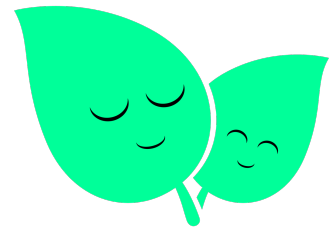


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“Overcoming anxiety and building resilience for 21st Century Citizens.”

1. Who we are

Friends Resilience started in 1988, after securing a community grant. Over the past 30 years, we have developed and evaluated evidence-based resilience programs, across the lifespan. We are the only resilience program worldwide, which has continued to update its scientific content with state-of-the-art skills, as new techniques emerge in the literature. Furthermore we are also the only resilience program that has four developmentally targeted circular: Fun FRIENDS (4-7 year olds), FRIENDS For Life (8-11 year olds), My FRIENDS Youth (12-15 year olds), Adult Resilience (16+ year olds). The FRIENDS Programs teach multiple resilience skills to all age groups as well as prevent and treat anxiety and depression. The FRIENDS Programs can be implemented in school settings, health or community centers, the corporate environment, aging facilities, hospitals, and corrective services.

We evaluated ‘Train the Trainer’ protocols to allow the cost-effective dissemination of these social emotional, manualized programs. Our programs proved effective across all age groups from prep to grade 12, both nationally and internationally. The suite of FRIENDS programs (Fun FRIENDS, FRIENDS for Life, My FRIENDS Youth, Adult Resilience – Strong Not Tough) showed effectiveness at post, 12 months and 3 years follow up, by reducing reported anxiety and depression symptoms and increasing resilience, self-confidence, self-efficacy, self-esteem and increasing social emotional skills. We also showed we can improve peer relationships and positive attitudes towards learning and school in general.

Furthermore, Friends Resilience offers facilitator training for teachers or allied health professionals who wish to deliver the FRIENDS programs in their own clinic, school, organisation, community, or country. Friends Resilience has developed a national and international network of Licensed Partners who use the widely tested and proven effective, research-based FRIENDS programs. Licensees get retrained every three years to update their knowledge regarding innovations in the field.

Worldwide, FRIENDS is being used in Australia, New Zealand, Brazil, Canada, China, Columbia, Fiji, The United States of America, Mexico, South Africa, The Netherlands, Germany, Japan, Portugal, Finland, Norway, Sweden, The United Kingdom, Ireland, Hong Kong, Taiwan, Korea, Singapore, Denmark, Lebanon, Venezuela, Iran, Pakistan, United Arab Emirates, Puerto Rico, Chile, Afghanistan and Saudi Arabia. Developments in specific countries include:

- **New Zealand** - New Zealand recently announced its government’s intention **to roll out the FRIENDS programs nationwide, as part of its national curriculum**. In addition, the New Zealand Prime Minister unveiled plans to roll out the FRIENDS for Life Youth Program (for 8 to 11 year olds) across all schools in New Zealand. In his announcement, he acknowledged that “more than anyone else, young people will determine the future shape and prosperity of New Zealand”, whilst stating that “one in five ... young people will experience some form of mental health problem during the crucial time that they are transitioning to becoming an adult.” Furthermore, the New Zealand Ministry of Education notes that “the New Zealand Government has concerns about addressing the growing evidence suggesting that anxiety and depression disorders are



among the most common mental health problems affecting New Zealand adolescents.”

- The New Zealand Ministry of Education reported that “FRIENDS is one of the few effective early intervention and prevention programs for adolescents that can be used in school settings to prevent anxiety and depression through building resilience. In New Zealand, we have identified the need for children and teachers to be taught the learnable skills of resiliency. The FRIENDS program will support the New Zealand curriculum key competencies for learners: thinking, managing self, relating to others and participating and contributing and supports its vision statement for confident, connected, actively involved life-long learners.”
- In the New Zealand context this program was well supported and facilitated by the Ministry of Education, and was adapted appropriately by the teachers and schools. The CBT theory and principles underlying My FRIENDS Youth (for 12 to 15 year olds) resonated with the teachers, guidance counsellors, principals and students. This framework is clearly one that has potential benefit to work within a school context, providing the skills and strategies for students to use across their lives (homes, classroom, playground, sports). The structure within My FRIENDS Youth incorporates sophisticated CBT concepts within a ready-made practical framework.

All principals from the case study schools were highly enthusiastic about the program and supported its intent. Given that school leaders are pivotal in supporting change within a school and have the mandate to determine which initiatives they support, their role was a contributing factor in the success of the program at the school level. Research has shown either excessive or competing demands on staff within schools can affect how teachers enact a policy or program (Mifsud & Rapee, 2005). As this evaluation has shown, some teachers did feel this pressure, and it should be a consideration when introducing the initiative into further schools. It will be important to explicitly link the program into existing frameworks.

This program aligns with government strategies, is consistent with the *New Zealand Curriculum* key competencies and the health and physical education curriculum, and can be effectively facilitated by teachers for all students, including priority learners. In addition, at-risk students can be supported within the CBT framework by guidance counsellors within secondary schools. While longer-term outcomes for students are not clear, early indicators show that boys, in particular, had shifts in the Wellbeing@School items relating to being ‘taught’ ways to manage feelings and behaviour. Focusing on maintaining these shifts reiterates the importance of booster sessions for young people and the inclusion of ongoing conversations on CBT strategies in the classroom.

An important aim for increasing wellbeing is to have fewer young people saying “I don’t do happy”. Some Year 9 students showed that this aim had been achieved through My FRIENDS Youth, saying “we learn happiness” and “we learn what makes us happy”. Two of the Māori students highlighted the program as being “harikoa” (happy) and “whakahirahira” (important). Any program or intervention that strengthens the emotional resilience of young people, and that provides a forum for teachers and their students to develop a common language for understanding how to interpret feelings and behaviours, is important to pursue (World Health Organisation, 2014).

This current evaluation shows that My FRIENDS Youth has promise. Students themselves, including Maori students, were generally positive about their experiences in the program, and one of the more empowering aspects of the program for students was learning that they could change their thoughts, and in doing so, influence their actions and general wellbeing.



- **Canada** – Canada has a multicultural society and large numbers of indigenous families have participated in FRIENDS programs. Students from all backgrounds have benefitted from learning the program’s resilience strategies. FRIENDS programs are offered across Canada. FRIENDS for Life and Fun FRIENDS (for 4 to 7 year olds) are currently being implemented in schools. This initiative is being coordinated by the mental health screening and early identification program. This initiative supports the *Children’s Mental Health Action Plan* by offering a universal preventative approach to “address the needs of children and youth at risk.”. FUN FRIENDS, FRIENDS for Life and My FRIENDS Youth training of teachers is ongoing. Training and FRIENDS program materials are available in both English and French. FRIENDS training is offered to educational, community and health professionals working with children and youth through regional training offered in selected cities and provinces as well as through in-service training held through school boards and community mental health agencies.
- **Ireland** - The Government of Ireland has entered into a license agreement for the rollout of FRIENDS programs across schools in Ireland. They sent a cohort of senior staff members to Brisbane for training in September 2012. They published the successful implementation and evaluation of the FRIENDS programs in 2016 (Ruttledge, Devitt, Greene, Mullany, Charles, Frehill, & Moriarty, 2016). After several years of randomized controlled trials in their schools the Irish government concluded that “the ‘FRIENDS for Life’ program, an evidence-based, emotional resilience program has been found to be effective within the post-primary school setting. The program equips students with the coping skills required to face life’s many challenges. The practical life skills outlined in the ‘FRIENDS for Life’ program (e.g. Coping Step Plan, 6-Stage Problem Solving Plan) need to be taught explicitly to children and adolescents. It cannot be taken for granted that these skills will develop innately in young people through ‘trial and error.’ In these uncertain and challenging times, it is essential that these coping mechanisms and ultimately youth resilience is developed and nurtured. The findings from this project give a strong indication that the ‘FRIENDS’ programs could make a significant contribution to building resilience and improving the emotional wellbeing and educational outcomes for young people in Irish schools.”
- **Finland** - where the FRIENDS program is implemented by a non-governmental organisation called Children of the Station (Aseman Lapsetry). FRIENDS For Life has been in use since 2006 and My FRIENDS Youth since 2008. Children of the Station trains mainly school teachers and other school staff to run the programs in schools. By August 2010 about 1200 people had participated in their training. Altogether 13,500 Finnish pupils have participated in FRIENDS programs. Children of the Station have translated program materials into Finnish and the FRIENDS for Life workbook is also available in Swedish. Training is available in both Finnish and Swedish. We have received consistent positive feedback from Finnish and Swedish schools.
- **Germany** - Results of a pilot study conducted in Germany by researchers from various universities around the world, as part of a large-scale study on the prevention of anxiety disorders in children have recently been published (Essau, Conradt, Sasagawa, & Ollendick, 2012). Participants in this study were 638 children aged 9 – 12 years, from 14 schools in North Rhine – Westphalia. Results show that those children who participated in the FRIENDS program displayed significantly fewer anxiety and depressive symptoms and better coping skills than those who did not participate in the intervention. In June 2012, a license was issued for the implementation of the programs in Germany and German-speaking countries of Austria, Liechtenstein, and the cantons of Switzerland.
- **Mexico** - Several studies have evaluated the efficacy of the FRIENDS programs with at risk populations in Mexico. The program has been trialed with girls within orphanages and it was



found that the FRIENDS programs decrease anxiety symptoms and psychosocial difficulties, and increase proactive coping (Gallegos, Ruvalcaba, Langley, & Villegas, 2015). Additionally, children reported that they felt more able to express their feelings and to support one another, (Gallegos-Guajardo, Ruvalcaba-Romero, Tamez-Garza, & Villegas-Guinea, 2013). The program has also been evaluated in school settings where it was found to reduce symptoms and risk for depression, and increase proactive coping skills (Gallegos, Linan-Thompson, Stark, & Ruvalcaba, 2013).

- **United Kingdom** – the FRIENDS Programs are being widely delivered throughout the United Kingdom for many years. This includes in the school setting, private practice, local authorities, University health boards and trusts.
- **Puerto Rico** – the Carlos Albizu University became our first Licensee in Puerto Rico in 2017 and facilitators are delivering the programs in local schools.
- **Chile** – the FRIENDS Programs are being delivered as part of a private practice and in the school setting in Chile.
- **China** – throughout Hong Kong, Taiwan and Macao the FRIENDS Programs are being delivered in the school setting, private practice and also in school camps.
- **Singapore** – Games et al (2017), completed a randomized controlled trial of the effectiveness of the Adult Resilience Program (ARP), as a prevention program for depression, anxiety and stress and a program to enhance resilience and self-esteem among adult students in Singapore. The findings provide initial evidence for the effectiveness of the ARP. Students who participated in the ARP showed significant reductions in depression and anxiety symptoms immediately after the workshop relative to controls and the gains were maintained at 6months follow-up. In addition, students who participated in the ARP showed significant reductions in stress while doing ARP, relative to controls. These results are encouraging and provide support for the assertion that a brief program such as the ARP can impart essential skills to university students, thereby altering their psychological symptom trajectory and providing them with some protection against the development of anxiety, depressive, or stress-related disorders.

In **Australia**, our experience in implementing the FRIENDS programs includes:

A number of private and independent schools are already implementing the programs in Queensland and throughout Australia. We have assisted these schools by providing training, resources, direct delivery of parenting workshops to parents at schools, and direct delivery of training workshops to teachers. Scripture Union Queensland is also a Licensee and has trained many school chaplains to deliver the FRIENDS Programs as part of the work chaplains undertake in schools.

In Queensland, Corrective Services are currently delivering the Adult Resilience Program to help offenders overcome adversity, cope with everyday life and deal with negative emotions.

BUSHkids a not-for-profit organization which supports the health and wellbeing of children and families in Queensland's regional, rural and remote communities have been delivering the Programs for many years, to children who would not otherwise be able to access the programs, due to location.



In Victoria, the Department of Education and Training in the Bayside Peninsula area are delivering the FRIENDS programs to schools in the bayside area, as part of their student support services.

In New South Wales, the FRIENDS programs are utilised by NSW Mental Health and implemented in schools throughout rural and regional centres such as Dubbo and Newcastle. The Sax Institute report (2011) provides a summary of recommended programs for children in various age groups, and the FRIENDS programs are listed as being effective for the prevention of anxiety and depression in the 4 – 16 year age group. The GOT IT! initiative 2016/ongoing has trained hundreds of teachers in New South Wales and is systematically delivering Fun FRIENDS and FRIENDS For Life programs to all schools in New South Wales. Reports from this initiative have been consistently very positive, both about our training protocols, our resources, the books and excellent feedback from teachers, children and parents. All New South Wales schools have requested for the FRIENDS programs to be ongoing and to continue being delivered in the schools.

- In low socio-economic areas, the Pathways to Resilience Trust provides training and support in the FRIENDS programs. Examples include:
 - Online training of 740 facilitators throughout Queensland has been delivered to support the delivery of FRIENDS programs in even the most remote locations, including but not limited to, Arnhem Land, Mt Isa, Townsville, St George, Warwick, Emerald, Bundaberg, Dalby, Tieri, Port Douglas, Healy, Biddeston, Mornington Island, Cloncurry, Bluff, Boulia, Gordonvale and Chinchilla.
 - Project Logan, which has been funded by an anonymous benefactor to provide Social and Emotional Learning and Resilience Programs to schools, teachers and parents in the low socio-economic area of Logan. This area has a multicultural population with a large number of Indigenous and Pacific Islander families. Many of these families reported that the FRIENDS program was helpful in providing skills for resolving conflict.
 - Project Logan began in August 2011 at Woodridge State School, a school identified as having a significant refugee community. It began with the training of teachers, teacher aids, and special education Intensive Language Service teachers for the Prep and Year 7 classes. These transition years were identified as critical years in a child's development and journey through the education system. The program resulted in the entire school implementing the program. The school's commitment to supporting social and emotional learning throughout the school also saw the teachers undertake the 'Adult Resilience' program.
 - As part of Project Logan, a research team evaluated outcomes for both the children and teaching staff in Logan schools. The findings were excellent, with decreased levels of anxiety and depression for children and teachers. Furthermore, parents reported increased levels of scores for children's self-confidence, resilience, positive peer relationships and improved attitudes towards school and learning (Iizuka et al., 2014).
 - Since January 2012, Friends Resilience has worked in other low SES background regions, with a high percentage of students having special needs. The schools chose to have their entire staff trained together, with the implementation to be determined by individual teachers and parenting community. After the FRIENDS programs implementation, the teachers reported positive shifts in children's behaviour, particularly reductions of aggressive behaviour in the classrooms.



Teachers and parents further reported improvements in children's ability to solve problems amicably, and in their skills to deal with challenges.

- The Adult Resilience program was trialled in two prisons in Queensland with both male and female participants. As a result of the outcomes, the program is now offered to inmates in all prisons in the State. Friends Resilience has trained a trainer for each prison who trains psychologists and allied health professional to be facilitators. This enables the program to be maintained when staff leave. The demand from prisoners to access the program is high, with some participants requesting that they be able to repeat the program. Feedback from participants and staff continues to be very positive with prisoners regarding the program as practical and useful and recommending it to peers.

Pathways, the Clinic sister organisation, established in 1990, is a health and research centre focused on building people's emotional resilience. The work of the centre in Brisbane is based on research over the past 20 years, using programs teaching social and emotional skills for all age groups across the life span. The programs are skills-based, and aim to develop individuals' social and emotional resilience, thereby preventing the onset of anxiety and depression. Furthermore, the program instills individuals with life skills which enable them to manage the challenges and transitions we all face throughout life, regardless of age, race, religion and socio-economic background.

At Pathways, we offer individual consultations and the evidence-based FRIENDS programs for children and young adults in a clinic setting, delivered by our highly-trained and experienced Psychologists. We regularly conduct research of our group programs to ensure effective prevention and treatment for our clients. We also provide support to parents through information transfer, enabling them to further support the development of their children at home and in other settings, such as educational and sporting settings.

Pathways Health and Research Centre has now worked with hundreds of schools and thousands of teachers around Australia. The most common problems they are experiencing include:

- Behaviour Management
- Lack of self-regulation controls in students
- Sensory overload in children impacting performance and behaviour
- The inability to retain information learnt resulting in poor academic performance
- Stress and anxiety in both children and teachers
- Children expressing a sense of hopelessness and negative attention bias
- Inability to communicate and relate to others
- Inability to make friends
- Increased occurrence of risky behavior
- Inability to problem solve causing playground incidents and fights

Furthermore, there are some disturbing trends emerging in Australia. Rates of suicide in Australia have consistently increased since 2011 with the Northern Territory having the highest rate of suicides (21 per 100,000 people), followed by Tasmania (16 per 100,000) and Queensland and Western Australia (15 suicides per 100,000). It is now not uncommon for children to exhibit self-harm as young as *Grade 2*, including talking about suicide as a way out. This also correlates with the results of a study on 'Reducing Youth Suicide' published in October 2011 from the Commissioner of Children and Young People and Child Guardian in Queensland. This study found that the youngest person to suicide in Queensland in 2011 was **9 years old**, and in March 2016 a 10-year-old committed suicide in Western Australia. There is also an increase in self-harm in the 10-14 year bracket and it is noted that as the child got older the risk of suicide increased. By giving children



resilience and problem-solving skills earlier, we may better prepare them for the teenage years when they are more vulnerable, as well as for success in adulthood.

The programs are also being implemented throughout Australia, in private settings by licensed practitioners including allied health professionals (social workers, psychologists, psychiatrists).

What are social and emotional skills?

The Collaborative for Academic, Social, and Emotional Learning (CASEL), in its publication, *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs*, outlines five core social and emotional competencies of effective SEL programs:

- **Self-awareness** – knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence;
- **Social awareness** – understanding what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups;
- **Self-management**: handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations;
- **Relationship skills**: handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on co-operation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed;
- **Responsible Decision Making**: making decisions based on an accurate consideration of all relevant factors and the likely consequences of alternative courses of action, respecting others, and taking responsibility for one's decisions.

Benefits of Social and Emotional Learning

Recent research suggests that SEL programs, such as the FRIENDS programs:

1. Improve students' positive behaviour and reduces negative behaviour, ie
 - Improves social emotional skills
 - Improves attitudes about self, others, and school
 - Promotes positive classroom behaviour
2. Improve students' academic performance and attitudes towards school.
 - Research shows that students who received SEL instruction had more positive attitudes about school and improved an average of 11 percentile points on standardised achievement tests compared to students who did not receive such instruction (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Fisak, et al., 2011; Schoenfeld & Mathur, 2009)
 - Further, such students displayed reduced aggression, conduct problems, and emotional distress.
3. Social and Emotional Learning Programs, such as FRIENDS, prepare young people for success in adulthood. SEL helps students become good communicators, cooperative members of a



team, effective leaders, and caring, concerned members of their communities. It teaches them how to set and achieve goals and how to persist in the face of challenges. These are precisely the skills that today's employers consider important for the workforce of the future (CASEL).

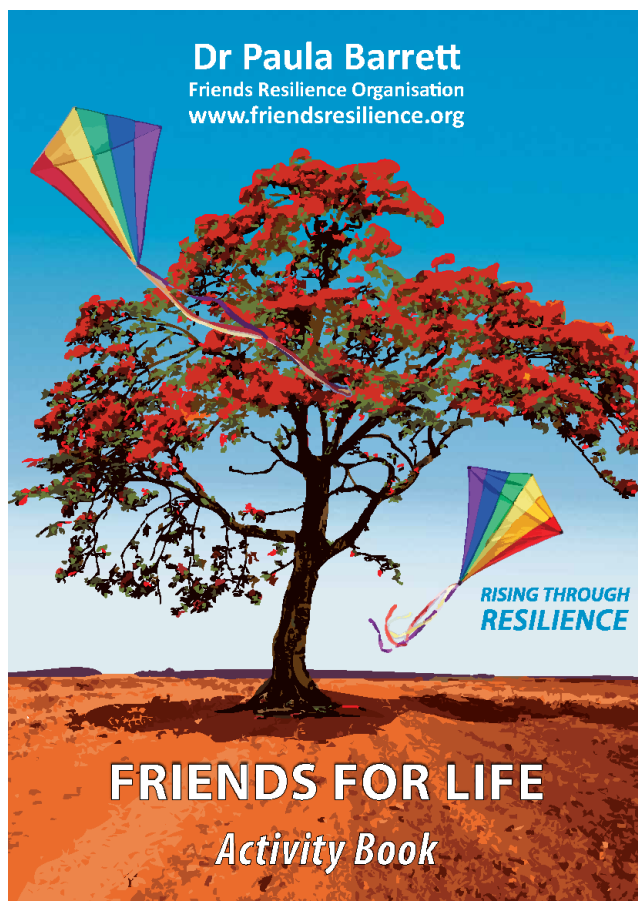
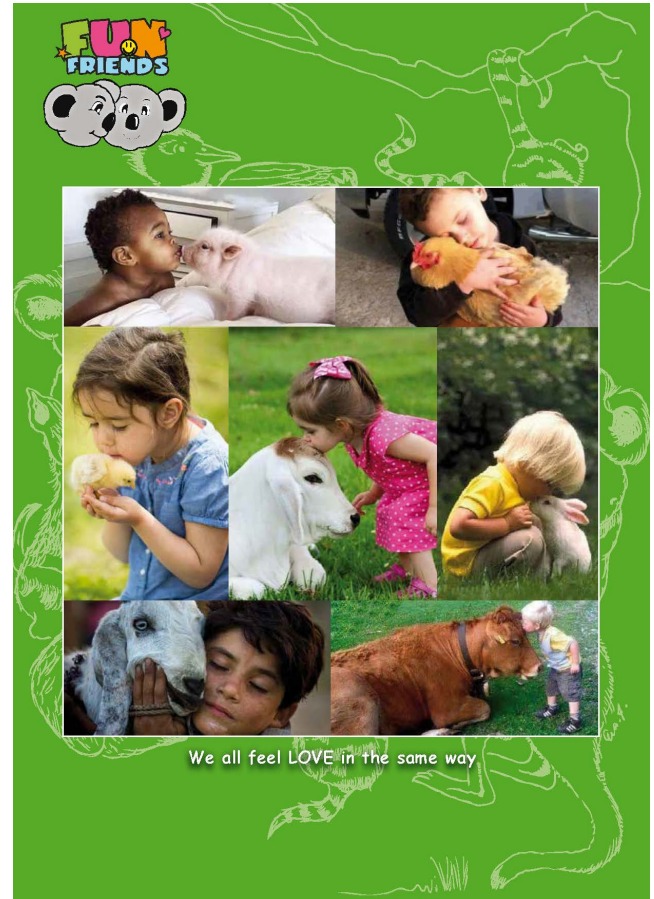
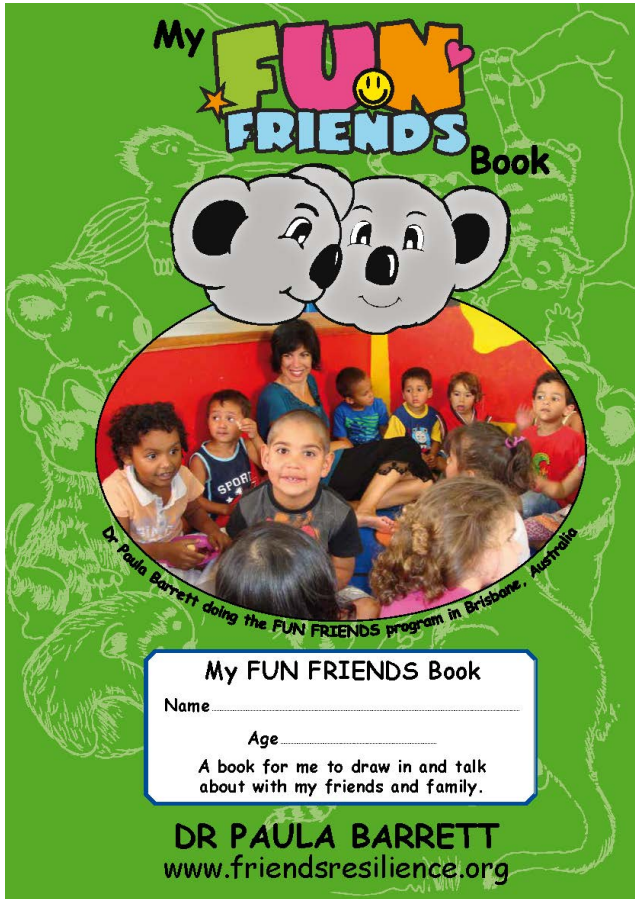
The FRIENDS programs cover all the five CASEL competencies outlined above, including assisting children to develop action plans to help them handle difficult things or difficult situations. Our range of programs includes:

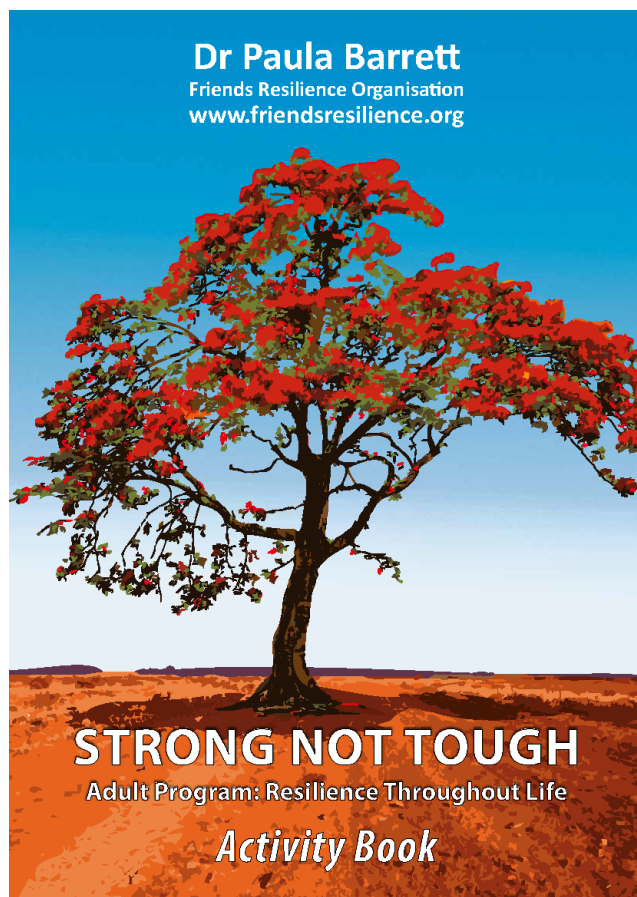
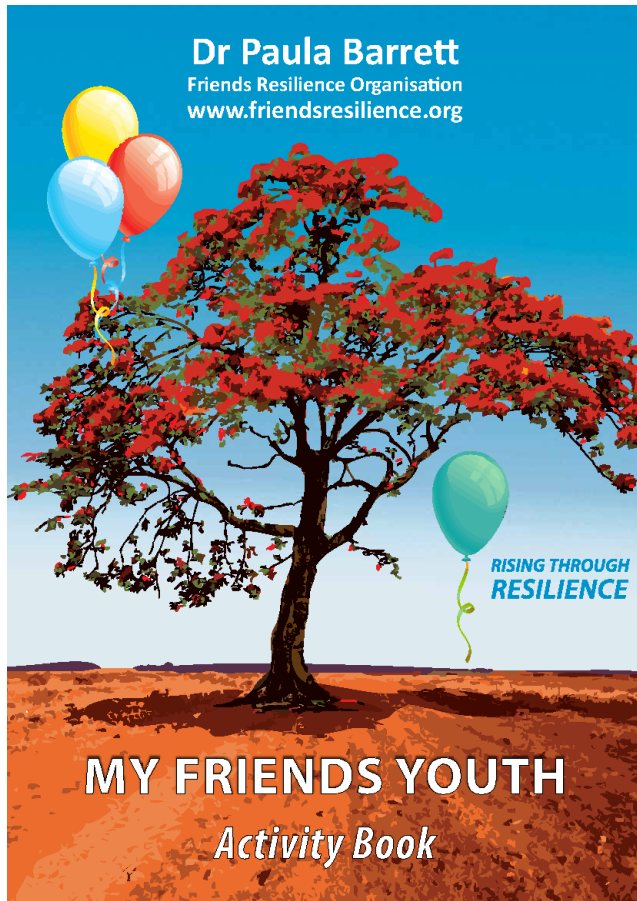
Fun Friends	for children aged between 4 and 7 years
Friends for Life	For children aged between 8 and 11 years
My Friends Youth	For adolescents between the ages of 12 and 15
Adult Resilience – Strong Not Tough	For adolescents and adults from the age of 16 onwards

The FRIENDS books can be used in an electronic format (eBook) or in printed format. All books are in full colour, to make them appealing to the participants.

The electronic books are interactive. Participants can draw, write, and save their work. The books can be viewed on Apple devices such as iPads and Apple laptops or Android devices and Windows laptops.

Please find covers of the FRIENDS books in the following pages.







2. What is FRIENDS?

2.1 The Programs

The FRIENDS programs are Australian developed, cognitive behaviour therapy (CBT) based programs that provide social and emotional skills training for 4 to 18 year olds aimed at building social and emotional resilience. It is an early intervention and prevention program for childhood anxiety and depression, in which children, adolescents, and adults are taught strategies to cope with anxiety and challenging situations. The program was developed to assist individuals to build resilience and self-esteem and to learn important skills and techniques to cope with difficult and/or anxiety provoking situations.

Developed in Australia and used in schools worldwide, **FRIENDS is an anxiety prevention program endorsed by the World Health Organisation as best practice** for its effectiveness in the prevention and treatment of anxiety and depression, promoting resilience in families, schools and communities.

The programs are well-researched and have a firm theoretical and evidence basis (see Table 1 below). The theoretical model for the prevention and early intervention of anxiety and depression addresses attachment (emotions), physiological (body), cognitive (mind), and learning (behaviour) processes which interact in the development, experience and maintenance of anxiety.

Summary of FRIENDS - Evidence Base Studies

Program	Study	Results
Fun FRIENDS	Fisak, Gallegos, Verreynne & Barrett, in press 2017	Fun FRIENDS delivered in conjunction with the Adult Resilience program to parents resulted in reductions in internalizing symptoms and increases in resilience for children and parents
Adult Resilience	Games, N. S., Thompson, C. L., & Barrett, in press 2017	The Adult Resilience Program: A Randomized Controlled Trial in a Multicultural University Population. Result showed effectiveness in reducing anxiety and depression, as well as increasing resilience and self-esteem
FRIENDS programs	Bekker, Griffiths, & Barrett, 2016	No significant differences in the effectiveness of a 10 week vs. 2 weeks modality of delivering the program
FRIENDS for Life	Matsumoto, & Shimizu, 2016	Significantly fewer symptoms of anxiety following the intervention
FRIENDS for Life	Ruttledge, Devitt, Greene, Mullany, Charles, Frehill, & Moriarty, 2016	Positive outcomes for children's emotional wellbeing, coping skills and school connectedness



Fun FRIENDS	Barrett, Fisak, & Cooper, 2015	Decreased anxiety and behavioural inhibition. Increased emotional and behaviour strength
FRIENDS for Life	Rodgers, & Dunsmuir, 2015	Significantly fewer symptoms of anxiety following the intervention
FRIENDS for Life	Gallegos, Ruvalcaba, Langley, & Villegas, 2015.	Decreased symptoms of anxiety and depression and increased self-esteem and self-efficacy
Fun FRIENDS	Carlyle, 2014	Greater emotional and social skills development. Improved anxiety scores post intervention
FRIENDS for Life	Iizuka, Barrett, Gillies, Cook, & Marinovic, 2014	Decreased anxiety symptoms when intervention is provided by teachers in a low socio-economic area
FRIENDS for Life	Stallard, Skryabina, Taylor, Phillips, Daniels, Anderson, & Simpson, 2014	Reduction in anxiety symptoms significantly greater in group receiving the FRIENDS intervention from health professionals than in control group, suggesting it is the FRIENDS treatment, rather than other factors, that is responsible for the reduction in anxiety
My FRIENDS Youth	Rodgers & Dunsmuir, 2013	A controlled evaluation of the 'My FRIENDS Youth' emotional resiliency programme on overall anxiety levels, anxiety subtype levels and school adjustment
FRIENDS for Life	Gallegos, Linan-Thompson, Stark, & Ruvalcaba, 2013	Decreased symptoms of anxiety and depression and increased self-esteem and self-efficacy
FRIENDS for Life	Gallegos-Guajardo, Ruvalcaba-Romero, Támez-Garza, & Villegas-Guinea, 2013	Children enjoyed the program and reported that they learned how to express their feelings and support each other
Fun FRIENDS	Anticich, Barrett, Silverman, Lacherez, & Gillies, 2013	Improved parenting distress and parent-child interactions. Improvements maintained at 12 month follow up
FRIENDS for Life	Ahlen, Breitholtz, Barrett, & Gallegos, 2012	Decreased depressive symptoms and increased strengths
FRIENDS for Life	Essau, Conradt, Sasagawa, & Ollendick, 2012	Significantly fewer symptoms of anxiety following the intervention
Fun FRIENDS	Pahl, & Barrett, 2010	Improved anxiety, behavioural inhibition and social-emotional competence at 12 month



		follow up
My FRIENDS Youth	Lock & Barrett 2003	A Longitudinal Study of Developmental Differences in Universal Preventive Intervention for Child Anxiety showed effectiveness of My FRIENDS Youth program both in reducing anxiety and depression and increasing resilience
FRIENDS for Life	Barrett, Sonderegger, & Xenos, 2003	Significantly greater self-esteem, fewer internalizing symptoms and less pessimistic outlook on the future in young migrants
FRIENDS for Life	Barrett, Moore, & Sonderegger, 2000	Significant reduction in internalizing symptoms within a refugee population

Anxiety is the most common form of psychological disorder, affecting up to 20% of children and teenagers. If left unattended, anxiety significantly interferes with a child's development and can cause serious problems in later life, such as social isolation, underachievement and depression.

Particularly for young children, constant worry about relatively normal, everyday activities, such as a school camp, playing with friends or completing homework, as well as worry about overseas events such as SARS, earthquakes and terrorism can significantly detract from a child's learning. These effects can also extend to a child's peers or siblings, multiplying the negative effects of anxiety. This is now being compounded by trends such as cyber-bullying, and increasingly, phenomena such as Oppositional Defiance Disorder and Intermittent Explosive Disorder. These phenomena often cause challenges in the classroom environment and are additional sources of stress and anxiety for children and teachers. Not only do such phenomena disrupt learning activities in the classroom, but they also impact teachers and their ability to manage behaviour and learning in the classroom.

FRIENDS is a social and emotional skills training program, designed to reach out to these children who do not always attract the help that they need. FRIENDS gives emotional resilience that will stay with children for life, and teaches practical, useful strategies for coping with stress. The Adult Resilience program is also very useful for teachers in providing them with skills to be emotionally resilient themselves.

FRIENDS is available for kindergarten, primary, and secondary school students. The programs are well-matched to educational goals and curriculum guidelines, and the program complements and enhances learning in schools. In addition, there is an Adult Resilience program available for teachers, parents, students in the Technical and Adult Further Education system, university students, and all adults.

2.2 What does "FRIENDS" stand for?

FRIENDS is an acronym that helps children remember the strategies taught that can be used to effectively manage anxiety:

F = Feelings (empathy training and self-regulation)

R = Remember to relax (relaxation & mindfulness strategies)



I = I can try my best (changing unhelpful to helpful thinking)

E = Explore Coping Step Plans and strategies for finding helpful solutions (choosing thumbs up actions instead of thumbs down actions)

N = Now reward yourself for trying your best (choosing interpersonal rather than material rewards)

D = Don't forget to practice (choose to use the FRIENDS skills and give back to the community)

S = Stay calm (values based role models and support networks)

Specific skills that are taught are based on the following principles:

- Our body is our FRIEND, and tells us when we are feeling worried by giving us clues so that we can choose to think helpful thoughts and practice thumbs up choices.
- We are FRIENDS to ourselves when we choose positive, helpful thoughts and thumbs up actions such as relaxation and mindfulness strategies
- It is important to learn to be our own FRIEND and reward ourselves when we try our best.
- It is important to think of our FRIENDS and values based role models/support networks when we are making choices about our thumbs up actions

Why this program?

3.1 Links to SEL competencies in CASEL

The five core social and emotional competencies of effective SEL programs, as outlined by CASEL, are:

- Self-awareness
- Social awareness
- Self-management
- Relationship skills
- Responsible Decision Making

From the following table, out of the FRIENDS Facilitator's Manual for the FRIENDS for Life program, it is evident that the FRIENDS programs are consistent with the CASEL competencies described above.



CASEL Competency	FRIENDS Session	FRIENDS Skills & Techniques covered
Self-awareness	1. Feelings – understanding feelings in ourselves and others. Learning to help others	Working in groups; getting to know one another and interacting; understanding and accepting differences; setting goals; identifying happy experiences.
Social Awareness	2. Introduction to Feelings	Understanding our own and other people's feelings; thinking in powerful and helpful ways
Self-awareness	3. Introduction to Body clues and Relaxation	Feeling confident and brave; learning how to feel good; listening to our body's clues to understand feelings; different methods of relaxation.
Self-management	4. Helpful and Unhelpful thoughts	Understanding how thoughts and feelings affect behaviour; understanding self-talk and how that affects how we feel and behave.
Self-management	5. Changing Unhelpful thoughts into Helpful thoughts	Thinking in helpful ways, paying attention to positive thoughts and things; challenging unhelpful thoughts; changing unhelpful thoughts into helpful thoughts.
Responsible Decision Making	6. Introduction to Coping Step Plans	Exploring ways to cope; coping step plans (breaking down difficult things into smaller steps)
Relationship Skills	7. Learning from our role models and building support teams	The importance of role models and support teams; identifying role models; my support team; friendship skills.
Responsible Decision Making	8. Using a Solution-finding Plan	Choosing helpful solutions based on possible consequences.
Relationship Skills	9. Using the FRIENDS skills to help ourselves and others	Reward ourselves for trying; thinking like a winner, seeing the funny side of life; learning to pay attention to happy and positive things; using a FRIENDS plan to help ourselves and others.
Self-management	10. Review and party	Preparing for future challenges; celebrate new skills learnt.
All	Booster Session 1 & 2	Giving back to the family, school and community; practice the FRIENDS skills; plan ahead for future challenges; staying calm, being confident and brave; using the FRIENDS plan to help ourselves and others.



3.2 Links to the ACARA Australian Curriculum

The FRIENDS programs complement the content descriptions in the Australian Curriculum in the Health and Physical Education area, as well as general capabilities, including Critical and creative thinking, Personal and social capability, Ethical understanding, and Intercultural understanding. An overview of the links between the FRIENDS program and the Foundation Year is provided in Appendix A. The HPE content descriptions for Years 3 and 4 is provided in Appendix B. We have highlighted the links between the FRIENDS programs and the Australian curriculum general capabilities in Appendix C (for reasons of brevity, this section focused only on one general capability – Personal and Social Capability at Year 6 level). Similarly, links between the FRIENDS programs and the Personal and Social Capacity from the Australian curriculum for Years 8 and 10 are described on Appendix D and E respectively.

3.3 Points of difference between FRIENDS and other programs

There are several key differences between FRIENDS programs and a variety of other programs available. Below is an overview.

3.3.1 FRIENDS and specific issue programs (domestic violence only)

FRIENDS is a comprehensive program that teaches social and emotional skills to support individuals, families, and communities of all ages to develop self-confidence through learning to manage their own emotions, understanding that others have similar feelings (empathy training), developing support networks, solving problems and working through challenging situations. These skills are transferable across numerous situations that individuals encounter through life. Further, the FRIENDS programs at later stages of life build on the skills learnt in the early life programs (Fun FRIENDS, FRIENDS for Life), and thus reinforce the skills learnt earlier – lifelong approach. Over 20 years of research have proved that the social-emotional, resilience skills learnt in the FRIENDS programs demonstrate long-term sustainability.

Specific issue programs are targeted to that one skill alone. Skills taught in such programs may or may not be transferable to other areas of life, and therefore have limited applicability.

3.3.2 FRIENDS and parenting programs

The philosophy behind FRIENDS programs is that early prevention, through the teaching of social and emotional skills from an early age to all members of society, is the best preparation for life. It is proven to be the best investment that any government can make in its citizens (see below “The Heckman Equation”). For optimum effectiveness, FRIENDS programs are taught not only to the child, but also to siblings and to parents. When introducing the program in schools, we encourage grandparents and extended family members, school administrators and staff, and other interested members of the wider community to attend information evenings to learn about the programs, and support children’s learning when required. We also provide the Adult Resilience program to the teachers and parents to improve their own resilience skills, and give them skills to cope with stress for life situations, and reduce anger-escalation-traps, or domestic violence in families and school communities. When teachers are training as facilitators, they participate in the Adult Resilience Program first (“put the oxygen mask on yourself first, then on your children”).

The FRIENDS programs for children delivered in conjunction with the Adult Resilience program to parents, showed reductions in internalizing symptoms and increased resilience both for the children and parents themselves (Fisak et al., 2017). Fisak and colleagues, proved that the benefits of



teaching children social-emotional, resilience, self-regulation skills, can be enhanced by teaching the adults that surround them the same skills, using the Adult Resilience “Strong not Tough program”. On the same token, Iizuka et al. (2015) found that teachers can increase their resilience levels when they deliver the program to their students while receiving additional mentoring/coaching in the process.

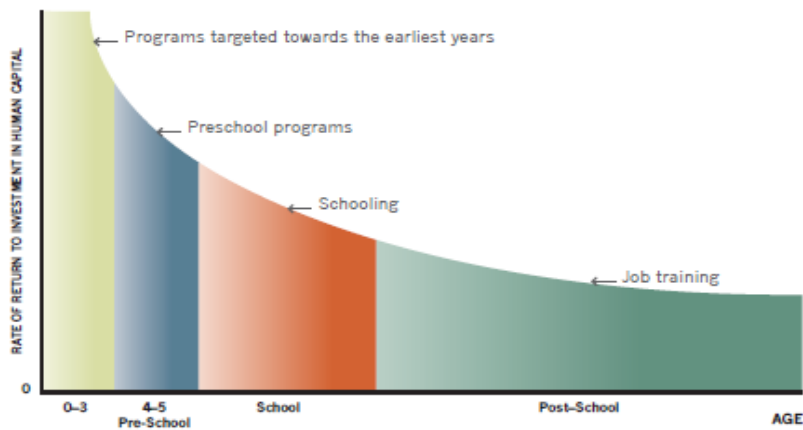
Further, all FRIENDS programs include self-regulation and empathy training, as just one skill taught in the program. This is embedded in a framework of several complementary skills. The teaching of for example communication skills, also takes place at a particular stage in the sequencing of the skills teaching. The sequencing of the skills taught in the FRIENDS program is based on research, which shows that by teaching problem solving at the stage that it appears in our programs, we achieve maximum learning and maximum effectiveness. The FRIENDS skills, which evidence suggests are effective in helping people to overcome anxiety and prevent depression and aggression, include relaxation, mindfulness, attention training, empathy and self-regulation training, problem solving, values-based role models, forming values-based support networks, and approaching challenges in gradual steps. The Programs improve academic learning, encourage a positive attitude in the classroom and school environment, and promote positive relationships by reducing the challenges with bullying in schools and domestic violence in families / school communities (Fisak, et al., 2011; Schoenfeld & Mathur, 2009; Lock & Barrett, 2003; Zins, Bloodworth, Weissberg, & Walberg, 2007).

The FRIENDS programs are also helpful in reducing anxiety and low mood which may result from bullying (Vernberg & Biggs, 2010). Furthermore, to promote future reduction of violence, the programs encourage assertiveness skills, problem solving and emotion regulation skills which can assist in decreasing rates of bullying and aggression (Espelage, Rose, & Polanin, 2015; Smith & Low, 2013).

Academic outcomes can also be improved by improving social emotional skills through the FRIENDS programs. Children who are emotionally and socially skilled are more successful at school (Bernard, 2006; Durlak et al., 2011; Zins, et al., 2007) and are more competent in dealing with stress and school work (Aber, Jones, & Cohen, 2000; Goldin & Gross, 2010; Schonert-Reichl & Lawlor, 2010; Schonert-Reichl, et al., 2015).



Returns To A Unit Dollar Invested



Returns to a unit dollar invested at different ages from the perspective of the beginning of life, assuming one dollar initially invested at each age

The Heckman Equation is supported by the Irving Harris Foundation; The Children's Initiative: A Project of the J.B. and M.K. Pritzker Family Foundation; the McCormick Foundation; and an anonymous funder.



The economic evidence for early intervention

The Nobel Prize winning economist, Dr. Heckman has taken a strong interest in the role of human capital in productivity and social satisfaction. He constructed the Heckman equation and compared investment dollars with the stock market. The earlier the investment, the more his equation outperformed the stock market for the country. He is a strong advocate for investing in early child development and his research suggests that early intervention is far more cost effective than reactive interventions in later life. He showed that prevention programs return \$7-12 for every \$1 invested through increased school and career achievement as well as reduced costs in remedial education, health and the criminal justice system. A further meta-analysis showed that social and emotional learning was a particularly neglected area and could yield a return on investment of \$11 for every \$1 (Belfield, Bowden, Klapp, Levin, Shand, & Zander, 2015).

3.3.3 FRIENDS and other social and emotional learning programs

The FRIENDS programs have been shown to be effective in promoting social and emotional skills in Australia and throughout the world (Christensen, et al., 2011; Essau, et al., 2012; Fisak, et al., 2011). These outcomes are sustainable for years after the Program has been undertaken (Barrett, et al., 2006). The Friends programs empower children, teachers and caregivers/parents with skills to effectively use social and emotional strategies across settings and also maintain these skills long term, throughout life.

3.3.4 FRIENDS and Non-English speaking background migrants and refugees

The FRIENDS programs have been implemented and evaluated with Non-English speaking background migrants and refugees. The results of these evaluations showed a significant increase in resilience, positive thinking, and emotional regulation; these results also demonstrated reductions in anxiety, depression, aggression, and PTSD symptoms. The parents reported that learning the skills with the FRIENDS programs, helped them deal with daily family challenges in a calmer way, as well as improved their communications skills which assisted them in securing employment or volunteering positions in the community. (Sonderegger, et al., 2003, 2005).

3.4 Cost Benefits to Government of implementing FRIENDS programs

- Principles of social and emotional learning can serve as an organising framework for coordinating all of a school's academic, prevention, health, and youth development activities (CASEL). As a comprehensive program covering all ages across the life span, the FRIENDS programs can assist Government to eliminate the fragmented approach characterised by various programs for various social issues (e.g. anti-bullying). The comprehensive approach of the FRIENDS program in targeting students, teachers, and parents thus has major cost benefits.
- The FRIENDS programs enable a whole-of-government approach to social and emotional learning amongst key populations (students and teachers).
- Because FRIENDS programs are universal and preventative, they may assist to reduce costs associated with remediation of disorders before they manifest. The programs act similar to "vaccination" as part of a social "immunisation" program.
- Due to the resilience skills taught throughout the programs, governments will reduce costs associated with teacher stress leave, including costs of substitute teachers, and costs of WorkCover premiums for teachers on stress leave.



- Also due to such skills taught in the FRIENDS program, governments will have reduced costs associated with ill health from anxiety and depression, through less presentations to help services.
- Providing our youth with relationship skills, self-management skills, and responsible decision making skills is highly likely to decrease the incidence of young people entering the juvenile justice system for correction. This should have flow-on effects for families, communities, and government budgets.
- Social and emotional skills are key to academic achievement by providing all students with the necessary skills to be successful in school and in life. Research shows that learning is possible only after students' social, emotional, and physical needs have been met. For example, learning and academic achievement cannot take place without safe schools, where children feel respected, and where they are encouraged and supported in making positive choices. When those needs are met, students are more likely to succeed in school. Furthermore, SEL actually increases students' capacity for learning. Social and emotional learning has been shown to increase mastery of subject material, motivation to learn, commitment to school, and time devoted to schoolwork. It also improves attendance, graduation rates, and prospects for constructive employment while at the same time reducing suspensions, expulsions, and student retention (CASEL publications).
- The FRIENDS programs are culturally sensitive; they can therefore be implemented across ethnically and culturally diverse populations. Furthermore, through teaching awareness of own and others' feelings, the programs encourage and support society's desire for tolerance and mutual understanding in communities.
- As social and emotional /resilience skill levels improve through implementation of the FRIENDS programs, benefits will flow on to welfare and other government departments, such as corrective services and police. Furthermore, reductions in family conflict and domestic violence has been documented in several studies.
- Other benefits include: ongoing research into resilience, anxiety, and depression informs updates and revisions in the program content; access to resources and support in addition to those provided in the workbooks and Facilitator's Manual; publication of research findings in scholarly peer-reviewed scientific journals.
- The FRIENDS programs are easy to implement, easy to deliver, universal, with benefits to be enjoyed by the whole community.

The FRIENDS programs have the potential to positively impact people's lives, families, communities, as well as educational, health and correctional establishments and agencies. They also have the potential to positively impact the economy through lower government costs associated with providing services, together with increases in productivity, creativity and innovation, which are the by-products of a more resilient community. Finally, the FRIENDS programs can have a major impact on school communities by helping to reduce the incidence of suicide, and its precedents, anxiety and depression. The FRIENDS programs also teach adults and children positive coping skills, that will reduce the prevalence of Domestic Violence in the overall community.



4. Implementing the FRIENDS programs

4.1 Implementation Guidelines

In its *Safe and Sound* publication, CASEL offers a list of guidelines for effective SEL practice (see below).

Characteristics of effective SEL programs	FRIENDS programs
<ul style="list-style-type: none">• Grounded in theory and research• Teaches children to apply SEL skills and ethical values in daily life• Builds connection to school through caring, engaging classroom and school practices• Provides developmentally and culturally appropriate instruction• Helps schools coordinate and unify programs that are often fragmented• Enhances school performance by addressing the affective and social dimensions of academic learning• Involves families and communities as partners• Establishes organizational supports and policies that foster success• Provides high quality staff development and support• Incorporates continuing evaluation and improvement	<ul style="list-style-type: none">✓✓✓✓✓✓✓✓✓

4.1.1 In addition, CASEL lists, in its *Safe and Sound* publication, a number of hurdles, which schools encounter whilst attempting to implement SEL prevention programs. By addressing these issues we wish to highlight the fact that implementing any SEL programs is a collaboration between Pathways and Education Queensland.

The obstacles listed below are quoted from CASEL's *Safe and Sound* document in order of obstacles mentioned most frequently to least frequently by experts on school-based innovation. Below is our response or recommended strategy to deal with the obstacle.

- The program is not conceptualised clearly and does not effectively translate its conceptual underpinnings into program components.*

Friends Resilience response: the FRIENDS programs are delivered in components, with each session teaching a new skill, and building on the previously learnt skills.
- The program and the needs it addresses are not a central focus of the school, and the program goals are not linked to issues for which teachers and other school personnel are held accountable.*

Friends Resilience response: This is an area in which government departments can assist in the implementation. Friends Resilience has many years of experience in supporting organisations to effectively implement FRIENDS programs and is available to provide suggestions.
- School staff are overwhelmed, (and resist taking on anything further).*

Friends Resilience response: We acknowledge that teachers are already doing very substantial amounts of work, and that adopting and implementing a new program will require them to make changes in their current routine. Friends Resilience will work together with government departments to develop a process, including a communication strategy, to respond to teachers' concerns. Further, the FRIENDS program also arms teachers and caregivers with skills which are aimed at improving behaviour management and emotion regulation which may help to reduce burden.



4. *The school lacks adequate staff development and continuing support for program implementation.*
Friends Resilience response: This is an area in which government departments can assist in the implementation. Friends Resilience has many years of experience in supporting organisations to effectively implement FRIENDS programs and is available to provide suggestions.
5. *Leadership and support from school and regional administrators are lacking.*
Friends Resilience response: We would seek government departments' support in this.
6. *The selected program does not address identified school and student needs.*
Friends Resilience response: Our experience in working with various schools via the Pathways to Resilience Trust demonstrates our understanding of the need to identify specific school and student needs. In Project Logan, the Trust undertook a process of gathering data from the key stakeholders, preparing a situational analysis and tailoring the program activities to meet their needs. This has ensured that the program is meaningful for the students enrolled at the school, and that it reflects the community which the schools services. We will work together with government departments to similarly identify and support the needs of specific schools and students.
7. *The school or district has limited capacity to carry out the initiative successfully (e.g., limited availability of people, money, and time).*
Friends Resilience response: We would seek Parents and Citizens Associations' support in this.
8. *Program implementation is insufficiently supervised and monitored.*
Friends Resilience response: We welcome government department's participation in monitoring the program in its implementation. In addition, in collaboration with governments and organisations around the world, Friends Resilience has assisted with the successful implementation of the FRIENDS programs in schools. Friends Resilience also has 20 years of research experience in the FRIENDS program to assist in overcoming this challenge.

4.2 How are the programs delivered?

The FRIENDS programs are delivered in a classroom setting with emphasis on group participation.

The format of the FRIENDS program includes large- and small-group work, role plays, fun activities and exercises, games, Youtube videos, story-telling, related artworks and quizzes. At the end of each session, children are given homework to be discussed at the beginning of the next session. For optimum effectiveness, the FRIENDS program is delivered either as 10 weekly sessions of 1 hour (over one term), or 20 weekly sessions of 30 minutes (over 2 terms), plus two booster sessions. The FRIENDS resilience programs have shown robust outcomes independent of delivery modality. Recently, we have shown that the outcomes are as effective for weekly implementations and intensive holiday formats (Bekker, Griffiths, & Barrett, 2016).

The FRIENDS program also includes parallel group sessions for parents, using the Adult Resilience – Strong not Tough, conducted independently of child sessions. Ideally it is encouraged to hold an information session at the school for all stakeholders of the community, including parents, grandparents and extended family members, school administrative staff (including the office and grounds staff), and wider members of the community. This is so that there is widespread



understanding of the program, its objectives, and how everyone in the school community can reinforce the students' learning.

Teachers are trained in each of the programs with supporting session plans, manuals and resources. We also recommend that teachers undertake the one day Adult Resilience program for themselves, not only to support their own resilience, but also to give them further insights into the programs they will be teaching their students. It may also assist in overcoming staff resistance to making changes to their activities and routines.

4.3 Training options

All Facilitators of the Friends Resilience programs are required to be accredited. Accreditation is for three years and then the Facilitator is required to participate in a 'refresher' course. Facilitators can be trained by Licensees who have a training license (usually large organisations) and who have undertaken a train-the-trainer program. Alternatively, Friends Resilience provides Facilitator training.

Friends Resilience offers flexible training options. You must be a licensee as an individual or as an organisation to access training. Training can be delivered in the following formats:

- Online training. You need to log into our portal and click on "online training" in the menu, and then click on "attend" on the first training video (Adult Resilience). You will then watch our online training video for each of the programs. Once you complete the training video you will have to successfully answer all the questions correctly to become accredited in the program. You will then be issued a certificate of accreditation. Participants have the flexibility of doing as much of the lecture or as little as they want but they can only do each exam for each program after they complete watching the program's training video. Each course takes four hours.
- Online interactive training. This is completed through GoToMeeting. There are selected dates and times which you will enroll for and connect via an online and interactive training course with our trainers. For organisations we recommend the participants sit in a table of five with a screen and equipment to view and interact with our trainer. This training approach allows teachers to take part in training without needing to leave their homes, but still provides the benefit of interacting with a senior trainer and other education professionals around the country. Facilitator training courses take two 4 hour sessions per program.
- In "vivo" person training. This is only considered for a minimum of 50-250 people. One of our trainers will travel to your organisation and will do in vivo training over 3-5 days. The hosting organisation pays for the travel and accommodation expenses for the trainer.

If you have been trained in the FRIENDS Programs before, you only have to do refresher online training, which covers updates across all the four programs. This refresher training is of short duration (2.5 hours) and it covers the newest techniques, since the previous edition of the FRIENDS Programs.

No one requires the FRIENDS books for training. The books are only issued after you have completed the training and have acquired a certificate of accreditation.



During training you can take personal notes to assist understanding of the concepts. If you are in a group, you can practice and discuss the skills taught within your group.

Once training is complete Facilitators will be provided with a Facilitator Manual to keep with them in the classroom to guide them through each of the sessions and allow a systematic approach to program delivery. The manual contains background information on anxiety and depressions and detailed session plans with aims, outcomes, guided classroom activities and suggested strategies. They can also access on-line resources including recommended readings, additional activities and resources such as suggested story books, videos, internet links and games.

Teachers can also send 'one click' emails to parents of the participating children at the completion of each session to ensure family involvement, building a bridge with each child's support network.

As teachers become accredited, they can list (on-line) the course they will be delivering in the classroom. This enables families of the children to become involved in the program by accessing the program sessions and receiving support and additional resources to reinforce and practise the learned skills at home.

The Course Registration Centre and the Friends Resources Website supports teachers, families and children allowing for a collaborative approach toward becoming resilient.

4.4 License options

It is in your personal and organisation's best interest to become a licensed partner to use the FRIENDS programs. Once you become a licensed partner you become part of our international FRIENDS training family worldwide with opportunities to contribute to our forums and participate in conversations and share ideas on how to implement the FRIENDS programs successfully.

Once you have completed the train-the-trainer program, you can train facilitators for your organisation if you choose to do so. If you are a teacher and you want to train teacher aids to run the program you can do so. You can train facilitators but you cannot train trainers, only the Friends Resilience staff can train trainers.

Prices for licenses need to be discussed with our licensing lawyers and depend on the type of organisation you work for and the number of participants you work with. Please contact our licensing lawyer at licensing@friendsresilience.org. The prices of licenses include on-line training, so there will be no additional costs for training.

Retraining must occur every three years. Trainers will also explain new scientific advances and discussion with international Licensees can help you develop new strategies to run the Friends Resilience programs more effectively.

4.5 Program delivery timeframes

The program has been successfully delivered in classrooms over a 10-week period with one 60 to 90-minute session per week. Equally successful is delivery over a 20-week period (two terms) with one 30-minute session per week. It can also be delivered during an intensive program during the school holidays as well as in after-school settings.

We recommend commencing delivery of the program in Term 2 of the academic year - priorities in Term 1 are usually around students' settling in to a new school year, new class, new teachers, and



new subjects. Term 4 priorities are around assessment. Therefore, our experience shows that implementing the program in Terms 2 and 3 has the highest rate of success and effectiveness.

4.6 Family Support

Research has shown the importance of a holistic approach to learning. The FRIENDS program strategies are life-long skills used in all situations and all stages of people's lives. We encourage a complete support network for children with emphasis on family support.

Families are kept informed of the skills being developed throughout each of the sessions. This includes tips and ideas to help reinforce the learning and provides simple strategies and techniques to help integrate the learning into the home environment.

Family members will also have access to resources including relaxation scripts and music for times when children need help to calm down or cheer up. Other resources include examples of Coping Step Plans where parents can assist the child in developing a simple step plan to help overcome a fear or reduce anxiety.

4.7 Child Support

We have developed a mobile application for the Fun Friends program and are currently developing another mobile application suitable across all age groups. We anticipate that this app will be ready to be used by December 2017. We have many games and creative ideas for fun activities within our resources section that is available to licensees.

4.8 Forums

We have recently added a forum capacity to our website to enable licensees and their facilitators to share ideas and engage in conversations about implementation of the Friends Resilience programs. There is also the capacity for licensees and facilitators to ask questions and to start conversations threads. In this way we hope to promote the sense of being part of our Friends Resilience community and to recognise the strengths and creativity of its members.

4.9 How to start

We recommend a project management approach to the implementation of programs. Steps in this approach include:

1. Establish a steering committee within a government department for the implementation of programs, with one person acting as the spokesperson and liaison between Friends Resilience, governments, schools, and other stakeholders.
2. Invite schools to participate to begin trials. Establish steering committee within schools. Decisions that need to be made at this stage include:
 - Which Year level to implement each of the programs (FFL spans ages 9 – 12 , i.e., Year levels 4 to 7; MFY ages 13 – 15; Adult resilience 16 – 18)
 - How many classes in each Year level



- Determine specific needs of each school and community
3. Develop a plan for the first year of implementation together with the government and the school/s.
 4. Deliver training to teachers; teachers deliver training in class.
 5. Review the trial, evaluate and report on the first 12 months.

Professor Barrett has extensive research experience and can facilitate any research trial that government departments might be interested in. There is a wealth of existing research on the FRIENDS programs to date and this will continue as the programs continue to be implemented in Australia and around the world.

5. Next Steps

Following your perusal of this document, we would be very pleased to give you further details of this proposal to you.

We look forward to discussing this proposal further with your team.

Yours sincerely,

Dr. Paula Barrett
Founder, Friends Resilience Organisation



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Appendix A

Links to Competencies in the Australian Curriculum Personal & Social Capability Foundation Year

Self-Awareness

Recognising Emotions

ACARA Capabilities

Skills developed via FRIENDS

By the end of Foundation Year students:	
identify a range of emotions and describe situations that may evoke these emotions	This is taught in Session 2 and reiterated in every subsequent session.

Recognising Personal Qualities and Achievements

identify their likes and dislikes, needs and wants, and explore what influences these	Session 1 encourages participants to get to know themselves and to explore strategies for being healthy.
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Understanding Themselves as Learners

identify their abilities, talents and interests as learners	Session 1 covers getting to know one another and understanding and accepting differences. In Session 2 children are asked to bring along a photo of someone from their family and pin it up on a poster of the globe indicating where they originate.
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Developing Reflective Practice

reflect on their feelings as learners and how their efforts affect skills and achievements	This is covered in every session; children are assisted to set goals (Session 1), and how to cope with difficult things / behaviours by breaking them down into small steps.
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Self-Management

Expressing emotions appropriately

ACARA Capabilities

Skills developed via FRIENDS

By the end of Foundation Year students:	
express their emotions constructively in interactions with others	Sessions 1 & 2 focus on understanding feelings in ourselves and others. Sessions 4 teach self-soothing, relaxation strategies, and all the following sessions encourage children to practice these. Sessions 4 & 5 focus on understanding how thoughts and feelings affect behaviour.

Developing Self-Discipline and Setting Goals

follow class routines to assist learning	Sessions 5 and 6 teach children how they can manage their thoughts, feelings and behaviours. All the skills taught incrementally in the order in which they appear in the program will have the outcome of children being self-disciplined.
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Working Independently and Showing Initiative

attempt tasks independently and identify when and from whom help can be sought	Goal setting is covered in Session 1, action plans covered in Session 7, and followed up weekly. Children also identify their support networks in the Booster Session (Session 11).
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Becoming Confident, Resilient and Adaptable

identify situations that feel safe or unsafe, approaching new situations with confidence	Session 3 teaches skills of feeling confident and brave. Session 5 teaches thinking in helpful ways and how to change unhelpful thoughts. Session 9 teaches how to use the FRIENDS plan to help ourselves and reward ourselves when we try our best. Session 10 teaches preparing for future challenges. These skills develop confidence in oneself to persist and adapt in completing challenging tasks.
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Social Awareness

Appreciating Diverse Perspectives

ACARA Capabilities	Skills developed via FRIENDS
By the end of Foundation Year students:	
acknowledge that people hold many points of view	Session 8 teaches children to understand feelings in others, explore friendship skills and encourage children to work as a team to solve challenges.

Contributing to civil society

describe ways they can help at home and school	In Session 9 children are taught how to use the FRIENDS plan to help themselves and others. Booster Sessions reinforce this by teaching them to give back to the family, school and community
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Understanding relationships

explore relationships through play and group experiences	Throughout this program, children learn to identify and regulate feelings in oneself, to identify feelings in others and to develop empathy. They also learn to identify positive role models in their families and school communities, as well as learn to form support networks.
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Social management

Communicating Effectively

ACARA Capabilities	Skills developed via FRIENDS
By the end of Foundation Year students:	
identify positive ways to initiate, join and interrupt conversations with adults and peers	In all sessions, children are required to communicate with others, and to listen to others when they speak. They are encouraged to report personally on their happy thing for the week, and to build on the ideas of others when performing a group activity.



Working collaboratively

share experiences of cooperation in play and group activities	Every session contains opportunities for small group work in which children get the opportunity to practice their newly learned skills of encouraging others, negotiating roles and managing tasks.
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Decision Making

identify options when making decisions to meet their needs and the needs of others	Session 8 teaches problem solving skills ie identifying the problem, listing possible solutions and possible consequences, making a decision, putting the plan into action, and evaluating the results.
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Conflict resolution and negotiation

listen to others' ideas, and recognise that others may see things differently from them	From Session 7 onwards, the program teaches problem solving skills and the CALM Plan to deal with conflict and the STEP Plan to find solutions. There are group activities throughout the whole program to encourage children to learn to negotiate and respect others' ideas.
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Developing Leadership Skills

identify ways to take responsibility for familiar tasks at home and school	The FRIENDS program teaches children to develop positive role models with their older peers and with their family members. The Programs also teach children, using a STEP Plan, on how to take initiative and how to develop leadership skills.
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Appendix B

Links between FRIENDS skills and Content descriptions in the Australian Curriculum: Health and Physical Education

Years 3 and 4

Content description	Skills developed via FRIENDS
Personal, Social and Community Health <i>Being healthy, safe and active</i>	
Explore how success, challenge and failure strengthen identities	The entire program supports this content by helping children identify their strengths; develop confidence in their ability to cope with challenges; use positive self-talk; and learn to reward themselves for effort.
Explore strategies to manage physical, social and emotional change	<p>Sessions 4 and 5 teach how thoughts and feelings affect behavior; understanding self-talk; understanding that helpful thoughts make us feel strong, brave, and happy; unhelpful thoughts make us feel worried or upset; understanding the usefulness of focusing on the present and our senses.</p> <p>Session 3 teaches how to feel confident and brave; relaxation techniques.</p> <p>Session 7 teaches a strategy for breaking large challenges or goals into manageable steps.</p>
Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	<p>Sessions 1 and 2 focus on understanding feelings in various situations and learning self-soothing and self-regulating strategies to help manage the feelings.</p> <p>Session 7 teaches a step-plan that is helpful in managing situations that cause anxiety.</p> <p>Session 8 teaches a solution- finding plan that is helpful in identifying options and their possible consequences in these situations.</p> <p>Session 10 teaches how to use the FRIENDS skills to help ourselves and help others.</p>
Identify and practise strategies to promote health, safety and wellbeing	<p>The entire program supports this content. Every session includes a discussion on aspects of a healthy life-style (healthy eating and drinking, physical activity, relaxation, sleep, paying attention to positive aspects of life, building connections with support team members).</p> <p>Sessions 10 encourages students to apply all the resilience strategies they have learnt to managing challenges and promoting their wellbeing.</p>



Personal, Social and Community Health <i>Communicating and interacting for health and wellbeing</i>	
Describe how respect, empathy and valuing diversity can positively influence relationships	Sessions 1 and 2 focus on identifying the things that all people have in common; understanding and accepting differences; identifying feelings in ourselves and others in various situations; showing empathy. Students are involved in discussions and role-plays around relevant scenarios. Each subsequent session focuses on demonstrating respect for one another.
Investigate how emotional responses vary in depth and strength	Sessions 1 and 2 focus on understanding feelings and their intensity in various situations and learning self-soothing and self-regulating strategies to help manage the feelings.
Discuss and interpret health information and messages in the media and internet	Throughout the program , students are encouraged to contribute to discussions of the various practices that contribute to a healthy life-style. Their research for information in the media and on the internet will contribute to this.
Personal, Social and Community Health <i>Contributing to healthy and active communities</i>	
Describe strategies to make the classroom and playground healthy, safe and active spaces	Session 1 begins with a discussion of what students consider to be important in building a classroom environment in which each member will feel safe and supported. All sessions focus on making friends, and developing confidence through shared activities, group work and through skilful intervention of the group facilitator. Session 8 teaches a solution- finding plan that is helpful in identifying options and their possible consequences when designing healthy, safe and active spaces. Issues of bullying are discussed where relevant.
Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing	The importance of physical activity is promoted throughout the program . Session 6 covers the importance of values based role models and support teams; building and maintaining connections within the community; linking this with friendship skills.
Research own heritage and cultural identities, and explore strategies to respect and value diversity	Session 1 introduces a focus on respecting and valuing diversity and this concept is developed through later sessions that consider friendship skills, thinking like a winner, and empathy. Strategies to promote confidence in ourselves are part of Sessions 1, 2, 5, 7, 8 and 9 .



Appendix C

Links to Competencies in the Australian Curriculum

Personal & Social Capability

Year 6 Level

Self-Awareness

Recognising Emotions

ACARA Capabilities

Skills developed via FRIENDS

By the end of Year 6, students:	
describe and understand their emotional responses in various situations, including how emotions are linked to behaviour and learning (for example making connections between texts and their own experiences)	This is taught in Session 1 , and reiterated in every subsequent session.

Self-Knowledge

describe and assess personal strengths and challenges, learning from success and failure (for example keeping a journal of their learning, describing both positive and negative experiences)	Taught in every Session
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Self-perception

recognise a range of external influences that may impact on their sense of identity (for example using historical inquiry to examine factors that lead to a sense of identity for people in other cultures, and for themselves)	Session 1 covers getting to know one another, understanding and accepting differences; in Session 2 children are asked to bring along a photo of someone from their family and pin it up on a poster of the globe indicating where they originate.
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Self-worth

demonstrate awareness of personal habits and behaviour, and factors influencing their successes and mistakes (for example setting learning and study goals that take into account their challenges and build on their strengths)	Sessions 4 & 5 teach how thoughts and feelings affect behaviour, and how to change unhelpful thoughts into helpful thoughts. Session 6 focuses on developing action plans ie breaking goals down into smaller steps.
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Reflective Practice

reflect on and apply learning to their everyday lives to consolidate strengths and address challenges (for example when working in small groups, build on their strengths in various roles, and setting goals to develop specific skills)	This is covered in every session; children are assisted to set goals (in Session 1), and how to cope with difficult things / behaviours by breaking them down into small steps.
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Appropriate expression of emotions

draw and understand complex connections between their emotions and their behaviour, as they relate to learning and relationships (for example understanding uses of subjective and objective language, including when it is appropriate to share feelings)	Sessions 1 & 2 focus on understanding feelings in ourselves and others; Sessions 4 & 5 focus on understanding how thoughts and feelings affect behaviour.
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Self-discipline

show self-discipline in organising their learning (for example identifying and using strategies to manage time and resources effectively)	All the skills taught incrementally in the order in which they appear in the program will have the outcome of children being self-disciplined.
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Goal setting and tracking

set and keep track of personal and academic goals	Goal setting covered in Session 1, action plans covered in Session 6, and followed up weekly.
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Working independently and showing initiative

recognise the value of working independently, taking initiative to do so where appropriate	Session 3 teaches feeling confident and brave, listening to one's own body clues to understand, and to self-soothe via relaxation training.
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Confidence, resilience and adaptability

demonstrate confidence in themselves, showing persistence and adaptability in completing challenging tasks	Session 3 teaches skills of feeling confident and brave; Session 5 teaches thinking in helpful ways and how to change unhelpful thoughts; Session 9 teaches how to use the FRIENDS plan to help ourselves; and Session 10 teaches preparing for future challenges. These skills develop confidence in oneself to persist and adapt in completing challenging tasks.
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Social Awareness

Empathy

By the end of Year 6, students:	
skills to identify and empathise with the feelings and perspectives of others in a range of situations (for example using historical data to imagine the experiences of people, dislocated by war, on their arrival and settlement in Australia)	Covered in every session, from Session 1, where children are taught to understand and accept differences using a variety of experiential activities, and reflection.

Appreciating diverse perspectives

means of communication may differ within and between various communities, explaining a point of view that is different from their own (for example identifying the ways that language is used in a range of social settings, identifying points of view in the past and present)	As in Empathy above
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Contributing to civil society, advocacy for and service to others

explain and act on personal roles and responsibilities in their homes, schools and communities (for example considering how personal and community choices influence the use of sustainable sources of energy)	In Session 9 children are taught how to use the FRIENDS plan to help themselves and others. Booster Sessions reinforce this by teaching them to give back to the family, school and community
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Understanding relationships

identify the differences between positive and negative relationships and ways of managing these (for example using visual and linguistic cues to describe and interpret relationships between characters in texts)	Learning to identify and regulate feelings in oneself, learning to identify feelings in others and to develop empathy, learning to identify positive role models In your family and school community, learning to form support networks.
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Social management

Communication

By the end of Year 6, students:	
build verbal and nonverbal communication skills, such as attentive and reflective listening, participation in class discussions, presentation of group reports (for example contributing to discussions and building on the ideas of others)	In all sessions, children are required to communicate with others, and to listen to others when they speak. They are encouraged to report personally on their happy thing for the week, and to build on the ideas of others when performing a group activity.

Working collaboratively

work in teams, encouraging others and recognising their contributions, negotiating roles and managing time and tasks (for example working collaboratively to suggest improvements in methods used for group investigations and projects)	Every session contains opportunities for small group work in which children get the opportunity to practice their newly learned skills of encouraging others, negotiating roles and managing tasks.
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Decision Making

identify and explain how factors such as feelings, social and cultural norms, and conflicting points of view influence individual and group decision making (for example discussing the influence of scientific knowledge on personal and community decisions)	Session 8 teaches problem solving skills ie identifying the problem, listing possible solutions and possible consequences, making a decision, putting the plan into action, and evaluating the results.
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Conflict resolution and negotiation

identify causes and effects of conflict, and use effective strategies to manage, resolve and negotiate these conflict situations (for example identifying issues that cause conflict and exploring how conflict has been resolved in a range of contexts)	The Friends programs teaches problem solving skills and the CALM Plan to deal with conflict and the STEP Plan to find solutions.
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Building and maintaining relationships

understand the difference between safe and risky behaviours in relationships (for example identifying risks in potentially dangerous situations and strategies for avoiding unsafe behaviours)	The FRIENDS programs teaches children of all ages of how to develop support networks and how to find positive solutions to challenges.
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Leadership

initiate or help to organise classroom and group activities, identifying and addressing a common need	The FRIENDS program teaches children to develop positive role models with their older peers and with their family members. The Programs also teach children, using a STEP Plan, on how to take initiative and how to develop leadership skills.
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Appendix D

Links to Competencies in the Australian Curriculum Personal & Social Capability Year 8

Self-Awareness

Recognising Emotions

ACARA Capabilities

Skills developed via FRIENDS

Typically, by the end of Year 8 students:	
examine influences on and consequences of their emotional responses in learning, social and work-related contexts	Session 2 focuses on increasing participant's awareness of their feelings and the connection between their feelings and their body. It also teaches participants how they can manage their feelings effectively. Session 4 teaches self-regulation strategies (e.g. mindful eating, breathing exercise). Session 10 teaches about brain development for this age group.

Recognising Personal Qualities and Achievements

make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	Taught in every Session.
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Understanding Themselves as Learners

identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	Session 5 and 6 focus on attention training and how participants can practice paying attention on personal helpful cues in the environment.
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Developing Reflective Practice

predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision-making strategies and feedback from peers and teachers	Session 1 encourages participants to reflect on past success and increase awareness of their ability to problem solve. Every session encourages participants to reflect on challenging situations and how they tried to cope with them.
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Self-Management

Expressing emotions appropriately

ACARA Capabilities

Skills developed via FRIENDS

Typically, by the end of Year 8 students:	
forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour	Session 1 invites participants to learn about mindfulness. Session 2 focuses on increasing participant's awareness of their feelings and the connection between their feelings and their body. It also teaches participants how they can manage their feelings effectively. Session 4 teaches self-regulatory strategies (e.g. mindful eating, breathing exercise), and session 9 teaches about the importance of self-care.



Developing Self-Discipline and Setting Goals

select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals	Session 1 encourages participants to reflect and define personal goals. Session 5 teaches participants about the influence of their thoughts on their feelings and behaviours, and how they can change some patterns by challenging their thoughts. Every session encourages participants to reflect on challenging situations and how they tried to cope with them.
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Working Independently and Showing Initiative

critique their effectiveness in working independently by identifying enablers and barriers to achieving goals	Session 5 focuses on teaching participants about thoughts, and the influence of thoughts in their feelings and behaviours. Session 6 teaches participants to reflect on their thoughts and ways they can challenge them to find more helpful alternatives. Every session encourages participants to reflect on challenging situations and how they tried to cope with them.
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Becoming Confident, Resilient and Adaptable

assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence	Session 5 focuses on teaching participants about thoughts, and the influence of thoughts in their feelings and behaviours. Session 6 teaches participants to reflect on their thoughts and ways they can challenge them to find more helpful alternatives. Every session encourages participants to reflect on challenging situations and how they tried to cope with them.
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Social Awareness

Appreciating Diverse Perspectives

ACARA Capabilities	Skills developed via FRIENDS
Typically, by the end of Year 8 students:	
acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	Session 2 encourages participants to practice empathy and the following session focuses on discussions about friendship skills (e.g. qualities of a good friend).

Contributing to Civil Society

analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	Session 9 encourages participants to reflect on leadership skills for peacemaking. Session 10 invites participants to reflect and discuss how they can help their school, family and community.
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Understanding Relationships

identify indicators of possible problems in relationships in a range of social and work-related situations	Session 9 teaches conflict resolution strategies and encourages participants to discuss how to manage bullying.
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Social management

Communicating Effectively

ACARA Capabilities

Skills developed via FRIENDS

Typically, by the end of Year 8 students:	
analyse enablers of and barriers to effective verbal, nonverbal and digital communication	Session 2 encourages participants to reflect on different ways of communication (verbal, non-verbal, electronic).

Working collaboratively

assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	Session 8 teaches the importance of support teams and role models, and encourages participants to reflect on their support teams.
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Decision Making

assess individual and group decision making processes in challenging situations	Session 7 and 8 teach different problem-solving strategies to cope with different challenges (individually and in groups). Strategies to cope with different challenges are covered from session 7 until the end of the program.
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Conflict resolution and negotiation

assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	Session 7 and 8 teach different problem-solving strategies to cope with different challenges (individually and in groups). Strategies to cope with different challenges are covered from session 7 until the end of the program. Session 9 teaches conflict resolution strategies and encourages participants to discuss how to manage bullying.
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Developing Leadership Skills

plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals	Session 9 encourages participants to reflect on leadership skills for peacemaking. Session 10 invites participants to reflect on how they can help their school, family and community.
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Appendix E

Links to Competencies in the Australian Curriculum Personal & Social Capability Year 10

Self-Awareness

Recognising Emotions

ACARA Capabilities

Skills developed via FRIENDS

Typically, by the end of Year 10 students:	
reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts	Stage 1 teaches feelings awareness and awareness of the physiological responses of different emotions. Stage 1 also focuses on self-care strategies (e.g. relaxation). Stage 2 teaches participants to identify thoughts and the thought-feeling-behaviour pathways. It also invites participants to reflect on how they can challenge their thoughts to change feelings and challenge old habits.

Recognising Personal Qualities and Achievements

assess their strengths and challenges and devise personally appropriate strategies to achieve future success	Stage 1 focuses on individual reflection on self-regulation and self-soothing strategies, and how they handled difficult situations. Stage 3 encourages participants to reflect on how they own their successes and to start a gratitude diary to identify personal strengths.
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Understanding Themselves as Learners

evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required	Stage 1 encourages participants to reflect on self-regulation and self-soothing strategies. Stage 2 teaches participants to identify thoughts and the thought-feeling-behaviour pathways. It also invites participants to reflect on how they can challenge their thoughts to change feelings and challenge old habits. In this stage participants learn how positive thinking can influence physical health. Stage 3 teaches participants about the importance of role models and encourages participants to reflect on their personal role models. This stage also focuses on individual reflection on putting things in perspective
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Developing Reflective Practice

reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability	Stage 1 focuses on individual reflection on recognising emotions, using body signals and body language to help people we care about, self-regulation and self-soothing strategies, relaxation techniques, identifying thoughts, and brainstorming ways to cope. Stage 3 invites participants to reflect on step by step plan to cope with different challenges. This strategy is re-visited in every session after Stage 3. Stage 5 encourages participants to reflect on the LIFE acronym and on all skills learnt.
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Self-Management



Expressing emotions appropriately

ACARA Capabilities

Skills developed via FRIENDS

Typically, by the end of Year 10 students:	
consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices	Stage 1 encourages participants to work in groups to learn about body language/signals. This stage also teaches about empathy for others' feelings, self-care (e.g. relaxation), and how to be assertive.

Developing Self-Discipline and Setting Goals

critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts	<p>Stage 1 encourages reflection on recognising emotions and teaches mindfulness and relaxation strategies. Attention training is also taught in this stage and further practiced at Stage 3.</p> <p>Stage 2 teaches participants to identify thoughts, the thought-feeling-behaviour pathways, and how to use thoughts to change feelings.</p> <p>Stage 4 encourages participants to reflect on becoming mindful about their health and strategies to live a healthier lifestyle.</p> <p>Mindfulness exercises are encouraged throughout the program</p>
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Working Independently and Showing Initiative

establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes	<p>The Introduction invites participants to reflect on personal goals. Stage 1 encourages reflection on recognising emotions and teaches mindfulness and relaxation strategies. Stage 2 teaches participants to identify helpful and unhelpful thoughts.</p> <p>Stage 3 focuses on group activities to identify challenging situations and encourages participants to reflect on coping strategies (e.g. step by step coping plan). Stage 4 encourages participants to reflect on becoming mindful about their health and strategies to live a healthier lifestyle.</p> <p>Stage 5 invites participants to reflect on how to face challenging situations in their lives.</p>
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Becoming Confident, Resilient and Adaptable

evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	Stage 3 teaches participants about resilience and the relationship between resilience and confidence. Stage 5 teaches participants about self-care.
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Social Awareness

Appreciating Diverse Perspectives

ACARA Capabilities

Skills developed via FRIENDS

Typically, by the end of Year 10 students:	
articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views	Stage 1 teaches participants about empathy skills (understanding feelings in all living creatures). Stage 3 covers different stages of moral development.

Contributing to Civil Society



plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels	<p>Stage 1 encourages participants to reflect on how they can help themselves and their family to relax and invites participants to reflect on the importance of nature and quiet time.</p> <p>Stage 3 focuses on inviting participants to think about how they can feel good by helping others and how they can connect with others. It also teaches different stages of moral development and identifying support networks.</p>
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Understanding Relationships

explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships	<p>Stage 3 teaches strategies to deal with conflict in positive ways, manage the escalation of anger, and understand anger triggers. This stage also encourages group discussions on identifying different challenging situations.</p>
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Social management

Communicating Effectively

ACARA Capabilities	Skills developed via FRIENDS
Typically, by the end of Year 10 students:	
formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks	<p>Stage 1 encourages participants to reflect on the use of body signals and body language to help people we care about. Stage 3 focuses on how to be assertive and generating strategies for better communication.</p>

Working collaboratively

critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks	<p>Stage 1 teaches about body language/signals and what participants can do to help themselves and their family to relax. Stage 3 focuses on how to be assertive and generating strategies for better communication. This stage also encourages group discussion to identify different challenging situations and encourage participants to reflect on different problem-solving and coping strategies.</p>
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Decision Making

develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making	<p>Stage 3 encourages group discussion to identify different challenging situations and encourage participants to reflect on different problem-solving and coping strategies.</p>
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Conflict resolution and negotiation

generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts	<p>Stage 1 encourages participants to reflect on self-regulation and self-soothing strategies, and empathy skills (understanding feelings in all living creatures). Stage 3 explore ways to deal with conflict in positive ways, manage the escalation of anger, understand anger triggers, conflict styles and explore ways to be assertive</p>
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Developing Leadership Skills

propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely	Stage 3 encourages participants to consider how they can be role model for others and discuss how to be prepared for challenges. Stage 5 focuses on exploring strategies to face challenging situations in their lives and preparing for the future. This stage also aims to raise awareness about universal human experiences during challenging times
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