Appendix A - Triple R ‘*Robust Resilient and Ready-to-go*’ Program Outline

Session 1: Robust & Resilient

* Mindfulness of breath activity
* Introduction to the workshop
* Relationship building activity
* Worksheet adapted from Rapee ‘Helping your Anxious Child’
	+ Discussion about how different people are anxious about different things
* Wellbeing Garden Metaphor
	+ Two pictures: one thriving garden, one neglected
	+ Discuss how we care for a garden
	+ Metaphor for wellbeing- how can we care for our wellbeing
	+ Mindfulness feather activity
* Mindful Monkey/Happy Panda book
* Mindfulness Activity- Little Frog

Session 2: My Heart

* ‘The Heart Chamber’ mindfulness activity
* Picking a feeling card and describing to the group how you are feeling and why
	+ Modelling sharing negative emotions
* Brainstorming different emotions
	+ Identifying emotions from cards with facial expressions
* Weather report as a metaphor for emotions
	+ Personal Weather Report mindfulness activity

Session 3: My Body

* Body Scan mindfulness activity
* Each group assigned an emotion
	+ Given outline of body
	+ Wrote the body cues of that emotion on the outline of the body
	+ Thoughts you have when you feel that emotion
	+ Presented back to the class
	+ Group shared experiences of situations that elicited feelings
* Spaghetti Test mindfulness activity

Session 4: My mind

* Mindfulness activity: Conveyor belt of worries
* Discussion in groups of situations that cause anxiety and how to cope
* Each group given an anxiety provoking scenario and discussed how to solve it
	+ Some issues not solvable - discussion of ‘letting go’
* Discussing individual differences in anxiety- normalizing
* Mindfulness of the breath activity
* Reflection on the breath- using the breath as a coping strategy.

Session 5: Mindful Relationships

* Mindfulness exercise: using the pause button
* Brainstorm: how to use mindfulness to be a better friend
* Using mindfulness to mind read- how are others thinking, how are others feeling
* Problem solving social difficulties
	+ Groups to consider how they could use mindful problem solving to manage social difficulties such as fights with friends
* Zoom in, zoom out mindfulness activity.

Session 6: Mindful Me- Ready to go

* A little boost mindfulness activity
* Reflection- a word, image or model to describe mindfulness
* Reflection- what works for you, how do we apply mindfulness to the real world
* Sensory mindfulness activity

Session 7: Booster One- fighting worries

* Smiling mind mindfulness exercise: The Bubble Journey
* Discussion of catastrophizing: the problems with thinking ‘what is the worst that can happen’
* Catastrophe chart
	+ Rate scenarios based on how anxious they would feel
	+ Write coping strategies alongside scenarios- things I can do, things I can think
* Social connectedness- string exercise
* Smiling mind mindfulness exercise- Thoughts

Session 8: Booster Two- sharing worries

* Progressive Muscle Relaxation
* Book: The Huge Bag of Worries
* Worry Box Activity
	+ Make and decorate worry box
	+ Write worries on strips of paper and put them in your box
* Social Support
	+ Trace hand and write on each finger one person you could tell about your worries (3 must be trusted adults)
* Smiling Mind mindfulness exercise

Appendix B - Interview Schedule

Begin with rapport building, discussion around confidentiality, asking permission to record, asking for honest answers (even if negative), remind student that participation is voluntary, reassure student that it’s okay not to remember or to say ‘I don’t know’.

Question 1: What, if anything did you like about the Triple R program?

* Prompt for specific examples of activities
* What did you like about that?

Question 2: What, if anything, would you change about the program?

* Prompt: is there anything you didn’t like?

Question 3: What was it like doing the program with your whole class? OR What was it like doing the program in the group with children from different classes?

* Prompt: how did you feel about leaving your classroom?
* In other schools we ran the program with the whole class- what do you think about that idea? OR in other schools we ran the program with small groups of kids who were having some problems- what do you think about that idea?

Question 4: What, if anything, did you learn from the Triple R program?

* Prompt: did the Triple R Program help you with your worries?
* How? What was useful?
* Are you using these skills now?

Question 5: Is there anything you think you might use in the future?

* Prompt for example
* When might you use it?

Question 6: Is there anything else that I haven’t asked about the program that you would like to tell me?

Thank participants for their time.