

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 **GEM** Program

Purpose

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

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

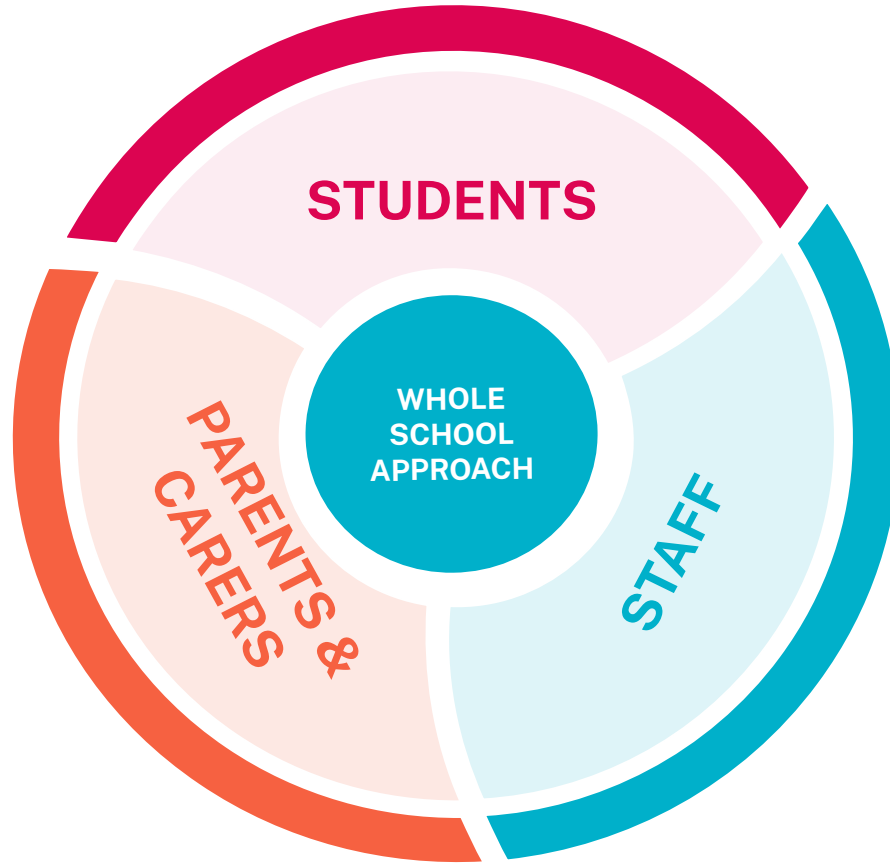
THE WHAT

- **Teaching + Learning Program** | **INSPIRE + ENGAGE**
- **Resources** | *Online Resource Hub*
- **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.

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.

INSPIRE

Inspire

Digital Presentation Delivery

TERM 1

Setting up a successful program within the school



WEEK 1-4

Digital Staff Presentations

Use PD days and staff meetings



TBC

'TRP in Action' PD

SPM will confirm date

TERM 2

Embedding the program in your school community



WEEK 1-5

Parent and Carer Hub

Share using suggested communications from TRP

ENGAGE

Engage



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

LEARNER STAGES

- Learning Intention**
- Understand how someone else is feeling.
- Success Criteria**
- Identify and understand how someone else might be feeling.
 - Use evidence to be prepared to be empathic.

Integrating Technology

This lesson integrates well with Spelling and Grammar, as students will be using the digital tools to create their artwork. It also integrates well with Digital Technology, as students will be using digital tools to create their artwork.

- Resources**
- Print class copies of 'Thank a Teacher' Resource Sheet.
 - Interactive whiteboard.
 - Whiteboard pen.
 - Access to the TRP Teacher Resource Hub.
 - Student journals.

Activities

- Activity 1: Class brainstorm (10 min)**
- Ask the class: "Does anybody know what it means when someone says 'Thank a teacher'?"
- Give students the opportunity to form and talk to a partner and discuss.
- Allow some students share their ideas and thoughts.

Activity 2: Student brainstorm (10 min)

Students will be asked to go in small groups they are going to read a scenario and give themselves 10 seconds to think about it. At the end of the 10 seconds, they will report to the class. In the 10 seconds, they will report to the class. In the 10 seconds, they will report to the class. In the 10 seconds, they will report to the class.

Activity 3: Think-act-pair-share (10 min)

Give students the opportunity to report back to the class.

After each story, ask the audience the three questions: "How do you feel?" "What was the best part of the story?" "What was the most interesting part?"

Activity 4: Reflection questions (10 min)

After the lesson has finished, ask 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)
- Provide class role plays to their classmate or your students.
- They may like to report to the class and get feedback from the class. They may like to report to the class and get feedback from the class.
- Write their own (10 min) and what it means to walk in someone else's shoes.


Lesson 10

LIGHTS, CAMERA, ACTION!

Make it short!

Audience: Students aged 10-12.

Purpose: Teach others the benefits of empathy and kindness.



Lesson 11

HUMAN CAMERA



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.

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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
- Grateful Giraffe (G) + Hugh's Gratitude Clip
 - Different Perspectives (E) + Hugh's Empathy Clip
 - Mindful Bodies (M) + Hugh's Mindfulness Clip
 - Feelings and Bodies (E) + Meet Hugh and learn about TRP
- Lessons to complete on their own
- I am Thankful For... (G)
 - Tree of Gratitude (G)
 - 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 FORTNIGHT

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

SECONDARY

- ✓ 25 x 25 min lessons
- ✓ 1 x inquiry units (4-6 hrs of content)
- ✓ Learning Intentions
- ✓ 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

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



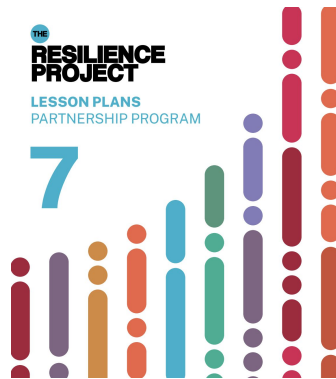
Weekly GEM Chat focus...

- 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 interface includes a sidebar with navigation options like 'Year 1 Teachers Resources (Hugh)', 'Clear Curriculum', and 'Program creator'. The main content area shows a list of lessons, including 'Meet Hugh and learn about TRP (EL)', 'Digital Clip - Griefs (G) (7:43)', and 'Digital Clip - Emotions (E) (7:31)'. Below the curriculum list, there is a video player showing a man speaking, with a caption: 'Meet Hugh and learn about TRP (EL)'. The video player includes a play button and a progress bar.

SUPPORT MATERIALS

- ✓ Curriculum Mapping Documents
- ✓ Teaching TRP guide

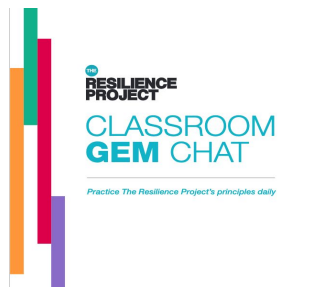
PLUS...

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

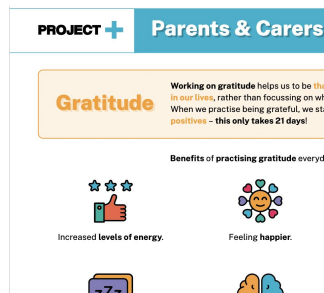
Beyond the Classroom



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



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*

Check List

Teaching & Learning Timeline

Program 1 - High

Relevant Dates:

- **Set-Up:** Term 4, 2021
- **Program Implementation - Curriculum:** Commencing Term 1, 2022.
- **Resilient Youth Survey:** During Term 1 or 2, 2021.
- **Program Implementation Presentations:** During Term 1 & 2, 2022.

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

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

Receive Curriculum Order

January

Term 1

Complete the Resilient Youth Survey

Week 1-4

Resilient Youth Survey for Students. This 62 question online survey provides your school with detailed information about the **willingness profile of your students** to better inform your teachers and community about **how we can best support them.**

Term 1

Face to Face Program Presentations to Staff and Parents Webinar

Term 1

Commence Teaching and Learning Program with Digital Student Presentations

Term 1

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.

Checklist

Program 1 - High

Program Set Up

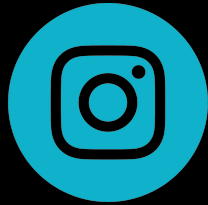
- Have we allocated a **staff member to lead TRP** at my school? (Can be more than 1 person)
- Have I **ordered** my school's curriculum? (Student Journals & Teaching Resources)
- Have I **invited** other relevant staff members to **attend** the Professional Learning - "**Leading TRP at your School**"?
- 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?



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