

# MY FRIENDS YOUTH SKILLS FOR LIFE



**MY FRIENDS YOUTH 6<sup>TH</sup> EDITION: CHANGES FROM 4<sup>TH</sup> EDITION**

BC FRIENDS PROGRAM WEBSITE:  
[www.mcf.gov.bc.ca/mental\\_health/friends](http://www.mcf.gov.bc.ca/mental_health/friends)



# TABLE OF CONTENTS

<b>MY FRIENDS YOUTH 6<sup>TH</sup> EDITION: CHANGES FROM 4<sup>TH</sup> EDITION .....</b>	<b>4</b>
<b>SESSION 1 .....</b>	<b>6</b>
Major Learning Outcomes .....	6
Warm-Up Activity: Getting to Know Each Other .....	6
Activity 1: Different Aspects of My Life .....	6
Activity 3: Thinking About My Past Successes to Feel Strong Inside .....	6
Be Mindful: Build Your Inner Strength .....	7
<b>SESSION 2 .....</b>	<b>8</b>
Major Learning Outcomes .....	8
Warm Up Activity 1: Stuff to Feel Good About .....	8
Review Session 1 .....	8
Activity 3: Managing Our Feelings Effectively .....	9
Activity Four: Being a Strong Communicator .....	9
Be Mindful: Build Your Inner Strength .....	9
<b>SESSION 3 .....</b>	<b>10</b>
Major Learning Outcomes: .....	10
Activity 3: Friendship Skills .....	10
Be Mindful: Build Your Inner Strength .....	10
<b>SESSION 4 .....</b>	<b>12</b>
Major Learning Outcomes .....	13
Warm-Up Activity 1: Stuff to Feel Good About .....	13
Warm-Up Activity 2: Mindful Breathing.....	13
Activity 2: Mindful Eating .....	13
Activity 3: Ideas for How I Can Relax, Feel Strong and Become More Aware .....	13
Be Mindful: Build Your Inner Strength .....	14
<b>SESSION 5 .....</b>	<b>15</b>
Major Learning Outcomes .....	15
Warm-Up Activity 1: Stuff to Feel Good About .....	15
Activity 1: Your Attention Flashlight .....	16
Activity 2: Helpful, Powerful Reminders .....	16
Activity 3: The Thought-Feeling-Behaviour Pathway .....	16
Be Mindful: Build Your Inner Strength .....	16
<b>SESSION 6 .....</b>	<b>17</b>
Major Learning Outcomes .....	17
Warm-Up Activity: Stuff to Feel Good About .....	18
Activity 1: Using Thoughts to Change Feelings.....	18
Activity 2: Your Attention Flashlight: Attention Training.....	18
Activity 3: Adjusting Your Attention Flashlight .....	18
The Happy Movie: Optional Activity — <a href="http://www.thehappymovie.com">www.thehappymovie.com</a> .....	18
Be Mindful: Build Your Inner Strength .....	18
<b>SESSION 7 .....</b>	<b>19</b>
Major Learning Outcomes .....	19
Warm-Up Activity: Stuff to Feel Good About .....	19
Introduction to the Coping Step Plan.....	19
Be Mindful: Build Your Inner Strength .....	20
<b>SESSION 8 .....</b>	<b>21</b>
Major Learning Outcomes .....	21
Be Mindful: Build Your Inner Strength .....	22
<b>SESSION 9 .....</b>	<b>23</b>

Major Learning Outcomes .....	23
Activity 2: Keeping the Peace (Even When It's Hard) .....	24
Activity 4: Managing Bullying.....	24
Activity 5: Positive Thinking for Success .....	24
Be Mindful: Build Your Inner Strength .....	24
<b>SESSION 10.....</b>	<b>25</b>
Major Learning Outcomes .....	25
Activity 2: Be Prepared for Future Challenges .....	25
Activity 3: Your Developing Brain .....	26
Activity 4: Feeling Good Through Helping Others and Giving Back to the Community .....	26
Activity 5: Helping Someone This Week .....	26
Activity 6: Building School, Family and Community Spirit .....	26
Be Mindful: Build Your Inner Strength .....	26
The FRIENDS Plan .....	27
<b>BOOSTER SESSION 1 .....</b>	<b>28</b>
Major Learning Outcomes .....	28
Warm-Up Activity 2: Stuff to Feel Good About .....	28
Review Progress.....	28
Activity 4: Time to Think About Giving Back.....	29
Be Mindful: Build Your Inner Strength .....	29
<b>BOOSTER SESSION 2.....</b>	<b>30</b>
Warm-Up Activity 2: Stuff to Feel Good About .....	30
Review Progress.....	30
Activity 4: Doing Volunteer Work.....	30
Activity 5: Becoming Aware of Our Habits.....	31
Be Mindful: Build Your Inner Strength .....	31
<b>WEBSITES .....</b>	<b>32</b>
<b>PARENT INFORMATION SESSION .....</b>	<b>34</b>

## MY FRIENDS YOUTH 6<sup>TH</sup> EDITION: CHANGES FROM 4<sup>TH</sup> EDITION

---

In the new 6<sup>th</sup> edition MY FRIENDS Youth program the order of some of the sessions has been changed, more time is spent on some skills, and additional concepts and strategies have been introduced. MY FRIENDS Youth provides a more holistic approach to enhancing students' resilience and well-being. The following components have been strengthened or added in the new program:

**Empathy Skills:** The understanding of 'empathy' and the development of empathy skills is emphasized. Students are encouraged to expand their caring to others and the community by giving back to their families, schools, and the larger world.

**Attention Training:** People who are prone to anxiety, depression or anger are more likely to have negative attention biases, and to selectively (and automatically) pay more attention to perceived threats in situations, creating a negative feedback loop and ongoing patterns of unhelpful thinking styles. By training children to repetitively and consciously focus their attention on the positive aspects of situations, this can help them develop the "habit" of thinking in helpful, positive, optimistic ways rather than unhelpful, negative ways.

**Healthy Daily Habits:** Students are encouraged to practice the activities in the 'Be Mindful: Build Your Inner Strength' section at the end of each session in order to increase their mental and physical well-being. These daily habits consist of:

- **Being Thankful:** Students are encouraged to take time to acknowledge things they are thankful for every night before bed. Recent research shows that cultivating an attitude of gratitude has emotional, physical and interpersonal benefits. In one study, people who kept gratitude journals on a weekly basis took better care of themselves (i.e., regular exercise, a healthy diet), felt better about their lives as a whole, and were more optimistic about the upcoming week (Emmons & McCullough, 2003).

**Eating Healthy and Exercising:** Obesity rates among children and youth in Canada have nearly tripled in the last 30 years (Government of Canada, 2013). An increased emphasis on healthy eating and exercise in the new 6<sup>th</sup> Edition aims to create awareness of a healthy lifestyle.

- **Being Active Outdoors:** Just more than 1 in 10 (approx. 12%) Canadian children engage in sufficient physical activity (Government of Canada). Sedentary lifestyles and physical inactivity have contributed to a numerous health problems affecting children and young people (McCurdy, Winterbottom, Mehta, Roberts, 2010). This shift to screen activities is often at the expense of time spent in nature or time spent together as a family. Exercising outdoors in nature is associated with greater feelings of revitalization and positive engagement, decreases in tension, confusion, anger, depression, and increased energy (Coon JT, et al, 2011).
- **Getting Enough Sleep And Rest:** The biological, psychological, and social changes that take place during adolescence naturally predisposes them to insufficient sleep and sleepiness. Most adolescents are not getting the 9.2 hours of sleep they need each

night. Sleep problems are associated with symptoms of anxiety and depression in adolescents (Roberts, Roberts, & Chen, 2001; Morrison, McGee, & Stanton, 1992; Wolfson and Carskadon 1998). A lack of sleep not only affects their mood, but also negatively affects their behaviour and academic performance.

Students' lives are busy with school, extra-curricular activities, homework, friends, family, chores, a variety of screens (e.g., computer, video games, cell phones, I Pods). Building in quiet time and unplugging for short periods of time each day is important for relaxing their mind and body and turning off their bodies' "fight or flight" response. During this quiet, solitary time they can practice the relaxation strategies or mindfulness exercises they have learned.

## SESSION 1

---

4 <sup>th</sup> Edition FFL Youth <b>Introduction to the Group</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>Introduction to the Group</b>
Warm-Up Activity: Getting to Know Each Other	Warm-Up Activity: Getting to Know Each Other
Rationale of the Group	Rationale of the Group
Establishing Group Guidelines and Confidentiality Contract	Establishing Group Guidelines and Confidentiality Contract
Activity 1: The Many Dimensions of My Life	Activity 1: Different Aspects of My Life
Activity 2: Sharing Positives	Activity 2: My Personal Goals
My Personal Goals	Activity 3: Thinking About My Past Successes to Feel Strong Inside
Thinking About Session 1	Thinking About Session 1
Home Activities for Session 1	Session Close
Session Closure	Be Mindful: Build Your Inner Strength

### Major Learning Outcomes

The major learning outcomes for both the 4<sup>th</sup> and 6<sup>th</sup> edition versions are the same.

### Warm-Up Activity: Getting to Know Each Other

Students complete this activity in pairs, rather than in small groups, and take turns choosing and answering the three questions that their partners will ask them.

### Activity 1: Different Aspects of My Life

Students are asked to choose five out of eight aspects of their life. For each area of their life they choose, they are asked to identify either a strength they possess in that area, a contribution they have made, or something they value.

### Activity 3: Thinking About My Past Successes to Feel Strong Inside

The activity, 'Sharing Positives', in the 4<sup>th</sup> edition has been replaced with 'Thinking About My Past Successes to Feel Strong Inside'. This activity encourages students to consider their past successes by recalling three different times in their lives when new things were difficult to do, but they tried hard and were still able to achieve their goals.

### **Be Mindful: Build Your Inner Strength**

Previously, students were asked to complete weekly Home Activities, and asked to keep a brief, daily diary of positive events, challenging events, and possible solutions to the challenging events.

In the 6<sup>th</sup> edition, students are asked to practice daily activities that will increase their mental and physical well-being between sessions. These activities are listed at the end of each session and include: acknowledging little things they are thankful for, sharing positive things that have happened, engaging in enjoyable activities with others, being active outdoors, eating and drinking healthfully, sleeping enough, and having rest and quiet time. Students are encouraged to work on one area at a time and make gradual improvements. In order to stay motivated, it is suggested that students reward themselves along the way and keep track of their successes by writing them on a calendar.



## SESSION 2

4 <sup>th</sup> Edition FFL Youth <b>Let's Focus on Self-Esteem</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>Feelings - Understanding Feelings and Practicing Empathy</b>
Warm-Up Activity: Stuff to Feel Good About	Warm-Up Activity: Stuff to Feel Good About
Review Session 1 and Home Activities	Review Session 1 and Home Activities
Activity 1: Introduction to Self-Esteem and Feel-Good Activities	Body Awareness
Activity 2: Self-Esteem Destructors	Introduction to Step 1 of the <i>FRIENDS</i> Plan: F=Feelings
Activity 3: A Time to Talk Big	Activity 1: Understanding Body Clues
Activity 4: Safety Cues	Activity 2: Feeling Charades
Thinking About Session 2	Activity 3: Managing Our Feelings Effectively
Home Activities for Session 2	Activity 4: Being a Strong Communicator
Session Closure	Activity 5: Practicing Empathy
	Session Close
	Be Mindful: Build Your Inner Strength

In the 4<sup>th</sup> edition the focus of session 2 was self-esteem and the major learning outcomes related to this concept. In the new program 'F = Feelings', the first step of the FRIENDS Plan, is introduced in this session and self-esteem has been moved to session 3.

### Major Learning Outcomes

The major learning outcomes include understanding verbal and non-verbal communication (session 3 in the 4<sup>th</sup> edition) and to further develop empathy for others (session 4 in the 4<sup>th</sup> edition).

### Warm Up Activity 1: Stuff to Feel Good About

Each session in the 6<sup>th</sup> edition begins with the Warm-Up Activity, 'Stuff to Feel Good About'. Students are given the opportunity to share something they were thankful for in addition to a positive and a challenging situation they experienced (as in the 4<sup>th</sup> edition).

### Review Session 1

Students no longer have Home Activities to complete and bring back to the sessions.



### **Activity 3: Managing Our Feelings Effectively**

Students are introduced to the concepts of “self-regulating” and “self-soothing” in order to be able to consider what they can do to calm down and feel better when they are experiencing upsetting emotions such as worry, sadness, or anger. The concept of a thermometer and intensity of emotions previously introduced in the 4<sup>th</sup> edition has been expanded in the 6<sup>th</sup> edition to include strategies to self-regulate and self-soothe.

### **Activity Four: Being a Strong Communicator**

This activity was included in session 3, ‘Communication and Relationships With Others’, in the 4<sup>th</sup> edition.

### **Be Mindful: Build Your Inner Strength**

The 4<sup>th</sup> edition home activities for session 2 have been replaced in the 6<sup>th</sup> edition with ‘Be Mindful: Build Your Inner Strength’ daily activities. In the new program, students are asked at the end of every session to practice daily activities that will increase their mental and physical well-being.

## SESSION 3

---

4 <sup>th</sup> Edition FFL Youth <b>Communication and Relationships With Others</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>Let's Focus on Confidence</b>
Warm-Up Activity: Stuff to Feel Good About	Warm-Up Activity: Stuff to Feel Good About
Review Session 2 and Home Activities	Review Session 2
Activity 1: Verbal and Non-Verbal Communication	Activity 1: Introduction to Confidence and Feel-Good Activities
Activity 2: Positive, Helpful and Powerful Thinking	Activity 2: Safety Cues
Activity 3: Focus on Friendships	Activity 3: Friendship Skills
Activity 4: Friendship Interviews	Thinking About Session 3
Thinking About Session 3	Session Close
Home Activities for Session 3	Be Mindful: Build Your Inner Strength
Session Closure	

In the 6<sup>th</sup> edition, the focus of session 3 is confidence (session 2 in the 4<sup>th</sup> edition). Friendship skills have now been combined with confidence as some qualities of friendship are qualities also associated with being self-confident. The 'Self-Esteem Destructors' and 'A Time to Talk Big' activities from the 4<sup>th</sup> edition have been removed from the new program. As well, the word "confidence" is used instead of "self-esteem".

### **Major Learning Outcomes:**

In the 4<sup>th</sup> edition session 3, 'Let's Focus on Self-Esteem', the 3rd major learning outcome was "to understand how social constraints can limit people making self-esteem boosting statements and interfere with people accepting compliments." This outcome has been replaced with "to reflect on important qualities in friendship."

### **Activity 3: Friendship Skills**

The term "true friend" is now used to describe a good friend. Students are now also asked to also consider the benefits and drawbacks of "face-to-face" friends (whom they see in person) and Internet friends (whom they may never meet in person).

### **Be Mindful: Build Your Inner Strength**

The 4<sup>th</sup> edition home activities for session 3 have been replaced in the 6<sup>th</sup> edition with 'Be Mindful: Build Your Inner Strength' daily activities. In the new program, students are asked at the end of every session to practice daily activities that will increase their mental and physical well-being.



## SESSION 4

4 <sup>th</sup> Edition FFL Youth <b>Introduction to Steps 1 and 2 of the FRIENDS Plan</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>Learn to Relax. Focus on the Present and Become More Aware.</b>
Warm-Up Activity 1: Body Awareness	Warm-Up Activity 1: Stuff to Feel Good About
Warm-Up Activity 2: Awareness/Mindful Exercise	Review Session 3
Warm-Up Activity 3: Stuff to Feel Good About	Introduction to Step 2 of the FRIENDS Plan: R=Remember to Relax. Focus on the present and become more aware.
Review Session 3 and Home Activities	Warm-Up Activity 2: Mindful Breathing
Introduction to Step 1 of the FRIENDS Plan: F=Feelings	Activity 1: Why is Relaxation Important?
Activity 1: Empathy Training: Understanding Different Feelings in People	Activity 2: Mindful Eating
Activity 2: Learning to Understand the Messages Our Bodies Give Us	Activity 3: Ideas for How I Can Relax, Feel Strong and Become More Aware
Introduction to Step 2 of the FRIENDS Plan: R = Remember to Relax. Have Quiet Time. Become More Aware (of Yourself, Others, Your Environment)	Laughter as a Way of Relaxing and Feeling Good
Activity 3: Ideas for How I Can Relax, Feel Good and Become More Aware	Activity 4: Simple Breathing That Most Athletes Use
Activity 4: Athlete's Relaxation	Thinking About Session 4
Laughter as a Way of Dealing With Difficult Situations	Session Close
Thinking About Session 4	Be Mindful: Build Your Inner Strength
Home Activities for Session 4	
Session Closure	

In the 4<sup>th</sup> edition the first two steps of the FRIENDS Plan, 'F=Feelings' and 'R=Remember to Relax' were introduced together in session 4. In the new program, skills for relaxation and mindfulness are the sole focus for session 4. Students are introduced to the concept of mindfulness and additional mindfulness activities and techniques have been included. Students learn to be more aware of the present moment by taking in information using all of their senses (sight, sound, smell, touch, taste).

### **Major Learning Outcomes**

Additional learning outcomes for this session in the 6<sup>th</sup> edition are to help students to recognize that relaxation and mindfulness can help them become more aware of themselves and others, and to understand that they can become more mindful by taking the time to engage in calm, peaceful moments by using their senses to be more present.

### **Warm-Up Activity 1: Stuff to Feel Good About**

In the 4<sup>th</sup> edition, 'Stuff to Feel Good About' was preceded by a 'Body Awareness' and an 'Awareness/Mindfulness Exercise'. In the 6<sup>th</sup> edition both of these activities have been removed. 'Stuff to Feel Good About' is the first Warm-Up Activity, and 'Mindful Breathing' is the second one.

### **Warm-Up Activity 2: Mindful Breathing**

This activity is very similar to the 'Awareness/Mindful Exercise' in the 4<sup>th</sup> edition except the focus is on trying to keep their attention focused on their breathing.

### **Activity 2: Mindful Eating**

Mindful eating has been added to the new program as a way of helping students become more aware of their daily experiences. It is helpful if the group leaders bring in a food item (e.g., strawberries, raisins) to give to each student and take them through a 'mindful eating' exercise. Scripts for this exercise can be found in mindfulness books and on-line. Students practice being more mindful of the present moment by focusing their attention on what they can see, hear or touch through this experience and then writing it down. They are encouraged to consider other activities they engage in when they could be more aware and mindful (e.g., showering, walking).

### **Activity 3: Ideas for How I Can Relax, Feel Strong and Become More Aware**

This activity from the 4<sup>th</sup> edition is made more concrete by prompting students to brainstorm ways to relax using specific categories (e.g., creative, physical, something in nature). Students then choose ways they would like to relax from the lists to create their own personal relaxation menu.

**Be Mindful: Build Your Inner Strength**

The 4<sup>th</sup> edition home activities for session 4 have been replaced in the 6<sup>th</sup> edition with 'Be Mindful: Build Your Inner Strength' daily activities. In the new program, students are asked at the end of every session to practice daily activities that will increase their mental and physical well-being.

## SESSION 5

4 <sup>th</sup> Edition FFL Youth <b>Introduction to Step 3 of the FRIENDS Plan</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>Introduction to Attention Training and Self-Talk</b>
Warm-Up Activity 1: Awareness/Mindful Exercise	Warm-Up Activity 1: Stuff to Feel Good About
Warm-Up Activity 2: Happiness Creations	Warm-Up Activity 2: Happiness Creations
Warm-Up Activity 3: Stuff to Feel Good About	Review Session 4
Review Session 4 and Home Activities	Activity 1: Your Attention Flashlight
Introduction to Step 3 of the FRIENDS Plan: I= Inner Thoughts (I Can Try My Best)	Introduction to Step 3 of the FRIENDS Plan: I= Inner Helpful Thoughts (I can try my best! I can cope. I can get help from other people.)
Activity 1: The Thought-Feeling-Behaviour Pathway	Activity 2: Helpful, Powerful Reminders
Activity 2: Thought Challengers	Activity 3: The Thought-Feeling-Behavior Pathway
Activity 3: Helpful, Powerful Reminders	Thoughts are Just Thoughts! They are Temporary.
Thinking About Session 5	Activity 4: Thought Challengers
Home Activities for Session 5	Thinking About Session 5
Session Closure	Session Close
	Be Mindful: Build Your Inner Strength

### Major Learning Outcomes

An addition to the major learning outcomes is for students to understand the concept of positive attention as well as the concept of self-talk. Students learn that they have a choice about where to focus their attention and that the focus of their attention will influence their feelings and their behaviour.

### Warm-Up Activity 1: Stuff to Feel Good About

In the 4<sup>th</sup> edition, 'Stuff to Feel Good About' was preceded by an 'Awareness/Mindfulness Exercise' and 'Happiness Creations'. In the 6<sup>th</sup> edition the 'Awareness/Mindfulness Exercise' has been removed, 'Stuff to Feel Good About' is the first Warm-Up Activity, and 'Happiness Creations' is the second Warm-Up Activity.



### **Activity 1: Your Attention Flashlight**

In the 4<sup>th</sup> edition attention training was introduced after self-talk. In the new program attention training precedes self-talk. Students are introduced to how selective attention operates by getting them to focus all of their attention on the sensations in their hands. They will notice sensations that were there all along, but they hadn't noticed or paid attention to before. They learn that what they focus their attention on in any situation will influence how they feel and behave. The analogy is made to a flashlight where all that is seen is what is narrowly illuminated by the light. If they selectively focus on the things that can go wrong in a challenging situation, they will feel even more nervous and worried and it will affect their actions. By paying attention to what they can see, hear, and touch in the environment around them, they are learning to broaden their focus and take in more balanced information (including helpful or positive things that will help them feel better).

### **Activity 2: Helpful, Powerful Reminders**

In the new program students are asked to make a "Coping Card" of positive self-talk statements instead of a poster or bookmark in the 4<sup>th</sup> edition. They are also invited to look for positive messages in their favourite songs to add to their card in order to make this activity more youth friendly. A second part of this activity from the 4<sup>th</sup> edition has been removed, where students were asked to make a poster of simple quiet activities they could incorporate into their daily routine.

### **Activity 3: The Thought-Feeling-Behaviour Pathway**

The analogy of traffic lights has been added to the 6<sup>th</sup> edition to help students understand the two types of thoughts, i.e., unhelpful, negative, "red" thoughts and helpful, positive "green" thoughts. Students are also encouraged to change the way they think about their thoughts. They are given examples to illustrate how just thinking something does not make it true.

### **Be Mindful: Build Your Inner Strength**

The 4<sup>th</sup> edition home activities for session 5 have been replaced in the 6<sup>th</sup> edition with 'Be Mindful: Build Your Inner Strength' daily activities. In the new program, students are asked at the end of every session to practice daily activities that will increase their mental and physical well-being.

## SESSION 6

4 <sup>th</sup> Edition FFL Youth <b>Introduction to Step 4 of the FRIENDS Plan</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>More Attention Training and Thought Challengers</b>
Warm-Up Activity 1: Tied in Knots	Warm-Up Activity: Stuff to Feel Good About
Warm-Up Activity 2: Awareness/Mindfulness Exercise	Review Session 5
Warm-Up Activity 3: Stuff to Feel Good About	Continuation of Step 3 of the FRIENDS Plan: Changing Old Habits
Review Session 5 and Home Activities	Activity 1: Using Thoughts to Change Feelings
Activity 1: Mindfulness and Attention Training	Introduction to Step 3 of the FRIENDS Plan: I= Inner Helpful Thoughts (I can try my best! I can cope. I can get help from other people.)
Introduction to Step 4 of the FRIENDS Plan: E= Explore Solutions and Coping Step Plans	Activity 2: Your Attention Flashlight: Attention Training
Activity 2: Brainstorming Ways to Cope	Activity 3: Adjusting Your Attention Flashlight
Introduction to the Coping Step Plan	Optional Activity: The Happy Movie
Activity 3: Create Your Own Coping Step Plan	Thinking About Session 6
Thinking About Session 6	Session Close
Home Activities for Session 6	Be Mindful: Build Your Inner Strength
Session Closure	

### Major Learning Outcomes

In the 6<sup>th</sup> edition, coping skills are introduced in the 6<sup>th</sup> session, and is added to a continuation of the cognitive skills introduced in the previous session. The goal is to increase students' awareness of the relationship between their inner thoughts and their feelings and to realize that some ways of thinking will help them cope better than others. Students will also gain more knowledge and practice in the skills for changing negative, unhelpful thoughts to positive, helpful thoughts. By changing their negative thinking they can reduce their levels of anxiety and fear.

### **Warm-Up Activity: Stuff to Feel Good About**

In the 4<sup>th</sup> edition, 'Stuff to Feel Good About' was preceded by a 'Tied in Knots' activity and an 'Awareness/Mindfulness Exercise'. In the 6<sup>th</sup> edition both these activities have been removed and 'Stuff to Feel Good About' is the first and only Warm-Up Activity.

### **Activity 1: Using Thoughts to Change Feelings**

This activity has been added to the new program to provide students with an increased understanding of the thought-feeling-behaviour pathway and practice using thought challengers to come up with positive, helpful "green" thoughts in difficult situations.

### **Activity 2: Your Attention Flashlight: Attention Training**

In the 4<sup>th</sup> edition students learned there are three different aspects that people tend to focus their attention on in situations; interpersonal, intrapersonal, and environmental. Information about these three different aspects of attention was not included in the 6<sup>th</sup> edition. In the new program students learn that selectively paying attention to the negative cues will increase their anxiety and that shining their "attention flashlight" on positive things as well will help them cope better

### **Activity 3: Adjusting Your Attention Flashlight**

This activity is new to the 6<sup>th</sup> edition and extends the learning from the previous activity. Students are asked to consider what helped them cope with a challenging situation in the past and what they focused their attention on. They practice focusing their attention on the positive aspects to cope with a challenging situation in the scenario provided.

### **The Happy Movie: Optional Activity — [www.thehappymovie.com](http://www.thehappymovie.com)**

This extra activity has been included in the new program. The Happy Movie is a documentary providing information gained through science and personal stories from around the world about what really makes people happy. The keys to happiness are non-material things including; strong relationships with family, friends and community, generosity toward others, play (experienced through aerobic exercise), engagement in absorbing hobbies, and novelty (breaking out of routines). The good news is that the research show that almost everyone can become happier and that people who are happy are healthier and live longer.

### **Be Mindful: Build Your Inner Strength**

The 4<sup>th</sup> edition home activities for session 6 have been replaced in the 6<sup>th</sup> edition with 'Be Mindful: Build Your Inner Strength' daily activities. In the new program, students are asked at the end of every session to practice daily activities that will increase their mental and physical well-being.

## SESSION 7

4 <sup>th</sup> Edition FFL Youth <b>Step 4 of the FRIENDS Plan Continued</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>Exploring Solutions and Coping Step Plans</b>
Warm-Up Activity 1: Awareness/Mindfulness Exercise	Warm-Up Activity: Stuff to Feel Good About
Warm-Up Activity 2: Stuff to Feel Good About	Review Session 6
Review Session 6 and Home Activities	Introduction to Step 4 of the FRIENDS Plan: E= Exploring Solutions and Coping Step Plans
Activity 1: My Support Team	Activity 1: Brainstorming Ways to Cope
Activity 2: Role Models	Introduction to Coping Step Plans
Activity 3: Titanic Tiff	Coping Step Plans for School work and Study
Activity 4: The CALM Way to Handle Conflict	Activity 2: Create Your Own Coping Step Plan
Managing Bullying	Thinking About Session 7
Thinking About Session 7	Session Close
Home Activities for Session 7	Be Mindful: Build Your Inner Strength
Session Closure	

### Major Learning Outcomes

In session 7 of the 4<sup>th</sup> edition the major learning outcomes to understand the importance of social support teams and some basic conflict resolutions skills. These learning outcomes are now part of session 8 in the new 6<sup>th</sup> edition. This session 7 is now dedicated to the Coping Step Plan.

### Warm-Up Activity: Stuff to Feel Good About

In the 4<sup>th</sup> edition, 'Stuff to Feel Good About' was preceded by an 'Awareness/Mindfulness Exercise'. In the 6<sup>th</sup> edition this first activity has been removed and 'Stuff to Feel Good About' is the only Warm-Up Activity.

### Introduction to the Coping Step Plan

In the 6<sup>th</sup> edition examples are provided for different situations that students can create Coping Step Plans for. A suggestion to develop a Coping Step Plan as a whole group, using a shared goal, has been added to give students a better understanding of the process.

### **Be Mindful: Build Your Inner Strength**

The 4<sup>th</sup> edition home activities for session 7 have been replaced in the 6<sup>th</sup> edition with 'Be Mindful: Build Your Inner Strength' daily activities. In the new program, students are asked at the end of every session to practice daily activities that will increase their mental and physical well-being.

## SESSION 8

4 <sup>th</sup> Edition FFL Youth <b>Step 4 of the FRIENDS Plan Continued and Introduction to Step 5 of the FRIENDS Plan</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>Using Problem-Solving and Building Support Teams</b>
Warm-Up Activity 1: Awareness/Mindfulness Exercise	Warm-Up Activity: Stuff to Feel Good About
Warm-Up Activity 2: Stuff to Feel Good About	Review Session 7
Review Session 7 and Home Activities	Activity 1: My Coping Step Plan
Introduction to the 6 Stage Problem-Solving Plan	Introduction to the 6-Stage Problem-Solving Plan, Example Problems
Activity 1: Using the 6 Stage Problem-Solving Plan to Sort Stuff Out	Activity 2: Using the 6-Stage Problem-Solving Plan to Sort Out Situations
Introduction to Step 5 of the FRIENDS Plan: N=Now reward yourself! You've done your best!	Activity 3: Support Teams
Activity 2: Thinking Like a Winner	Activity 4: Role Models
Thinking About Session 8	Thinking About Session 8
Home Activities for Session 8	Session Close
Session Closure	Be Mindful: Build Your Inner Strength

### Major Learning Outcomes

Parts of the new 6<sup>th</sup> edition program have been reorganized so the focus for this session is learning the 6-Stage Problem-Solving Plan as well as the concepts of social support teams and role models.

### Activity 4: Role Models

In the 6<sup>th</sup> edition, students are asked to think more broadly about role models and to identify someone they admire in their family, school, local community, country and the world.

**Be Mindful: Build Your Inner Strength**

The 4<sup>th</sup> edition home activities for session 8 have been replaced in the 6<sup>th</sup> edition with 'Be Mindful: Build Your Inner Strength' daily activities. In the new program, students are asked at the end of every session to practice daily activities that will increase their mental and physical well-being.



## SESSION 9

4 <sup>th</sup> Edition FFL Youth <b>Introduction to Steps 6 and 7 of the FRIENDS Plan and Applying the FRIENDS Plan</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>When the Going Gets Tough: Making and Keeping Friends</b>
Warm-Up Activity 1: Awareness/Mindfulness Exercise	Warm-Up Activity: Stuff to Feel Good About
Warm-Up Activity 2: Stuff to Feel Good About	Review Session 8
Review Session 8 and Home Activities	Activity 1: My Coping Step Plan
Activity 1: Your Coping Step Plan	Activity 2: Keeping the Peace (Even When It's Hard)
Introduction to Step 6 and Step 7 of the FRIENDS Plan: D= Don't Forget to Practice and S= Smile! Stay Calm for Life!	Activity 3: The CALM Way to Handle Conflict
Activity 2: The FRIENDS Plan	Activity 4: Managing Bullying
Activity 3: Putting the FRIENDS Plan Into Practice	Introduction to Step 5 of the FRIENDS Plan: N= Now Reward Yourself!
Thinking About Session 9	Activity 5- Thinking Like a Strong Person
Home Activities for Session 9	Thinking About Session 9
Session Closure	Session Close
	Be Mindful: Build Your Inner Strength

### Major Learning Outcomes

In the 6<sup>th</sup> edition, students learn peacemaking skills, gain an understanding of bullying and strategies for dealing with bullying, as well as learn the importance of self-reward and the counting partial success as winning. Peacemaking skills and managing bullying were taught in session 7 in the 4<sup>th</sup> edition and the concepts of self-reward and partial success were taught in session 8.

### **Activity 2: Keeping the Peace (Even When It's Hard)**

The 'Titanic Tiff' role-play used to introduce students to conflict styles and conflict resolution strategies in the 4<sup>th</sup> edition has been removed. In the 6<sup>th</sup> edition a description of the different conflict styles is provided and students are asked to identify their typical conflict styles and how they can be more assertive in three different real-life parent-teen conflict situations.

### **Activity 4: Managing Bullying**

In the 6<sup>th</sup> edition, an explanation of what bullying is and the difference between a conflict situation and a bullying situation is provided. The section on bullying behaviour has been expanded and provides additional strategies for responding to bullying behaviour, and a bullying scenario. Cyber-bullying is also now included.

### **Activity 5: Positive Thinking for Success**

In the 6<sup>th</sup> edition, the term ``Thinking Like a Winner`` has been changed to ``Positive Thinking for Success`` and example situations are provided where positive thinking is applied to identify and highlight what the person did well in the situation.

### **Be Mindful: Build Your Inner Strength**

The 4<sup>th</sup> edition home activities for session 9 have been replaced in the 6<sup>th</sup> edition with 'Be Mindful: Build Your Inner Strength' daily activities. In the new program, students are asked at the end of every session to practice daily activities that will increase their mental and physical well-being.

## SESSION 10

4 <sup>th</sup> Edition FFL Youth <b>Review of the FRIENDS Plan and Party</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>Using the FRIENDS Skills to Help Ourselves and Others</b>
Warm-Up Activity 1: Awareness/Mindfulness Exercise	Warm-Up Activity: Stuff to Feel Good About
Warm-Up Activity 2: Stuff to Feel Good About	Review Session 9
Review Session 9 and Home Activities	Activity 1: My Coping Step Plan
Activity 1: Your Coping Step Plan	Introduction to Step 6 of the FRIENDS Plan: D= Do It Every Day!
Activity 2: Building School, Family and Community Spirit	Activity 2: Be Prepared for Future Challenges
Activity 3: Reviewing the FRIENDS Plan	Activity 3: Your Developing Brain
Group Discussion and Activity 4: Preparing for Future Challenges	Introduction to Step 7 of the FRIENDS Plan: S= Stay Strong Inside. Share your skills with family and community.
Activity 5: Magazine or Website Article	Activity 4- Feeling Good Through Helping Others and Giving Back to the Community
Thinking About Session 10	Activity 5: Helping Someone This Week
Home Activities for Session 10	Activity 6: Building School, Family and Community Spirit
Time to Party! And Session Closure	Thinking About Session 10 and Time to Party! Session Close
	Be Mindful: Build Your Inner Strength

### Major Learning Outcomes

The skills for the last two FRIENDS steps (D and S) are not taught until this session in the new program. As well, there is more of an emphasis on sharing their skills with others in order to enrich their own lives as well as the lives of others.

### Activity 2: Be Prepared for Future Challenges

In the 6<sup>th</sup> edition students are helped to become more aware of the signs that they are struggling with a challenge or situation, i.e., their body clues and “red” unhelpful thoughts as well as identifying coping strategies as they did in the 4<sup>th</sup> edition.

### **Activity 3: Your Developing Brain**

This activity has been added to the 6<sup>th</sup> edition to increase students' awareness of the importance of healthy lifestyle choices during this vulnerable period of brain development. They learn that what they choose to do can help or harm their brain and how it is wired.

### **Activity 4: Feeling Good Through Helping Others and Giving Back to the Community**

In the 6<sup>th</sup> edition this additional activity helps students to learn that the strengths developed from knowing and practicing the FRIENDS can be increased by sharing them with others and increasing the well-being and resilience of their community. The benefits of helping others are included as well as examples of ways to volunteer in the community.

Activity 4, 'Preparing for Future Challenges', in the 4<sup>th</sup> edition has been moved to booster session two in the 6<sup>th</sup> edition. Specific scenarios are provided and students are asked to come up with strategies to manage them.

### **Activity 5: Helping Someone This Week**

In the 6<sup>th</sup> edition this activity has been added to encourage students to plan something they could do in the next week to help someone. They are asked to identify the person they could help, what they could do to help that person, when they would provide the help, how to overcome any possible set-backs, and how they would feel once they have helped the person.

Activity 5, 'Magazine or Website Article', in the 4<sup>th</sup> edition has been moved to booster session 1. In this activity students explained what they learned in the FRIENDS program.

### **Activity 6: Building School, Family and Community Spirit**

Part A of this activity from the 4<sup>th</sup> edition was not included in the 6<sup>th</sup> edition. In the first part of this activity students were asked to brainstorm (in groups) ways to apply the FRIENDS plan to a common area of interest in their school community (e.g., music, sports, volunteer work).

### **Be Mindful: Build Your Inner Strength**

The 4<sup>th</sup> edition home activities for session 10 have been replaced in the 6<sup>th</sup> edition with 'Be Mindful: Build Your Inner Strength' daily activities. In the new program, students are asked at the end of every session to practice daily activities that will increase their mental and physical well-being.

## The FRIENDS Plan

The descriptions for some of the letters in the FRIENDS Plan have been changed in the new version (see below).

4 <sup>th</sup> Edition FRIENDS Plan	6 <sup>th</sup> Edition FRIENDS Plan
<b>F= Feelings</b>	<b>F= Feelings</b> Learn to manage your feelings and show empathy for other's feelings.
<b>R= Remember to relax.</b> Have quiet time. Become more aware (of yourself, others, your environment).	<b>R= Remember to relax.</b> Have quiet time. Become more mindful and aware.
<b>I= Inner helpful thoughts</b> (I can try my best).	<b>I= Inner Helpful Thoughts</b> Change unhelpful thinking to helpful thinking.
<b>E= Explore solutions and Coping Step Plans.</b>	<b>E= Explore solutions and Coping Step Plans.</b> Learn to find solutions for problems and to face challenges.
<b>N= Now reward yourself!</b> You've done your best!	<b>N= Now reward yourself!</b> You have tried your best. Be happy with yourself.
<b>D= Don't forget to practice.</b>	<b>D= Do it every day!</b> Practice your new skills daily.
<b>S= Smile! Stay calm for life!</b>	<b>S= Stay Strong Inside</b> Share your skills with your family and community.

## BOOSTER SESSION 1

4 <sup>th</sup> Edition FFL Youth <b>Booster Session 1: Let's Review</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>Booster Session 1: Let's Review</b>
Warm-Up Activity 1: Awareness/Mindfulness Exercise	Warm-Up Activity 1: Awareness/Mindfulness Exercise
Warm-Up Activity 2: Stuff to Feel Good About	Warm-Up Activity: Stuff to Feel Good About
Review Progress and Home Activities from Session 10	Review Progress
Activity 1: Review of the FRIENDS Plan and Skills Taught	Activity 1: My Coping Step Plan
Activity 2: The FRIENDS Plan and Me	Activity 2: : Review of the FRIENDS Plan and Skills Taught
Activity 3: FRIENDS on the School Website	Activity 3: The FRIENDS Plan and Me
Home Activities for Booster Session 1	Activity 4- Time to Think About Giving Back
Session Closure	Activity 5: My FRIENDS on the School Website
	Session Close
	Be Mindful: Build Your Inner Strength

### Major Learning Outcomes

The only difference in the learning outcomes is that in the 6<sup>th</sup> edition students are reminded of how they can use the FRIENDS Plan in the future as well as in their day-to-day life.

### Warm-Up Activity 2: Stuff to Feel Good About

In the 6<sup>th</sup> edition, students are asked to discuss two additional things they have done since session 10; how they have helped family, friends or people in their community and one thing they have done to help someone that they feel proud of.

### Review Progress

In the 6<sup>th</sup> edition Group Leaders are asked to review students' progress in incorporating the daily activities suggested in the 'Be Mindful: Build Your Inner Strength section at the end of each session instead of the home activities in the 4<sup>th</sup> edition.

**Activity 4: Time to Think About Giving Back**

In this extra activity in the 6<sup>th</sup> edition, students are asked to write in their activity books the ways they have helped others and given back to family, friends, their school and community.

**Be Mindful: Build Your Inner Strength**

The 4<sup>th</sup> edition home activities for booster session 1 have been replaced in the 6<sup>th</sup> edition with 'Be Mindful: Build Your Inner Strength' daily activities. In the new program, students are asked at the end of every session to practice daily activities that will increase their mental and physical well-being.



## BOOSTER SESSION 2

4 <sup>th</sup> Edition FFL Youth <b>Booster Session 1: Let's Review</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>Booster Session 1: Let's Review</b>
Warm-Up Activity 1: Awareness/Mindfulness Exercise	Warm-Up Activity 1: Awareness Exercise
Warm-Up Activity 2: Stuff to Feel Good About	Warm-Up Activity: Stuff to Feel Good About
Review Progress and Home Activities from Booster Session 1	Review Progress
Activity 1: FRIENDS Letter Games	Activity 1: FRIENDS Letter Games
Activity 2: Preparing for Future Challenges	Activity 2: Preparing for Future Challenges
Activity 3: Maintaining Positive Healthy Friendships	Activity 3: Positive Healthy Friendships
Activity 4: Sharing Positives	Activity 4- Doing Voluntary Work
Extra Time Activity: Cultural Pride	Activity 5: Becoming Aware of Our Habits
Home Activities for Booster Session 2	Activity 6: Sharing Positives
Program Closure	Program Close
	Be Mindful: Build Your Inner Strength

### **Warm-Up Activity 2: Stuff to Feel Good About**

In the 6<sup>th</sup> edition, students are asked to discuss two additional things they have done since session 10; how they have helped family, friends or people in their community and one thing they have done to help someone that they feel proud of.

### **Review Progress**

In the 6<sup>th</sup> edition Group Leaders are asked to review students' progress in incorporating the daily activities suggested in the 'Be Mindful: Build Your Inner Strength' section at the end of each session.

### **Activity 4: Doing Volunteer Work**

This is an additional activity in the 6<sup>th</sup> edition students and students are asked to share their experiences with volunteering or the steps they have taken to explore volunteer opportunities as a whole group.

**Activity 5: Becoming Aware of Our Habits**

This activity has been added to the 6<sup>th</sup> edition to encourage students to examine their habits, both unhealthy and healthy with a view to becoming more aware of them and to developing new, healthier habits. The extra time activity from the 4<sup>th</sup> edition, 'Cultural Pride', has not been included.

**Be Mindful: Build Your Inner Strength**

The 4<sup>th</sup> edition home activities for booster session 2 (same as those in booster session 1) have been replaced in the 6<sup>th</sup> edition with 'Be Mindful: Build Your Inner Strength' daily activities.

## WEBSITES

---

The following websites provide additional information and/or activities that may be used to reinforce the concepts and skills taught in the MY FRIENDS Youth sessions. Some of the websites provide information, resources, support and tools specifically for students.

[www.kidshealth.org](http://www.kidshealth.org)

**KidsHealth** provides information for educators, parents, children and teens about health as well as a wide range of physical, emotional and behavioural issues that affect children and teens. It is a user friendly site providing articles, animations, games and other content.

[www.morningsidecenter.org](http://www.morningsidecenter.org)

**Morningside Center for Teaching Social Responsibility** is an American website that provides information and resources to improve students' social and emotional intelligence and their academic performance (e.g., conflict resolution, bullying, diversity)

<http://www.handsonscotland.co.uk>

**Hands On Scotland** provides practical information, tools and activities to promote children and students's mental health so they can flourish as well as responding helpfully to troubling behaviour. A range of areas necessary for flourishing are included such as character strengths, confidence, mindfulness, positive attitudes, exercise and healthy eating.

<http://www.dove.ca/en/Social-Mission/Self-Esteem-Resources/default.aspx>

The **Dove** website offer information and activities to help girls feel confident and accepting themselves as they are. A 'Self-Esteem Workshop Guide For Teachers of Girls & Boys Aged 11-14' is available for teachers to use to help students develop body confidence and self-esteem by understanding and dealing with feelings about physical appearance.

<http://www.prevnet.ca/>

**PREVNet** is a national, umbrella network of Canadian research scientists and national youth-serving organizations with a mission to stop bullying in Canada and to promote safe and healthy relationships for all Canadian children and youth. The PREVNET website provides information about bullying problems and strategies to promote healthy relationships for educators, parents, teens and children.

<http://www.bullyfreealberta.ca/index.htm>

**Bully Free Alberta** provides a variety of tips and tools for adults to help prevent or intervene in bullying situations and resources including fact sheets and a power point presentation. A website created by youth for youth features stories, videos and tips to empower students to help stop bullying.

<http://www.jcsh-cces.ca/>

**The Joint Consortium for School Health** brings together key representatives from the health and education ministries/departments of Canada's federal, provincial and territorial governments and supports them to work more closely together to support comprehensive school health. The website offers information and resources on topics such as positive mental health, bullying, physical activity, and healthy eating.

<http://mindyourmind.ca>

**Mind Your Mind** is a website for teenagers and young adults to obtain information, resources and helpful tools during difficult times. The website provides a toolbox of engaging and youth friendly strategies including mobile/apps, coping tools, self-management strategies, stress busters, quizzes and trivia and links to other websites.

<http://mindcheck.ca>

**Mindcheck** helps teenagers and students to identify and understand mental distress they may be experiencing and to link them to sources of help that will enable them to learn skills and strategies to manage these problems. Information is provided on mood and anxiety problems, stress, substance use, body image and eating, and psychosis. Teenagers and young adults can also share their stories, thoughts and creations with others on the site.

<http://teenmentalhealth.org>

**Teen Mental Health** is a Canadian website developed by Dr. Stan Kutcher and his team to provide information and materials to enhance the understanding of adolescent mental health and mental disorders. The evidence based materials have been designed specifically for youth, parents, educators and health providers and include animations, face-to-face and web-based training programs, guides and books.

<http://youth.anxietybc.com>

**Anxiety BC** provides a wealth of self-help information for youth and young adults, adults, new mothers, and parents to help them recognize and understand anxiety as well as learn about and practice effective strategies for managing anxiety. Brochures, downloadable documents, mobile apps, and DVD's are available through the website. A specific section for youth delivers this information in an interactive format using youth friendly language. 'Mindshift', an app to help teenagers and young adults learn strategies for facing and dealing with anxiety may also be purchased.

<http://au.reachout.com/>

**Reach Out** is an Australian online youth mental health service providing information, support, videos and stories to help students lead happier lives and become more mentally fit and resilient. Information, coping strategies and apps are provided for students on dealing with difficulties, improving their well-being, and helping others.

<http://smilingmind.com.au/education-program/>

**Smiling Mind** is an Australian web and App-based program for delivering mindfulness meditation techniques to students developed by a team of psychologists. The program is downloadable for free and supported by a comprehensive manual for teachers/ facilitators. The program can be tailored to suit a range of audiences and environments and it is recommended that group facilitators first practice the exercises themselves.

[www.keltymentalhealth.ca](http://www.keltymentalhealth.ca)

**Kelty Mental Health** BC-based resource hub for anything to do with mental health concerns and related issues for youth. Comprehensive materials on general healthy living strategies, called 'Healthy Living Toolkits' addresses nutrition, physical activity, sleep, stress, and mindfulness.

## PARENT INFORMATION SESSION

4 <sup>th</sup> Edition FFL Youth <b>Parent Session 1 (of 2)</b>	6 <sup>th</sup> Edition MY FRIENDS Youth <b>The Parent Session</b>
Establish Agenda	Part I: Getting Oriented and Prepared:
Warm-Up Activity 1: Introduction of Group Students	<ul style="list-style-type: none"> <li>• Why Offer a FRIENDS Parent Session?</li> <li>• When Should I Hold the Parent Session?</li> <li>• Additional Ideas and General Tips</li> </ul>
Warm-Up Activity 2: Awareness/Mindfulness Exercise	Part II: Introduction- Providing a Context for the FRIENDS Program:
Group Rationale: Why Are We Here?	<ul style="list-style-type: none"> <li>• Welcome and Introductions (optional icebreaker)</li> <li>• Goals of the Session</li> </ul>
What is Anxiety?	<ul style="list-style-type: none"> <li>• Provide a Context: Anxiety Prevention, Resiliency, and Social and Emotional Learning</li> </ul>
What is Depression?	<ul style="list-style-type: none"> <li>• Introduce the FRIENDS Program</li> </ul>
Principles Underlying the FRIENDS Program	Part III: The FRIENDS Steps:
Introduction to the FRIENDS Program	<ul style="list-style-type: none"> <li>• Step “F” = Feelings</li> </ul>
Introduction to Step 1 of the FRIENDS Plan	<ul style="list-style-type: none"> <li>• Step “R” = Remember to Relax (optional interactive activity)</li> </ul>
Introduction to Step 2 of the FRIENDS Plan	<ul style="list-style-type: none"> <li>• Step “I” = Inner Helpful Thoughts (optional interactive activity)</li> </ul>
Introduction to Step 3 of the FRIENDS Plan	<ul style="list-style-type: none"> <li>• Step “E” = Explore Solutions and Coping Step Plans (optional interactive activity)</li> </ul>
Activity 1: Control Centre	<ul style="list-style-type: none"> <li>• Step “N” = Now Reward Yourself</li> </ul>
Activity 2: Helpful Thoughts	<ul style="list-style-type: none"> <li>• Step “D” = Do It Every Day</li> </ul>
Activity 3: Changing Unhelpful Thoughts into Helpful (Powerful) Thoughts	<ul style="list-style-type: none"> <li>• Step “S” = Stay Strong Inside</li> </ul>
Introduction to Step 4 of the FRIENDS Plan	Part IV: Overall Tips for Parents On How to Encourage Home Practice
The Coping Step Plan	Part V: Session Wrap-Up

Applying the Coping Step Plan	
The 6-Stage Problem-Solving Plan	
Home Activity for Parent Session 1	
Session Closure	

The Canadian version of the Parent Session in the 6<sup>th</sup> edition MY FRIENDS Youth Group Leader Manual has been adapted because the FRIENDS program is primarily implemented in schools and being delivered by teachers/educators. The following changes have been made:

- One Parent Session is now included instead of two. Teachers are already stretched and have very limited time and resources to commit to evening information workshops.
- The session is shorter (1.5 to 2 hours rather than 2.5 to 3 hours) to make it more accessible for parents. However, Group Leaders may choose to take more time to cover the content if they choose and if this suits their parent group better.
- The content is more teacher/user friendly and straight-forward with the goal of providing information on the FRIENDS Program, language and FRIENDS skills. It complements what has been learned at the one day FRIENDS training rather than moving beyond FRIENDS into general parenting strategies.