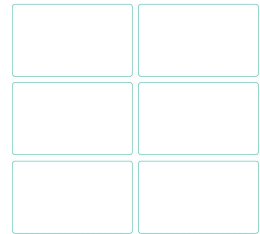
**Lesson 10**

**LIGHTS, CAMERA, ACTION!**

**Make it short!**

**Audience:** Students aged 10-12.

**Purpose:** Teach others the benefits of empathy and kindness.



Journal grid with icons for a camera, clapperboard, and popcorn.

**Lesson 11**

**HUMAN CAMERA**



Journal grid with two camera icons labeled Photo 1 and Photo 2.

**Student Journals**

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

**Lesson Plans (Teaching Resource)**

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

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

**YEAR 1 PARTNERSHIP PROGRAM WITH US**

**Year 1 Teachers Resources (Hugh)**

**0% COMPLETE**

**Course Curriculum**

**Program creator**

**Course Curriculum**

**Start next activity** > Everything you need to succeed

**Start Here - Teaching TRP**

**Year 1 Overview**

**LESSON BY LESSON**

**START LESSONS here - Digital student presentations**

**Lessons to be completed with digital student presentations**

- 1. Grateful Giraffe (G) + Hugh's Gratitude Clip
- 2. Different Perspectives (E) + Hugh's Empathy Clip
- 3. Mindful Bodies (M) + Hugh's Mindfulness Clip
- 4. Feelings and Bodies (E) + Meet Hugh and learn about TRP

**Lessons to complete on their own**

- 5. I am Thankful For... (G)
- 6. Tree of Gratitude (G)
- 7. Encouraging Empathy (E)

**Online Resource Hub**

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

# Classroom Lesson Delivery

DESIGNED FOR 1 HOUR OF WELLBEING CONTENT PER WEEK

## WHERE + WHEN

Decide **where** TRP fits into the school timetable

Clear space to allow time for teachers to deliver the program

## WHO

Identify **who** is going to deliver the TRP program (Secondary)

## WHAT & HOW?

Consider the makeup of your classes  
e.g. composite classes

Adapt to your school's unique setting

# PRIMARY

Up to 30 year level specific lessons

- ✓ 1 hour duration
- ✓ Learning Intentions
- ✓ Success Criteria
- ✓ Fully mapped to Aus Curriculum



## First Nations Cultural Connection

First Nations peoples have practised mindful breathing and deep listening for thousands of years; both vital to a harmonious life together. Practise Dadirri with your class on Country.

Check out the Miriam Rose Foundation to learn about Dadirri:  
[www.miriamrosefoundation.org.au/dadirri](http://www.miriamrosefoundation.org.au/dadirri)

## CULTURAL CONNECTION PROMPTS

### Integration Inspiration:

- This lesson integrates well with the English topic of Reading, exploring character development in written texts and building literal and inferred meaning in texts.
- This lesson integrates well with Speaking and Listening when role playing different problems.

## INTEGRATION PROMPTS



**Enabling prompt:** Students use teacher modelled poster to assist them in completing Student Journal activity.



**Extending prompt:** Ask students to come up with more strategies for when someone says you can't play with them. Add them to the class poster.

## DIFFERENTIATION PROMPTS



### GEM Chat this week...

- How are you feeling this afternoon?
- What emotions did you feel throughout the day?

## GEM CHAT FOCUS



THE  
**RESILIENCE  
PROJECT**  
LESSON PLANS  
PARTNERSHIP PROGRAM

THE

**RESILIENCE  
PROJECT**

THE RESILIENCE PROJECT.COM.AU

# SECONDARY

- ✓ 50 x 25 min lessons OR 25 x 50 min lessons
- ✓ 2 x inquiry units (up to 6 hrs of content)
- ✓ Learning Intentions
- ✓ Fully mapped to Aus Curriculum

## First Nations Cultural Connection



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## CULTURAL CONNECTION PROMPTS



### If you have more time: Growth Mindset Poster (10 - 20 mins)

- Have students create a growth mindset inspirational poster
- Students can pick one of the following inspirational messages:
  - » Challenges make me stronger.
  - » I can do hard things.
  - » All things are difficult before they are easy.
  - » We learn from failure, not from success.

## EXTRA TIME



**Enabling Prompt:** For **Activity 1 (Lesson 3.1)**, you examples: I am grateful for the close friendships



**Extending Prompt:** For **Activity 1 (Lesson 3.2)**, we students to make a list of things they do with the annoyed or upset, clench your fists when you are

## DIFFERENTIATION PROMPTS



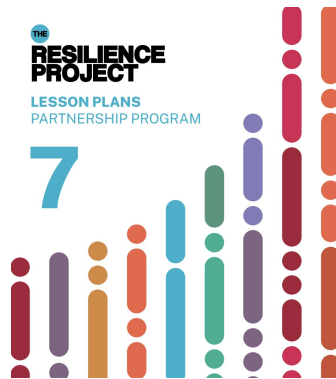
### Weekly GEM Chat focus...

- Ask students: What they have learnt about gratitude
- Have they noticed any changes within themselves?

## GEM CHAT FOCUS

THE  
**RESILIENCE  
 PROJECT**  
 LESSON PLANS  
 PARTNERSHIP PROGRAM

7



# Online Resource Hub



# Online Resource Hub

## ALL CURRICULUM MATERIALS

Everything you need to teach the program!

- ✓ Lesson plans
- ✓ Student journal pages
- ✓ Resource sheets
- ✓ Videos
- ✓ Meditations

The screenshot displays the 'Course Curriculum' page for Year 1 Teachers Resources (Hugh). The page is organized into sections: 'Start next activity', 'Start here - Teaching TRP', 'Year 1 Overview', 'LESSON BY LESSON', and 'START Lessons here - Digital student presentations'. A list of lessons is shown, including '1. Essential Growth (EL) - Hugh's Outside Clip', '2. Different Perspectives (EL) - Hugh's Emptily Clip', '3. Mental Health (EL) - Hugh's Mindfulness Clip', '4. Resilience and Resilience (EL) - Meet Hugh and learn about TRP', '5. You Are Not Alone (EL)', '6. Time of Day (EL)', and '7. Resilience Emptily (EL)'. Below this, the 'Meet Hugh and learn about TRP (EL)' lesson is selected, showing an introduction video of Hugh and a list of digital student presentations: '1. Meet Hugh and learn about TRP (EL)', '2. Digital Clip - Gratitude (EL) (7:43)', '3. Digital Clip - Creativity (EL) (7:31)', and '4. Digital Clip - Mindfulness (EL) (6:56)'. A video player shows Hugh speaking in front of a colorful background.

## SUPPORT MATERIALS

- ✓ Curriculum Mapping Documents
- ✓ Teaching TRP guide

## PLUS...

- ✓ Staff Self-Care
- ✓ Project +
- ✓ And much more!



# Resilient Youth Survey



# Resilient Youth Survey

## Wellbeing Profile

of your school which can be tracked year on year

### Term 1

Students complete survey to capture student wellbeing



## Survey

- Primary - Shortened
- Secondary - 62 questions
- 35-50 mins to complete

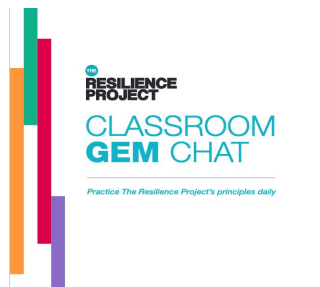
### Term 2

Resilience Profile Workshop with the leadership teams from schools within the cluster to unpack findings to inform future directions

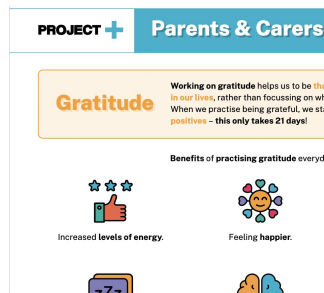
# Beyond the Classroom



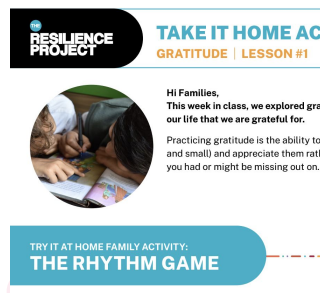
# Beyond the Classroom



GEM Chats



Newsletters



Take It Home



TRP@HOME



Podcast

# Implementation



# TRP Ambassador

As TRP Ambassador, you will;

## School

- Be your school's **key contact**
- **Oversee the program** across the school
- Receive **TRP merchandise**

## Professional Development

- Be provided with **networking opportunities** with other Partnership School
- Have access to **additional Professional Development**
- Receive **early bird access** to the Teacher's Seminar

# Preparing for 2023

## TERM 4



OCT

### Order Curriculum\*

Complete Curriculum Order form to receive access to online resource hub as early as November

*\*Included in your funding/no additional costs*



NOV

### Online Resource Hub

Allocate time in a staff meeting to introduce TRP to your staff and show them how to login to the online resource hub.

*\*Use these slides and adapt to your setting*



DEC

### 'Leading TRP at your school' webinar

Date TBC

*\*For staff leading the program within your school*

# Checklist

**Teaching & Learning Timeline**  
 Cluster Schools

**Relevant Dates:**

- **Set-Up:** Term 4, 2022.
- **Program Implementation - Curriculum:** Commencing Term 1, 2023.
- **Resilient Youth Survey:** During Term 1, 2023.

Term 4

**Introduce TRP & Teaching Resource Hub**

Following your **welcome meeting** with a TRP Education Team Member, you will be **provided with slides** to help you **introduce TRP to your staff**.

Term 4

From the beginning of Term 4, order your curriculum.

Term 4

**PD - "Leading TRP at your School"**

**Who?** The teachers **leading TRP** at your school.  
**What?** Learn about the **best practice implementation** of the TRP program at your school.

Term 1

**Complete the Resilient Youth Survey**

**Resilient Youth Survey for Students.** This online survey provides your school with detailed information about the **wellbeing profile of your students** to better inform your teachers and community about **how we can best support them**.

Term 1/2

**Staff PD - "TRP in Action"**

**Who?** This is for **all staff**. We recommend all staff come together for this session.  
**What?** Learn from the Education Team the best way to **maximise teaching TRP**, including **daily practices** to help embed the program principles.

Term 2/3

**Staff PD - "Discovering Resilience" Webinar**

**Who?** This is for **all staff**. We recommend all staff come together for this session.  
**What?** Learn from **Hugh and Martin** about why **Gratitude, Empathy and Mindfulness** are critical to the students we teach.

**Checklist**

**Program Set Up**

- Have we allocated a **TRP Ambassador** at our school?
- Have we **ordered** our school's curriculum? (Student Journals & Teaching Resources)
- Have we **invited** other relevant staff members to **attend** the Professional Learning - "**Leading TRP at your School**"?
- Have we sent out the **TRP online Teaching Resource Hub** login details to the **teaching staff**?
- Have we sent home the suggested **letter** to our **parent and carer community** introducing them to **TRP School Program**?
- Have we **booked** in "**TRP in Action**" with myour School Partnership Manager?
- Have we put the dates for the staff and parent "**Discovering Resilience**" webinar in the school calendar?

**Resilient Youth Survey**

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

**Program Implementation: Presentations**

- Parent/Carer:** Sent to parents in Term 2, using suggested TRP communications inviting your community to use the Parent and Carer Hub.

*\*Note. The Education Team will provide support to help you communicate access to the **Parent & Carer Hub** with your parent and carer community in Term 2.*

**Program Implementation: Curriculum**

- As a school, have we confirmed when we are **delivering** the **Teaching and Learning** content of the TRP program? Is there a school wide commitment to timetabling in the TRP program?
- Have we checked all staff are **logged** into the **Teaching Resource Hub**?
- Have we read "**Teaching TRP - Everything you need to succeed**" and encouraged our staff to also do this?
- Reminder:** The **first 4 start up lessons** for students are accompanied by **Hugh or Martin's digital presentations**.
- Have you accessed the **TRP mapping documents** to help you plan?





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



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