



THE FRIENDOLOGY FACILITATOR'S GUIDE

CREATED FOR EDUCATORS
AT URSTRONG SCHOOLS,
FRIENDOLOGY IS A
FRIENDSHIP SKILLS
CURRICULUM & WHOLE-
SCHOOL FRIENDSHIP
STRATEGY.



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Creating a kinder world by empowering kids with friendship skills.

URSTRONG's whole-school friendship strategy has improved the social climate in schools globally, connecting over 1 million kids, parents, and teachers with a common language of friendship.

URSTRONG teaches kids what's normal in a friendship and the difference between healthy and unhealthy friendships. In short, we teach kids how to become Friendship Ninjas.

Friendship Ninjas know how to put out common Friendship Fires® and how to combat Mean-on-Purpose behaviour by using their Quick Comebacks. Friendship Ninjas can get their friendships back into the Green-Zone by taking steps to Talk-it-Out and they also understand that friendships can change and that's okay too.

There's a Friendship Ninja in all of us and URSTRONG helps kids discover theirs!

About the Facilitator's Guide

Designed for educators at URSTRONG Schools, the Friendology Facilitator's Guide is the how-to manual for Friendology, URSTRONG's flagship friendship skills curriculum and whole-school friendship strategy.

To learn more, please visit

urstrong.com



COMMUNITY

FORGIVENESS

SELF-COMPASSION • KINDNESS

FUN

TRUST

RESPECT

DIVERSITY

GRATITUDE • COURAGE • HONESTY

EMPATHY



Dana Kerford is a Teacher, Friendship Expert, and the Founder of URSTRONG.

After starting her career as a 4th grade teacher in Canada, Dana began to recognise the complexity and intensity of childhood friendships. Motivated to create cultures of kindness in schools, Dana launched a first-of-its-kind friendship program in 2009.

Since then, URSTRONG's whole-school friendship strategy has improved the social climate in schools globally, connecting over 1 million kids, parents, and teachers with a common language of friendship.

As the go-to expert on childhood friendships in Australia and worldwide, Dana is [regularly interviewed](#) by media and has presented at education conferences across North America, Australia, and Asia.

URSTRONG's ground-breaking efforts in empowering children in friendships, led to Dana's participation in an exclusive conference on gender equality at the White House in 2016. She is also [SnapChat's Friendship Expert in Australia](#), as a key contributor to their Global Friendship Reports.

In 2023, Dana was named one of [Australia's Most Influential Educators](#) and was selected to present URSTRONG's global impact at the coveted International Positive Psychology Association (IPPA) World Congress.

Dana is a mum, a true Teacher-At-Heart, and is passionate about empowering children with the skills, language, and self-confidence to develop healthier relationships.

THE URSTRONG GLOSSARY

KIDS' LANGUAGE FOR KIDS' PROBLEMS

AT URSTRONG, WE BELIEVE IT'S IMPORTANT TO USE KIDS' LANGUAGE FOR KIDS' PROBLEMS. THAT'S WHY WE HAVE OUR VERY OWN, UNIQUE LANGUAGE OF FRIENDSHIP. HERE ARE SOME IMPORTANT TERMS THAT CHILDREN, PARENTS, & TEACHERS LEARN IN OUR PROGRAM.



FRIENDSHIP NINJA

A Friendship Ninja is someone who surrounds themselves with friends in the healthy zone of the Friend-o-Meter. A Friendship Ninja is kind and friendly to everyone.

A Friendship Ninja understands the 4 Friendship Facts and puts out their Friendship Fires® when they ignite.

A Friendship Ninja stands up for themselves and their friends. A Friendship Ninja makes new friends and understands that friendships change, and that's okay.

Above all else, a Friendship Ninja is someone you want to be friends with because they're true to who they are!



FRIEND-O-CYCLE

The normal cycle of conflict in a friendship.

The phases of the Friend-o-Cycle are:

- Healthy Friendship
- Friendship Fire®
- Confront the Issue
- Talk-it-Out
- Forgive & Forget
- Closer & Stronger
- Healthy Friendship!



FRIENDSHIP FIRE®

Normal conflicts like hurt feelings, disagreements, and misunderstandings.



FRIEND-O-METER

A visual tool that helps assess how we are feeling in our friendships.



MEAN-ON-PURPOSE

Intentionally cruel, rude, malicious behaviour that is designed to hurt someone.



4 FRIENDSHIP FACTS

A set of four facts that help us have realistic expectations in our friendships so we understand what is normal.

1. No friendship (relationship) is perfect.
2. Every friendship is different.
3. Trust & Respect are the two most important qualities of a friendship.
4. Friendships change... and that's okay!

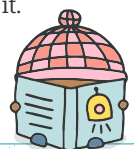


QUICK COMEBACK

A very short word or phrase that is used when someone is Mean-on-Purpose.

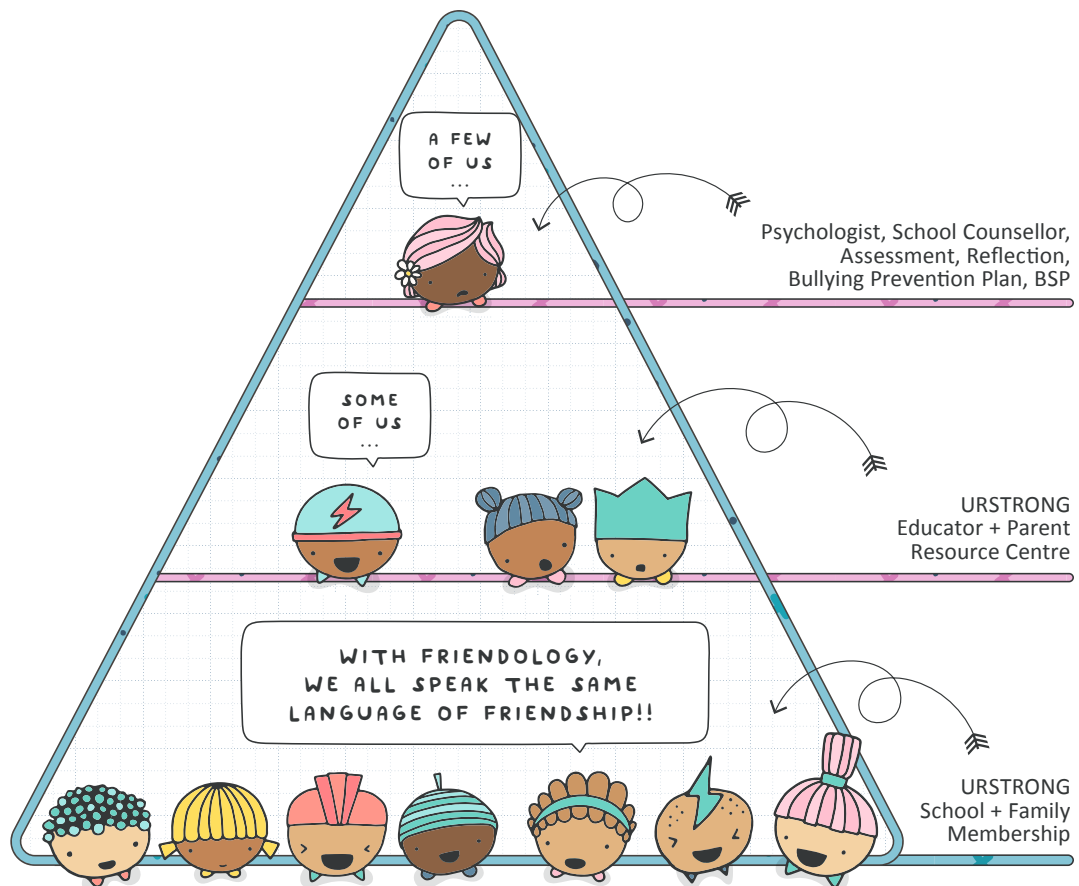
Quick Comebacks are designed to let the other person know that you heard/saw what they did and you're not okay with it.

LEARN MORE AT [URSTRONG.COM](https://urstrong.com)



WHAT IS FRIENDOLOGY?

The Friendology curriculum is designed as a framework to support a whole-school friendship strategy; the hallmark of a URSTRONG School.



THROUGH THE LENS OF FRIENDSHIP SKILLS

RESPONSE TO INTERVENTION MODEL (RTI)

By providing students consistent language and strategies, Friendology helps teachers create a school culture that promotes positive mental health, wellbeing, and kindness through the lens of friendship skills.

URSTRONG Schools teach Friendology to all of their students, supplementing the curriculum with an [Online Resource Library](#) of Educator & Parent resources. Students are considered to be “Friendship Ninjas” when they utilize their friendship skills.

WHY SHOULD I TEACH FRIENDOLOGY?

The mission of the URSTRONG programming is to proactively create a climate within friendships that exudes trust, respect, and honesty. Using kids' language for kids' problems and a practical, step-by-step approach, Friendology teaches children to solve their own problems and make decisions that support happy, healthy relationships.

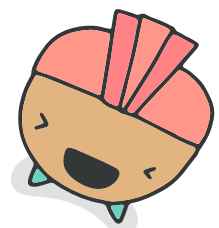
Research shows that relationships are the heart of wellbeing and learning.

URSTRONG has seen the following results in students whose schools teach Friendology and implement the whole-school friendship strategy:

- Children feel happier
- Children feel better about themselves
- Children feel empowered and more in control of their social lives
- Children feel more confident
- Children feel more comfortable talking to their parents and teachers about peers
- Children feel lighter and more focused
- Children start to perform better academically
- Children start to take on more leadership roles
- Children transfer the skills in other relationships, making better decisions

Friendology meets many learning objectives that are set out in provincial, state, and national health curriculums around the world. The development of interpersonal skills, emotional literacy, and conflict-resolution are central to the URSTRONG programming.

**FRIENDOLOGY
INSPIRES KIDS TO
FEEL EMPOWERED,
DEVELOP A STRONG
SENSE OF SELF, & LOVE
THEMSELVES WHILE
LEARNING TO MANAGE
THE MOST IMPORTANT
THING TO THEM...
THEIR FRIENDSHIPS.**



FRIENDOLOGY CURRICULUM: PROGRESSIVE LEARNING

Friendology's skills-based programming teaches kids a new "language" that they can connect with; giving them a voice that allows them to articulate their experiences and get the help they need to foster healthy friendships.

Spanning early years to teens, Friendology is a suite of 8 distinct curriculums that are designed for progressive learning. With continuity across the year levels among core concepts, the context, scenarios, and teaching style change to meet the needs of each developmental stage.

Students deepen their understanding of the concepts and friendship skills through differentiated instruction, applying developmentally-appropriate higher-order thinking skills. Educators provide scaffolding through questions, role-plays, and activities; encouraging and supporting critical thinking and problem solving.



URSTRONG CORE CONCEPTS:

THE 4 FRIENDSHIP FACTS:

1. No friendship (or relationship) is perfect.
2. Every friendship is different.
3. **Trust & Respect** are the two most important qualities of a friendship
4. Friendships change... and that's okay.

SELF-COMPASSION: Students learn to treat themselves like a best friend.

THE FRIEND-O-METER: Students learn the difference between healthy and unhealthy friendships.

FRIENDSHIP FIRES: Students learn how to resolve conflicts with friends through an open, honest conversation.



EARLY YEARS

MAKING FRIENDS
tips on friend-making
and the art
of conversation

FEELINGS
naming emotions
+ "I feel..."

AT EACH STAGE
OF FRIENDOLOGY,
WE WILL REFLECT
ON WHAT WE
HAVE LEARNED
AND REVISIT THE
CORE CONCEPTS...



YEAR ONE

FRIEND-O-CYCLE
the normal cycle of
resolving conflict in
a friendship

POSITIVE REACTIONS
including how to give
a genuine apology

YEAR TWO

SELF-REGULATION
how to calm those
big emotions

CHARACTER STRENGTHS
identifying and
growing positive
attributes

YEAR THREE

NEGATIVE REACTIONS
how to respond
when a friend lies or
gets mad

MEAN-ON-PURPOSE
how to say a Quick
Comeback, like a Ninja

YEAR FOUR

BODY LANGUAGE
Interpreting non-verbal
cues, being friendly

KIND-ON-PURPOSE
showing empathy,
honouring how
others feel

YEAR FIVE

FRIENDSHIPS ONLINE
how to navigate
friendships
online

BELONGING
the powerful
influence of friends

YEAR SIX

SELF-CARE
strategies for difficult
emotions, mindfulness

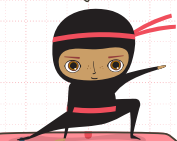
FRIENDSHIP GROUPS
handling challenging
friendship groups

YEARS 7&8

FRIENDSHIP BOUNDARIES
strengthening
boundaries in-person
and online

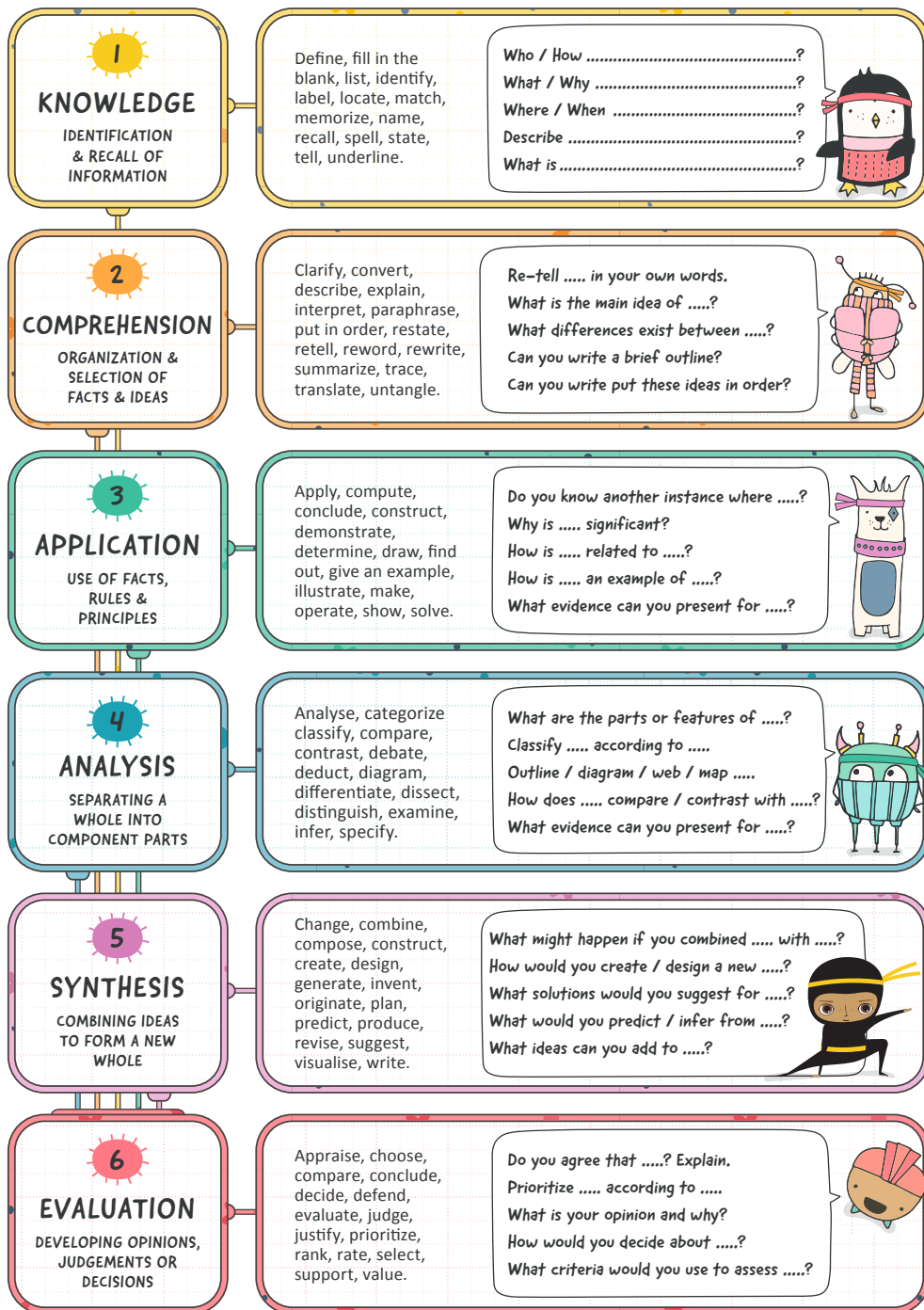
BEYOND FRIENDSHIPS
romantic relationships
and family dynamics

...SO WE CAN ALL BE
FRIENDSHIP NINJAS
FOR LIFE!



HIGHER ORDER THINKING SKILLS

Teachers are encouraged to expand students' learning + critical thinking skills by prompting and guiding them along each stage of their social-emotional development.



A SNAPSHOT OF EACH STAGE & GRADE

For every grade and stage, the first session focuses on self-compassion (called “Inner Ninja”) and the last session is a review and celebration, tying it all together. The format is consistent throughout and each stage completes a culminating project focused on empathy (called “Friendology ShoeCase”), combining self-awareness and social awareness.

EARLY YEARS:



1. Inner Ninja
2. True Colours
3. Making Friends
4. Friendship Facts
5. Friend-o-Meter
6. Friendship Fires®
7. Tricky Situations
8. Kind + Strong

FRIENDOLOGY SHOECASE:
Friendship Ninjas Stand Strong

TRICKY SITUATIONS:

- Sharing
- Taking Turns
- Fairness

YEAR ONE:



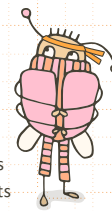
1. Inner Ninja
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4. Friendship Facts
5. Friend-o-Meter
6. Friendship Fires®
7. Tricky Situations
8. Kind + Strong

FRIENDOLOGY SHOECASE:
Put Yourself in a Friend's Shoes

TRICKY SITUATIONS:

- Playdates & Birthday Parties
- “Can I Play?”
- “You Can’t Play with Them!”

YEAR TWO:



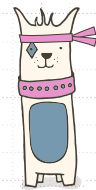
1. Inner Ninja
2. True Colours
3. Making Friends
4. Friendship Facts
5. Friend-o-Meter
6. Friendship Fires®
7. Tricky Situations
8. Kind + Strong

FRIENDOLOGY SHOECASE:
Twinkle Toes

TRICKY SITUATIONS:

- Feeling Left-Out
- Bossy & Grabby
- Saying No Kindly

YEAR THREE:



1. Inner Ninja
2. Making Friends
3. Friendship Facts
4. Friend-o-Meter
5. Friendship Fires®
6. Mean-on-Purpose
7. Tricky Situations
8. Kind + Strong

FRIENDOLOGY SHOECASE:
Looking into Your Sole

TRICKY SITUATIONS:

- Invites
- Partners
- Following & Copying
- Stealing Friends

YEAR FOUR:



1. Inner Ninja
2. Making Friends
3. Friendship Facts
4. Friend-o-Meter
5. Friendship Fires®
6. Mean-on-Purpose
7. Tricky Situations
8. Kind + Strong

FRIENDOLOGY SHOECASE:
An Inspiring ‘Sole’

TRICKY SITUATIONS:

- Feeling Worried
- Picking Sides
- Ditching Friends
- Copycats

YEAR FIVE:



1. Inner Ninja
2. Friendship Facts
3. Friend-o-Meter
4. Friendship Fires®
5. Mean-on-Purpose
6. Tricky Situations
7. Friendship Groups
8. Kind + Strong

FRIENDOLOGY SHOECASE:
Walk a Mile in My Shoes

TRICKY SITUATIONS:

- Messy Middle
- Gossip
- Friendships Online
- Not Excited but Invited

YEAR SIX:



1. Inner Ninja
2. Friendship Facts
3. Friend-o-Meter
4. Friendship Fires®
5. Mean-on-Purpose
6. Tricky Situations
7. Friendship Groups
8. Kind + Strong

FRIENDOLOGY SHOECASE:
Friendship Footprints

TRICKY SITUATIONS:

- Peer Pressure
- Drama between Friends
- Rumours
- Group Chats Online

YEARS 7&8:

Short modules that introduce a concept/strategy. A more discussion-based approach with Scenarios & Reflections (what's your advice?).



1. Inner Ninja
2. Friendship Facts
3. Friend-o-Meter
4. Friendship Fires®
5. Mean-on-Purpose
6. Tricky Situations
7. Friendship Boundaries
8. Kind + Strong

FRIENDOLOGY SHOECASE:
If These Shoes Could Talk

TRICKY SITUATIONS:

- Break-ups
- Parties
- Crushes & Consent
- Social Media

Each grade and stage contains a session on Tricky Situations where common, age-appropriate issues are addressed. The symmetry and continuity allows URSTRONG Schools to feature and display the progressive learning model and supports students in a deeper understanding of the framework.



FRIENDOLOGY >>> FOR EARLY YEARS

Friendology for Early Years is a series of 8 sessions (20-30 minutes) designed to shine the light on wellbeing through the lens of friendship skills. The sessions are made up of reflection questions, scenarios, explicit friendship skills instruction, and opportunities to apply the friendship strategy. Students are encouraged to bring their favourite teddy bear from home to help them with role-playing activities.

A challenge is assigned as “homework” at the end of each session to get students to test out their new skills and inspire reflection.

1. **INNER-NINJA:** This session is focused on self-compassion, teaching students ways to treat themselves like a best friend.
2. **TRUE COLOURS:** This session introduces students to naming feelings and learning strategies for calming down when they feel big emotions.
3. **MAKING FRIENDS:** This session teaches students two strategies for making new friends, including how to introduce themselves and ask a friend to play.
4. **FRIENDSHIP FACTS:** This session anchors students to the ‘truths’ in friendship so they have realistic expectations.
5. **FRIEND-O-METER:** This session helps students identify the difference between healthy & unhealthy friendships and the importance of ‘friendly’ body language.
6. **FRIENDSHIP FIRES®:** This session teaches students, step-by-step, how to resolve conflict with a friend by talking-it-out.
7. **TRICKY SITUATIONS:** This session highlights hot topics for this age group including: sharing, taking turns, and fairness.
8. **KIND + STRONG:** This final session ties it all together, reviewing the key concepts, and students share their culminating project, Friendship Ninjas Stand Strong, designed to strengthen empathy.





LEARNING OUTCOMES >>> FOR EARLY YEARS

SESSION 1: INNER-NINJA	STUDENTS WILL:	S:01 RESOURCES
Rollercoaster	Identify that there are ups and downs in friendship	
Growth Mindset	Apply the Friendology Guidelines*	
Self-Compassion	Learn that Self-Compassion is the act of friendship towards yourself	
Friendship Ninja	Identify that a Friendship Ninja is someone who uses friendship skills to stand up for themselves	
Be Your Own Bestie	List ways they can treat themselves like a best friend	
High Five°	Practice treating themselves like a best friend five times	
Friendship Ninjas Stand Strong°°	Begin to strengthen their Self-Awareness + Social-Awareness (empathy), as they prepare their culminating project (presented in session 8)	
SESSION 2: TRUE COLOURS	STUDENTS WILL:	S:02 RESOURCES
Your True Colours	Identify ways they are unique	
Feelings Are Like Colours	Reflect on their feelings and practise describing them	
How Are They Feeling	Analyse body language to predict how someone is feeling	
Naming Feelings	Identify words to describe positive and negative feelings	
Scribble	Create their own word to describe a complicated emotion, practice putting a voice to their feelings	
Feeling Blue	Recognise that it is normal to feel down and that feelings come and go	
Feelings Change	Recognise how feelings change and list ways to improve their mood	
Blow Out the Candles	Practise a fun breathing strategy for self-regulation	
How Are You Feeling	Express how they are feeling using an I-statement ("I Feel...")	
Blow Out the Candles°	Apply their new skill for calming down	
SESSION 3: MAKING FRIENDS	STUDENTS WILL:	S:03 RESOURCES
Making New Friends	Reflect on how it feels to make new friends	
Ask & Pass	Practise having a conversation through a game of catch with a goal of finding something in common	
Super Introducer	Practise and role-play how to introduce themselves	
Asking a Friend to Play	Role-play asking a friend to play	
Friendology Mixer	Get to know their classmates and practise using their new friend-making skills	
Make a New Friend°	Apply their new friend-making skills	

A FEW NOTES

° Homework

°° Culminating Project

* Friendology Guidelines:

Be kind to yourself and others, be open to learning and growing, be honest, be brave and have fun!



LEARNING OUTCOMES >>> FOR EARLY YEARS

SESSION 4: FRIENDSHIP FACTS	STUDENTS WILL:	S:04 RESOURCES
All The Friends In Your Life	Recognise and list all the different types of friendship in their life	
Friendship Fact #1 **	Identify and accept that conflict is a normal part of friendship	
Friendship Fact #2 **	Develop ways to be strategic in their friendships and understand that each friendship is unique	
Friendship Fact #3 **	Describe what Trust & Respect look like in-action	
Friendship Fact #4 **	Learn to accept the natural Ebb & Flow of friendship, knowing friendships change because we change	
Be "Cool" °	Practise showing a friend respect	
SESSION 5: FRIEND-O-METER	STUDENTS WILL:	S:05 RESOURCES
Amazing Friends	Identify the most important qualities in a healthy friendship	
Friend-o-Meter	Identify the difference between healthy and unhealthy friendships	
Body Language	Identify how actions speak louder than words in friendships	
Feel-Good Friendships	List ways they are a good friend to others	
Be a Green Zone Friend°	Practise creating healthy friendships by being a good friend	
SESSION 6: FRIENDSHIP FIRES®	STUDENTS WILL:	S:06 RESOURCES
Friendship Fires®	Identify that a Friendship Fires® is like hurt feelings, misunderstandings, and disagreements	
Talk-it-Out	Apply the steps of Talking-it-Out with a friend through role-plays	
Positive Reaction	Role-play positive reactions that put a Friendship Fires® out	
You Can't Control Your Friends	Recognise they can only control themselves	
Fire-Fighter Not Fire-Lighter°	Practise making Friendship Fires® smaller	
SESSION 7: TRICKY SITUATIONS	STUDENTS WILL:	S:07 RESOURCES
Tricky Situations	Reflect on friendship issues that are not easily classified as Friendship Fires®	
Sharing	Reflect on sharing; when it is okay not to share, and how to kindly say "No"	
Taking Turns	Reflect on how and when to take turns	
Boss of You	Reflect on feelings of being bossed around and identify appropriate responses	
Sharing & Taking Turns°	Practice Sharing & Taking Turns	
SESSION 8: KIND + STRONG	STUDENTS WILL:	S:08 RESOURCES
Review	Review and highlight the key friendship skills they learned throughout the sessions	
Kind + Strong	Reflect on how Kindness & Strength work together to protect our Mental Health & Wellbeing	
Friendship Ninjas Stand Strong°°	Demonstrate Self-Awareness + Social-Awareness (empathy) by presenting their projects, deepening their connection with classmates	
A FEW NOTES		
** The Four Friendship Facts:	FF#1: No Friendship (relationship) is perfect FF#2: Every friendship is different FF#3: Trust & Respect are the two most important qualities of any friendship FF#4: Friendships change, and that's okay!	

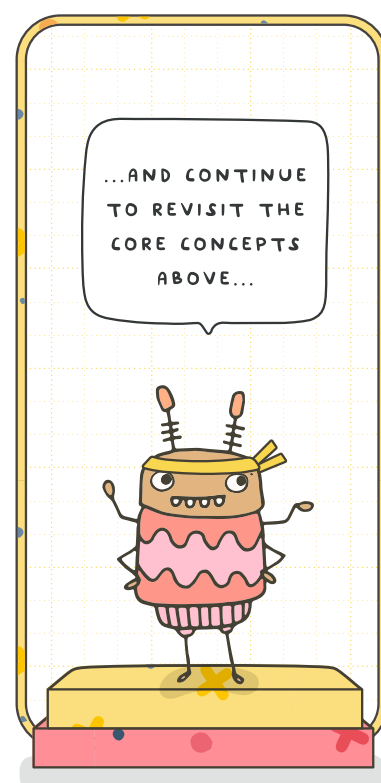


FRIENDOLOGY >>> FOR YEAR 1

Friendology for Year 1 is a series of 8 sessions (20-30 minutes) designed to shine the light on wellbeing through the lens of friendship skills. The sessions are made up of reflection questions, scenarios, explicit friendship skills instruction, and opportunities to apply the friendship strategy. Students are encouraged to bring their favourite teddy bear from home to help them with role-playing activities.

A challenge is assigned as “homework” at the end of each session to get students to test out their new skills and inspire reflection.

1. **INNER-NINJA:** This session is focused on self-compassion, teaching students ways to treat themselves like a best friend.
2. **TRUE COLOURS:** This session is focused on naming feelings, helping students recognise and embrace both Positive & Negative feelings.
3. **MAKING FRIENDS:** This session teaches students four strategies for making new friends, including how to introduce themselves and ask a friend to play.
4. **FRIENDSHIP FACTS:** This session anchors students in the ‘truths’ of friendship so they have realistic expectations. Students learn what respect looks & sounds like in their friendships.
5. **FRIEND-O-METER:** This session helps students identify the difference between Healthy & Unhealthy friendships and the impact that body language has on our friendships.
6. **FRIENDSHIP FIRES®:** This session teaches students, step-by-step, how to resolve conflict with a friend and how to respond to hurt feelings and misunderstandings.
7. **TRICKY SITUATIONS:** This session highlights hot topics for this age group including: Playdates & Birthday Parties, how to say “No!” in a kind way, and how to respond to feeling bossed around.
8. **KIND + STRONG:** This final session ties it all together, reviewing the key concepts, and students share their culminating project, Put Yourself in a Friend’s Shoes, designed to strengthen empathy.





LEARNING OUTCOMES >>> FOR YEAR 1

SESSION 1: INNER-NINJA

STUDENTS WILL:

S:01 RESOURCES

Rollercoaster	Identify that there are ups and downs in friendship
Growth Mindset	Apply the Friendology Guidelines*
Self-Compassion	Learn that Self-Compassion is the act of friendship towards yourself
Friendship Ninja	Identify that a Friendship Ninja is someone who uses friendship skills to stand up for themselves
Be Your Own Bestie	List ways they can treat themselves like a best friend
Friendship Ninja Headband°	Construct their own Friendship Ninja band for themselves and their teddy bear
Put Yourself in a Friend's Shoes°°	Begin to strengthen their Self-Awareness + Social-Awareness (empathy), as they prepare their culminating project (presented in session 8)

SESSION 2: TRUE COLOURS

STUDENTS WILL:

S:02 RESOURCES

Your True Colours	Identify ways they are unique
Feelings Are Like Colours	Reflect on their feelings and practise describing them
How Are They Feeling	Analyse body language to predict how someone is feeling
Naming Feelings	Identify words to describe positive and negative feelings
Scribble	Create their own word to describe a complicated emotion, practice putting a voice to their feelings
Feeling Blue	Recognise that it is normal to feel down and that feelings come and go
Feelings Change	Recognise how feelings change and list ways to improve their mood
You Are in Control	Reflect on the link between thoughts, feelings, and actions
Sensitivity Rainbow	Identify that we all feel more/less sensitive at different times and about different things
How Are You Feeling	Express how they are feeling in symbols, colours, and words, practising an I-statement ("I feel...")
Calm Down Kit°	Collect items to support them with de-escalating and emotional regulation

SESSION 3: MAKING FRIENDS

STUDENTS WILL:

S:03 RESOURCES

Making New Friends	Reflect on how it feels to make new friends
Ask & Pass	Practise having a conversation through a game of catch with a goal of finding something in common
Super Introducer	Practise and role-play how to introduce themselves
Quick Question	Craft a question to use when they meet a new friend
Be a Magnet	Reflect on the behaviours people feel naturally drawn to
Asking a Friend to Play	Role-play how to ask a friend to play
Lunch Mate°	Apply their new friend-making skills

A FEW NOTES

° Homework

°° Culminating Project

* Friendology Guidelines:

Be kind to yourself and others, be open to learning and growing, be honest, be brave and have fun!



LEARNING OUTCOMES >>> FOR YEAR 1

SESSION 4: FRIENDSHIP FACTS	STUDENTS WILL:	S:04 RESOURCES
All The Friends In Your Life	Recognise and list all the different types of friendship in their life	
Friendship Fact #1 **	Identify and accept that conflict is a normal part of friendship	
Friendship Fact #2 **	Develop ways to be strategic in their friendships and understand that each friendship is unique	
Friendship Fact #3 **	Describe what Trust & Respect look like in-action	
Friendship Fact #4 **	Learn to accept the natural Ebb & Flow of friendship, knowing friendships change because we change	
Respect and Ice-Cream	Identify what respect looks/sounds like, role-playing how to be respectful if their friend likes something different	
Potatoes at Heart	Reflect on the 4 Friendship Facts in an abstract way	
Potato Pals°	Demonstrate one of the 4 Friendship Facts	
SESSION 5: FRIEND-O-METER	STUDENTS WILL:	S:05 RESOURCES
Amazing Friends	Identify the most important qualities in a healthy friendship	
Friend-o-Meter	Identify the difference between healthy and unhealthy friendships	
Body Language	Identify how actions speak louder than words in friendships	
Make Your Own Friend-o-Meter	Draw a Friend-o-Meter and explain how it works	
Feel-Good Friendships	List ways they are a good friend to others	
Being Alone°	Analyse the feeling of being alone to strengthen empathy and self-confidence	
SESSION 6: FRIENDSHIP FIRES®	STUDENTS WILL:	S:06 RESOURCES
Friendship Fires®	Identify that a Friendship Fire® is like hurt feelings, misunderstandings, and disagreements	
Friend-o-Cycle	Reflect on how conflict-resolution is like a cycle	
Talk-it-Out	Apply the steps of Talking-it-Out with a friend through role-plays	
Positive Reaction	Role-play positive reactions that put a Friendship Fire® out	
You Can't Control Your Friends	Recognise they can only control themselves	
Lights, Camera, Action°	Demonstrate how to put out a Friendship Fire® , sharing the strategies with their family	
SESSION 7: TRICKY SITUATIONS	STUDENTS WILL:	S:07 RESOURCES
Tricky Situations	Reflect on friendship issues that are not easily classified as Friendship Fire®	
Playdates and Birthday Parties	Reflect on birthday parties and playdates, identifying the best ways to minimize hurt feelings	
Saying "No"	Practise saying " No, because... " to kindly decline offers and strengthen boundaries	
Boss of You	Reflect on feelings of being bossed around and identify appropriate responses	
Power Statement°	Identify their own power statement and how it improves their confidence	
SESSION 8: KIND + STRONG	STUDENTS WILL:	S:08 RESOURCES
Review	Review and highlight the key friendship skills they learned throughout the sessions	
Kind + Strong	Reflect on how Kindness & Strength work together to protect our Mental Health & Wellbeing	
Put Yourself in a Friend's Shoes°°	Demonstrate Self-Awareness + Social-Awareness (empathy) by presenting their projects, deepening their connection with classmates	

A FEW NOTES

** The Four Friendship Facts:	FF#1: No Friendship (relationship) is perfect FF#2: Every friendship is different FF#3: Trust & Respect are the two most important qualities of any friendship FF#4: Friendships change, and that's okay!
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FRIENDOLOGY >>> FOR YEAR 2

Friendology for Year 2 is a series of 8 sessions (20-30 minutes) designed to shine the light on wellbeing through the lens of friendship skills. The sessions are made up of reflection questions, scenarios, explicit friendship skills instruction, and opportunities to apply the friendship strategy. Students are encouraged to bring their favourite teddy bear from home to help them with role-playing activities.

A challenge is assigned as “homework” at the end of each session to get students to test out their new skills and inspire reflection.

1. **INNER-NINJA:** This session is focused on self-compassion, teaching students ways to use their character strengths to treat themselves like a best friend.
2. **TRUE COLOURS:** This session is focused on naming feelings, helping students learn ways to calm big emotions.
3. **MAKING FRIENDS:** This session teaches students four strategies for making new friends, including how to show kind & friendly body language.
4. **FRIENDSHIP FACTS:** This session anchors students in the ‘truths’ of friendship so they have realistic expectations. Students learn what trust & respect look like in a friendship.
5. **FRIEND-O-METER:** This session helps students reflect on how they are feeling in their friendships and the importance of paying attention to how their friend feels too.
6. **FRIENDSHIP FIRES®:** This session teaches students, step-by-step, how to resolve conflict with a friend and how to respond to hurt feelings and misunderstandings.
7. **TRICKY SITUATIONS:** This session highlights hot topics for this age group including: Feeling Left-out, Octopus Friend (grabbing/pulling), and saying “No!” when you don’t feel like playing.
8. **KIND + STRONG:** This final session ties it all together, reviewing the key concepts, and students share their culminating project, Twinkle Toes, designed to strengthen empathy.



LEARNING OUTCOMES >>> FOR YEAR 2

SESSION 1: INNER-NINJA	STUDENTS WILL:	S:01 RESOURCES
Rollercoaster	Identify that there are ups and downs in friendship	
Growth Mindset	Apply the Friendology Guidelines*	
Self-Compassion	Learn that Self-Compassion is the act of friendship towards yourself	
Friendship Ninja	Identify that a Friendship Ninja is someone who uses friendship skills and stands up for themselves	
Inner-Ninja Superpowers	Identify their character strengths (positive qualities) to support themselves	
Inner-Ninja Superhero Cape°	Construct their own superhero cape for themselves and their teddy bear	
Twinkle Toes°°	Begin to strengthen their Self-Awareness + Social-Awareness (empathy), as they prepare their culminating project (presented in session 8)	
SESSION 2: TRUE COLOURS	STUDENTS WILL:	S:02 RESOURCES
Your True Colours	Identify ways they are unique	
Feelings Are Like Colours	Reflect on their feelings and practise describing them in an abstract way	
How Are They Feeling	Analyse body language to predict how someone is feeling	
Naming Feelings	Identify words to describe positive and negative feelings	
Big Emotion Balloon	Reflect on ways to calm their big emotions so they don't "pop!"	
Belly Breaths	Practise breathing to support emotional regulation	
Jumping Jacks	Learn the importance of movement to ease big emotions	
Talk to Someone	Identify someone they can talk to when they need to 'get out' big feelings	
How Are You Feeling	Express how they are feeling in symbols, colours, and words, practising an I-statement ("I feel...")	
Big Emotion Potion°	Identify ways to de-escalate when they feel big emotions	
SESSION 3: MAKING FRIENDS	STUDENTS WILL:	S:03 RESOURCES
Opposite Day	Practice using their body language	
Making New Friends	Reflect on how it feels to make new friends	
Ask & Pass	Practise having a conversation through a game of catch with a goal of finding something in common	
Super Introducer	Practise and role-play how to introduce themselves	
Quick Question	Craft a question to use when they meet a new friend	
Be a Magnet	Reflect on the behaviours people feel naturally drawn to	
Game Time	Analyse common friendship situations	
Friends are Like Flowers	Learn to grow lots of types of friendships at school	
Something New°	Apply their friend-making skills	

A FEW NOTES

° Homework

°° Culminating Project

* Friendology Guidelines: *Be kind to yourself and others, be open to learning and growing, be honest, be brave and have fun!*



LEARNING OUTCOMES >>> FOR YEAR 2

SESSION 4: FRIENDSHIP FACTS	STUDENTS WILL:	S:04 RESOURCES
All The Friends In Your Life	Recognise and list all the different types of friendship in their life	
Friendship Fact #1 **	Identify and accept that conflict is a normal part of a relationship	
Friendship Fact #2 **	Develop ways to be strategic in their friendships and understand that each friendship is unique	
Friendship Fact #3 **	Describe what Trust & Respect look like in-action	
Friendship Fact #4 **	Learn to accept the natural Ebb & Flow of friendship, knowing friendships change because we change	
Fill up with Friendship	Identify how Trust & Respect fill up our 'Friendship Bucket'	
How Full is Your Bucket	Reflect on their own 'Friendship Bucket'	
Make Your Own Friendship Bucket*	Create a Friendship Bucket and teach their family about Trust & Respect	
SESSION 5: FRIEND-O-METER	STUDENTS WILL:	S:05 RESOURCES
Feel-Good Friendships	Identify qualities in a friendship that feels good	
Friend-o-Meter	Reflect on how they are feeling in friendships	
Green-Zone Friendships	List feelings that are associated with Healthy Friendships	
Red-Zone Friendships	List feelings that are associated with Unhealthy Friendships	
Body Language	Identify non-verbal cues that help us know how others are feeling (empathy)	
How Is Your Friend Feeling?	Draw body language to show an emotion (empathy)	
Experiment: Is Smiling Contagious?°	Perform an experiment to discover if smiling is contagious	
SESSION 6: FRIENDSHIP FIRES®	STUDENTS WILL:	S:06 RESOURCES
Friendship Fires®	Identify that a Friendship Fire® is like hurt feelings, misunderstandings, and disagreements	
Friend-o-Cycle	Reflect on how conflict-resolution is like a cycle	
Talk-it-Out	Apply the steps of Talking-it-Out with a friend through role-plays	
Positive Reaction	Role-play positive reactions that put a Friendship Fire® out	
You Can't Control Your Friends	Recognise they can only control themselves	
Lights, Camera, Action°	Demonstrate how to put out a Friendship Fire® , sharing the strategies with their family	
SESSION 7: TRICKY SITUATIONS	STUDENTS WILL:	S:07 RESOURCES
Tricky Situations	Reflect on friendship issues that are not easily classified as Friendship Fire®	
Feeling Left-Out	Reflect on the best ways to avoid making friends feel left-out	
Octopus Friend	Practise saying " No, because... " when a friend always wants to be your partner	
Boss of You	Reflect on feelings of being bossed around and identify appropriate responses	
Grab a Grown-Up°	Discuss tricky situations in friendship with a trusted adult	
SESSION 8: KIND + STRONG	STUDENTS WILL:	S:08 RESOURCES
Review	Review and highlight the key friendship skills they learned throughout the sessions	
Kind + Strong	Reflect on how Kindness & Strength work together to protect our Mental Health & Wellbeing	
Twinkle Toes°°	Demonstrate Self-Awareness + Social-Awareness (empathy) by presenting their projects, deepening their connection with classmates	

A FEW NOTES

** The Four Friendship Facts:	FF#1: No Friendship (relationship) is perfect
	FF#2: Every friendship is different
	FF#3: Trust & Respect are the two most important qualities of any friendship
	FF#4: Friendships change, and that's okay!

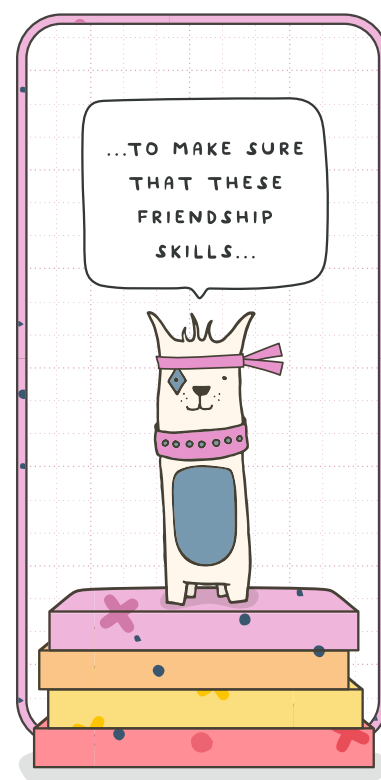


FRIENDOLOGY >>> FOR YEAR 3

Friendology for Year 3 is a series of 8 sessions (45 to 60 minutes) designed to shine the light on wellbeing through the lens of friendship skills. The sessions are made up of reflection questions, scenarios, explicit friendship skills instruction, and opportunities to apply the friendship strategy to their real-life experiences.

A challenge is assigned as “homework” at the end of each session to get students to test out their new skills and inspire reflection.

1. **INNER-NINJA:** This session is focused on self-compassion, teaching students how to tame their butterflies and feel calm when they are experiencing big emotions.
2. **MAKING FRIENDS:** This session teaches students four strategies for making new friends, including how to introduce themselves and have a conversation that plants a seed for a new friendship to grow.
3. **FRIENDSHIP FACTS:** This session anchors students in the ‘truths’ of friendship so they have realistic expectations in their friendships. Students learn the WWW strategy for being strategic in their friendships.
4. **FRIEND-O-METER:** This session helps students identify the difference between healthy & unhealthy friendships and the impact that body language has on our friendships.
5. **FRIENDSHIP FIRES®:** This session teaches students, step-by-step, how to resolve conflict with a friend. They learn how to respond to both a positive and negative reaction, plus practice giving a genuine apology.
6. **MEAN-ON-PURPOSE:** This session teaches students how to respond to intentionally cruel, rude, or mean behaviour with a Quick Comeback. Students learn the difference between a Friendship Fire® vs. Mean-on-Purpose behaviour, along with Reporting vs. Tattling.
7. **TRICKY SITUATIONS:** This session highlights hot topics for this age group including: birthday parties, how to kindly decline, feeling caught in the middle, following & copying, and “stealing” friends.
8. **KIND + STRONG:** This final session ties it all together, reviewing the key concepts, and students share their culminating project, Looking into Your Sole, designed to strengthen empathy.





LEARNING OUTCOMES >>> FOR YEAR 3

SESSION 1: INNER-NINJA

STUDENTS WILL:

S:01 RESOURCES

Rollercoaster	Identify that there are ups and downs in friendship
Growth Mindset	Apply the Friendology Guidelines*
Self-Compassion	Learn that Self-Compassion is the act of friendship towards yourself
Friendship Ninja	Identify that a Friendship Ninja is someone who uses friendship skills to stand up for themselves
Butterflies	Reflect on uncomfortable emotions, recognizing they are normal
Sorting Butterflies	Categorize worries they can control vs. ones they cannot control
Calming Butterflies	Learn strategies to calm negative feelings and catastrophic thinking
I'm Happy Being Me	Reflect on the power of self-acceptance
Gratitude Journal°	Focus on seeing life through a positive lens by expressing gratitude and appreciation
Looking into Your Sole°	Begin to strengthen their Self-Awareness + Social-Awareness (empathy), as they prepare their culminating project (presented in session 8)

SESSION 2: MAKING FRIENDS

STUDENTS WILL:

S:02 RESOURCES

All the Friends in Your Life	Recognise and list all the different types of friendships in their life
Making New Friends	Reflect on how it feels to make new friends
Ask & Pass	Practise having a conversation through a game of catch with a goal of finding something in common
Super Introducer	Practise and role-play how to introduce themselves
Quick Question	Craft a question to use when they meet a new friend
Be a Magnet	Reflect on the behaviours people feel naturally drawn to
Strangers to Friends	Identify the steps for going from strangers to friends
Lunch Mate°	Apply their new friend-making skills

SESSION 3: FRIENDSHIP FACTS

STUDENTS WILL:

S:03 RESOURCES

Friendship Fact #1 **	Identify and accept that conflict is a normal part of a relationship
Friendship Fact #2 **	Develop ways to be strategic in their friendships and understand that each friendship is unique
Friendship Fact #3 **	Describe what Trust & Respect look like in-action
Friendship Fact #4 **	Learn to accept the natural Ebb & Flow of friendship, knowing friendships change because we change
WWW of Friendship°	Analyze strategies for managing a complicated friendship and apply to their friendships

A FEW NOTES

° Homework

°° Culminating Project

* Friendology Guidelines:

Be kind to yourself and others, be open to learning and growing, be honest, be brave and have fun!

** The Four Friendship Facts:

FF#1: No Friendship (relationship) is perfect

FF#2: Every friendship is different

FF#3: **Trust & Respect** are the two most important qualities of any friendship

FF#4: Friendships change, and that's okay!



LEARNING OUTCOMES >>> FOR YEAR 3

SESSION 4: FRIEND-O-METER	STUDENTS WILL:	S:04 RESOURCES
Must-Haves	Identify the most important qualities in a Healthy Friendship	
Friend-o-Meter	Identify the difference between healthy and Unhealthy Friendships	
Body Language	Identify how actions speak louder than words in friendships	
Design Challenge	Design a Friend-o-Meter and analyse how well they worked in a group	
Being Alone°	Analyse the feeling of being alone to strengthen empathy and self-confidence	
SESSION 5: FRIENDSHIP FIRES®	STUDENTS WILL:	S:05 RESOURCES
Naming Conflict in Friendships	Differentiate between Friendship Fires® vs. Mean-on-Purpose behaviour	
Friend-o-Cycle	Learn the step-by-step process of conflict-resolution	
Friendship Fires®	Discuss common, low-level friendship issues like hurt feelings, misunderstandings, and disagreements	
Confront the Issue	Recognise the importance of facing conflicts, acknowledging that conflict-avoidance exacerbates friendship issues	
Talk-it-Out	Apply the steps of Talking-it-Out with a friend through role-plays	
Negative vs. Positive Reaction	Compare the difference between a positive and negative reaction, practising how to respond	
Forgive & Forget	Analyse what forgiveness means in a friendship, learning how to move forward in a friendship	
Closer & Stronger	Reflect on ways that conflict can improve a friendship	
Spending Less Time	Describe ways to spend less time in an unhealthy friendship while still being kind	
DIY Friend-o-Cycle°	Compose a Friend-o-Cycle using symbols	
SESSION 6: MEAN-ON-PURPOSE	STUDENTS WILL:	S:06 RESOURCES
Friendship Fires® vs. Mean-on-Purpose	Analyse scenarios to differentiate Friendship Fires® vs. Mean-on-Purpose behaviour	
Mean-on-Purpose Moments	Identify behaviours that are intentionally mean, cruel, or rude designed to hurt someone	
Mean-on-Purpose vs. Bullying	Recognise that " bullying " is a misunderstood term that is often misused and labels people	
Quick Comebacks	Identify and practise their own pre-loaded statement to respond to Mean-on-Purpose behaviour	
Reporting vs. Tattling	Compare the difference between reporting and tattling, role-playing how to report	
Bystander	Identify that a Quick Comeback can be used when they witness Mean-on-Purpose behaviour	
Friendship Fires® vs. Mean-on-Purpose	Summarize the different approaches for handling Friendship Fires® vs. Mean-on-Purpose behaviour	
Kind-on-Purpose°	Employ tactics that are intentionally kind to assess the impact it has on themselves and others	
SESSION 7: TRICKY SITUATIONS	STUDENTS WILL:	S:07 RESOURCES
Tricky Situations	Reflect on friendship issues that are not easily classified as Friendship Fires® or Mean-on-Purpose	
Birthday Parties	Reflect on birthday parties, identifying the best ways to minimize hurt feelings	
Saying "No"	Develop scripts to kindly decline offers and strengthen boundaries	
Friendship Sandwich	Develop scripts and strategies to avoid being caught in the middle of conflict between friends	
Stealing Friends	Analyse the concept of ' stealing friends ' and identify the Friendship Fires® that ignite when this happens	
Following & Copying	Reflect on feelings of being followed or copied and identify appropriate responses	
Highs & Lows°	Strengthen connections at home, practise putting a voice to their feelings, and express gratitude	
SESSION 8: KIND + STRONG	STUDENTS WILL:	S:08 RESOURCES
Review	Review and highlight the key friendship skills they learned throughout the sessions	
Kind + Strong	Reflect on how Kindness & Strength work together to protect our Mental Health & Wellbeing	
Looking into Your "Sole"°°	Demonstrate Self-Awareness + Social-Awareness (empathy) by presenting their projects, deepening their connection with classmates	



FRIENDOLOGY >>> FOR YEAR 4

Friendology for Year 4 is a series of 8 sessions (45 to 60 minutes) designed to shine the light on wellbeing through the lens of friendship skills. The sessions are made up of reflection questions, scenarios, explicit friendship skills instruction, and opportunities to apply the friendship strategy to their real-life experiences.

A challenge is assigned as “homework” at the end of each session to get students to test out their new skills and inspire reflection.

1. **INNER-NINJA:** This session is focused on self-compassion, teaching students how to manage uncomfortable feelings, put things in perspective, and ease their worries.
2. **MAKING FRIENDS:** This session teaches students four strategies for making new friends, including the art of conversation to go from strangers to friends.
3. **FRIENDSHIP FACTS:** This session anchors students in the ‘truths’ of friendship so they have realistic expectations in their friendships. Students explore respect vs. disrespect and the importance of being Kind-on-Purpose.
4. **FRIEND-O-METER:** This session helps students reflect on how they feel in a moment with a friend vs. overall in the friendship. They also identify Must-Have qualities in a healthy, feel-good friendship.
5. **FRIENDSHIP FIRES®:** This session teaches students, step-by-step, how to resolve conflict with a friend. They learn how to respond to both a positive and negative reaction, plus practice giving a genuine apology.
6. **MEAN-ON-PURPOSE:** This session teaches students how to respond to intentionally cruel, rude, or mean behaviour with a Quick Comeback. Students learn the difference between a Friendship Fire® vs. Mean-on-Purpose behaviour, along with Reporting vs. Tattling.
7. **TRICKY SITUATIONS:** This session highlights hot topics for this age group including: Feeling Worried, Picking Sides (when friends aren’t getting along), Ditching Friends, and how to handle Copycats.
8. **KIND + STRONG:** This final session ties it all together, reviewing the key concepts, and students share their culminating project, An Inspiring “Sole”, designed to strengthen empathy.



LEARNING OUTCOMES >>> FOR YEAR 4

SESSION 1: INNER-NINJA

STUDENTS WILL:

S:01 RESOURCES

See-Saw	Identify that there are ups and downs in friendship
Growth Mindset	Apply the Friendology Guidelines*
Self-Compassion	Learn that Self-Compassion is the act of friendship towards yourself
Friendship Ninja	Identify that a Friendship Ninja is someone who uses friendship skills to stand up for themselves
Inner-Ninja	Reflect on inner qualities that make them a great friend
Uncomfortable Feelings	Reflect on emotions that feel uncomfortable or difficult
Sorting Butterflies	Learn to focus on worries they can control
Put it in Perspective	Practise using the catastrophe scale to put big emotions in perspective
Worst & Best Case Scenarios	Reflect on possible outcomes to feel more in control
Draw Your Inner-Ninja °	Draw their Inner-Ninja and list qualities that make them a great friend
An Inspiring "Sole" °°	Begin to strengthen their Self-Awareness + Social-Awareness (empathy), as they prepare their culminating project (presented Session 8)

SESSION 2: MAKING FRIENDS

STUDENTS WILL:

S:02 RESOURCES

First Times	Reflect on how it feels to do something for the first time
Ask & Pass	Practise having a conversation through a game of catch with a goal of finding something in common
Super Introducer	Practise and role-play how to introduce themselves
Quick Question	Craft a question to use when they meet a new friend
Be a Magnet	Reflect on the behaviours people feel naturally drawn to
Strangers to Friends	Identify the steps for going from strangers to friends
Fame Game	Practise introducing themselves, having a conversation, and asking someone to play
Friendship Bingo °	Apply their new friend-making skills

SESSION 3: FRIENDSHIP FACTS

STUDENTS WILL:

S:03 RESOURCES

Friendship Fact #1 **	Identify and accept that conflict is a normal part of a relationship
Friendship Fact #2 **	Develop ways to be strategic in their friendships and understand that each friendship is unique
Friendship Fact #3 **	Describe what Trust & Respect look like in-action
Friendship Fact #4 **	Learn to accept the natural Ebb & Flow of friendship, knowing friendships change because we change
Respect & Ice-Cream	Identify and demonstrate what Respect looks and sounds like
Be Honest or Be Kind?	Learn that some thoughts or opinions should be kept to themselves
Honesty Checklist °	Analyse scenarios to identify that "kindness is the best policy"

A FEW NOTES

° Homework

°° Culminating Project

* Friendology Guidelines:

Be kind to yourself and others, be open to learning and growing, be honest, be brave and have fun!

** The Four Friendship Facts:

FF#1: No Friendship (relationship) is perfect

FF#2: Every friendship is different

FF#3: **Trust & Respect** are the two most important qualities of any friendship

FF#4: Friendships change, and that's okay!



LEARNING OUTCOMES >>> FOR YEAR 4

SESSION 4: FRIEND-O-METER	STUDENTS WILL:	S:04 RESOURCES
Must-Haves vs. Nice-to-Haves	Identify the key qualities that are essential in a Healthy Friendship	
Friend-o-Meter	Reflect on how they are feeling in their friendships	
In-a-Moment vs. Overall	Practise using the Friend-o-Meter to analyse how they feel in a moment vs. how their friendship feels overall	
Empathy	Predict how others are feeling by analysing their body language	
Friendship Researcher°	Capture data on their friendships and analyse it	
SESSION 5: FRIENDSHIP FIRES®	STUDENTS WILL:	S:05 RESOURCES
Naming Conflict in Friendships	Differentiate between Friendship Fires® vs. Mean-on-Purpose behaviour	
Friend-o-Cycle	Learn the step-by-step process of conflict-resolution	
Friendship Fires®	Discuss common, low-level friendship issues like hurt feelings, misunderstandings, and disagreements	
Confront the Issue	Recognise the importance of facing conflicts, acknowledging that conflict-avoidance exacerbates friendship issues	
Talk-it-Out	Apply the steps of Talking-it-Out with a friend through role-plays	
Negative vs. Positive Reaction	Compare the difference between a positive and negative reaction, practising how to respond	
Forgive & Forget	Analyse what forgiveness means in a friendship, learning how to move forward in a friendship	
Closer & Stronger	Reflect on ways that conflict can improve a friendship	
Spending Less Time	Describe ways to spend less time in an Unhealthy Friendship while still being kind	
Talk-it-Out°	Apply their conflict-resolution skills	
SESSION 6: MEAN-ON-PURPOSE	STUDENTS WILL:	S:06 RESOURCES
Friendship Fires® vs. Mean-on-Purpose	Analyse scenarios to differentiate Friendship Fires® vs. Mean-on-Purpose behaviour	
Mean-on-Purpose Moments	Identify behaviours that are intentionally mean, cruel, or rude designed to hurt someone	
Mean-on-Purpose vs. Bullying	Recognise that " bullying " is a misunderstood term that is often misused and labels people	
Quick Comebacks	Identify and practise their own pre-loaded statement to respond to Mean-on-Purpose behaviour	
Reporting vs. Tattling	Compare the difference between reporting and tattling, role-playing how to report	
Bystander	Identify that a Quick Comeback can be used when they witness Mean-on-Purpose behaviour	
Mean-by-Accident	Reflect on how rude or mean behaviour that is unintentional is a Friendship Fire®	
Spotting Conflict°	Gather examples of conflict in TV shows or movies	
SESSION 7: TRICKY SITUATIONS	STUDENTS WILL:	S:07 RESOURCES
Tricky Situations	Reflect on friendship issues that are not easily classified as Friendship Fires® or Mean-on-Purpose	
Feeling Worried	Reflect on events like birthday parties, where kids feel left-out, identifying the best ways to minimize hurt feelings	
Saying "No"	Develop scripts to kindly decline offers and strengthen boundaries	
Friendship Sandwich	Develop scripts and strategies to avoid being caught in the middle of conflict between friends	
Ditching and Stealing Friends	Analyse the roles involved in ditching and stealing friends and strategies from each perspective	
Copycats	Reflect on feelings of being copied and practise appropriate responses	
Friend-o-Leader	Support younger ones in their friendships, applying their friendship skills	
SESSION 8: KIND + STRONG	STUDENTS WILL:	S:08 RESOURCES
Review	Review and highlight the key friendship skills they learned throughout the sessions	
Kind + Strong	Reflect on how Kindness & Strength work together to protect our Mental Health & Wellbeing	
An Inspiring "Sole" °°	Demonstrate Self-Awareness + Social-Awareness (empathy) by presenting their projects, deepening their connection with classmates	



FRIENDOLOGY >>> FOR YEAR 5

Friendology for Year 5 is a series of 8 sessions (45 to 60 minutes) designed to shine the light on wellbeing through the lens of friendship skills. The sessions are made up of reflection questions, scenarios, explicit friendship skills instruction, and opportunities to apply the friendship strategy to their real-life experiences.

A challenge is assigned as “homework” at the end of each session to get students to test out their new skills and inspire reflection.

1. **INNER-NINJA:** This session is focused on self-compassion, teaching students how to squash ANTs (Automatic Negative Thoughts) and dispelling myths around gender stereotypes and the ‘pressures of perfection’.
2. **FRIENDSHIP FACTS:** This session anchors students in the ‘truths’ of friendship so they have realistic expectations in their relationships. Students also practise the art of conversation.
3. **FRIEND-O-METER:** This session helps students identify the difference between healthy & unhealthy friendships and friendship groups, both in-person and online, and the impact body language has on our friendships.
4. **FRIENDSHIP FIRES®:** This session teaches students, step-by-step, how to resolve conflict with a friend. They learn how to handle a friend’s negative reaction and what to do if the conflict is online.
5. **MEAN-ON-PURPOSE:** This session teaches students how to respond to intentionally cruel, rude, or mean behaviour. They reflect on the difference between low-level friendship issues and Mean-on-Purpose behaviour.
6. **TRICKY SITUATIONS:** This session highlights hot topics for this age group including: how to kindly decline, feeling caught in the middle, ways to end gossip, and navigating friendships online.
7. **FRIENDSHIP GROUPS:** This session focuses on the powerful influence of friends and the importance of strong boundaries. Students reflect on the difference between fitting-in vs. belonging and quality vs. quantity.
8. **KIND + STRONG:** This final session ties it all together, reviewing the key concepts, and students share their culminating project, Walk a Mile in My Shoes, designed to strengthen empathy.





LEARNING OUTCOMES >>> FOR YEAR 5

SESSION 1: INNER-NINJA	STUDENTS WILL:	S:01 RESOURCES
Growth Mindset	Apply the Friendology Guidelines*	
Self-Compassion	Learn that Self-Compassion is the act of friendship towards yourself	
Friendship Ninja	Identify that a Friendship Ninja is someone who uses friendship skills and stands up for themselves	
Squashing ANTs	Apply strategies to manage Automatic Negative Thoughts	
Pressures of Perfection	Challenge pressures from unrealistic standards	
What Matters Most	Recognise that it is the character of a person that we value most	
Gender Stereotypes	Analyse, critique, and dispel myths around gender stereotypes	
Real You Chart°	Identify the difference between things they can and cannot control about themselves	
Walk a Mile°°	Begin to strengthen their Self-Awareness + Social-Awareness (empathy), as they prepare their culminating project (presented Session 8)	
SESSION 2: FRIENDSHIP FACTS	STUDENTS WILL:	S:02 RESOURCES
Friendship Fact #1 **	Identify and accept that conflict is a normal part of a relationship	
Friendship Fact #2 **	Develop ways to be strategic in their friendships and understand that each friendship is unique	
Friendship Fact #3 **	Describe what Trust & Respect look like in-action	
Friendship Fact #4 **	Learn to accept the natural Ebb & Flow of friendship, knowing friendships change because we change	
Making New Friends (Ask & Pass)	Practise having a conversation through a game of catch with a goal of finding something in common	
Talk to a Stranger°	Apply the Ask & Pass strategy with someone they do not know	
SESSION 3: FRIEND-O-METER	STUDENTS WILL:	S:03 RESOURCES
Must-Haves & Deal-Breakers	Crystallize their values in friendship, strengthening their boundaries	
Friend-o-Meter	Identify the difference between healthy and unhealthy friendships	
Body Language	Identify how actions speak louder than words in friendships	
Texting & Online Messaging	Discuss " negativity bias " and the impact emojis have on messages online	
WWW of Friendship	Devise a plan to manage a complicated friendship	
Groups of Friends	Identify the difference between healthy and unhealthy friendship groups	
Quantity vs. Quality	Recognise that quality is more important than quantity when it comes to friendships	
Friend-o-Meter Quiz°	Assess the health of their friendships to create a more objective perspective	

A FEW NOTES

° Homework

°° Culminating Project

* Friendology Guidelines:

** The Four Friendship Facts:

Be kind to yourself and others, be open to learning and growing, be honest, be brave and have fun!

FF#1: No Friendship (relationship) is perfect

FF#2: Every friendship is different

FF#3: **Trust & Respect** are the two most important qualities of any friendship

FF#4: Friendships change, and that's okay!



LEARNING OUTCOMES >>> FOR YEAR 5

SESSION 4: FRIENDSHIP FIRES®	STUDENTS WILL:	S:04 RESOURCES
Naming Conflict in Friendships	Differentiate between Friendship Fires® vs. Mean-on-Purpose behaviour	
Friend-o-Cycle	Learn the step-by-step process of conflict-resolution	
Friendship Fires®	Discuss common, low-level friendship issues like hurt feelings, misunderstandings, and disagreements	
Confront the Issue	Recognise the importance of facing conflicts, acknowledging that conflict-avoidance exacerbates friendship issues	
Talk-it-Out	Apply the steps of Talking-it-Out with a friend through role-plays	
Negative vs. Positive Reaction	Compare the difference between a positive and negative reaction, practising how to respond	
Forgive & Forget	Analyse what forgiveness means in a friendship, learning how to move forward in a friendship	
Closer & Stronger	Reflect on ways that conflict can improve a friendship	
Friendly vs. Friendship	Strengthen boundaries by understanding when and how to "let go" of a friendship	
Friendship Fires® Online	Practise scripts for addressing conflict online, recognizing conflict is best managed face-to-face	
Interview a Mentor°	Open up the lines of communication with a grown-up they trust	
SESSION 5: MEAN-ON-PURPOSE	STUDENTS WILL:	S:05 RESOURCES
Mean-on-Purpose Moments	Identify behaviours that are intentionally mean, cruel, or rude designed to hurt someone	
Mean-on-Purpose vs. Bullying	Recognise that "bullying" is a misunderstood term that is often misused and labels people	
Quick Comebacks	Identify and practise their own pre-loaded statement to respond to Mean-on-Purpose behaviour	
Reporting	Reflect on why it is important to report Mean-on-Purpose behaviour and how to do it	
Bystander	Identify that a Quick Comeback can be used when they witness Mean-on-Purpose behaviour	
Friendship Fires® vs. Mean-on-Purpose	Summarize the different approaches for handling Friendship Fires vs. Mean-on-Purpose behaviour	
Mantra Meme°	Describe their own power statement and express how positive self-talk impacts their confidence	
SESSION 6: TRICKY SITUATIONS	STUDENTS WILL:	S:06 RESOURCES
Tricky Situations	Reflect on friendship issues that are not easily classified as Friendship Fires® or Mean-on-Purpose	
Saying "No"	Develop scripts to kindly decline offers and strengthen boundaries	
Friendship Sandwich	Develop scripts and strategies to avoid being caught in the middle of conflict between friends	
Gossip	Develop scripts and strategies to end gossip	
Navigating Friendships Online	Identify their top challenges and reflect on strategies to keep friendships healthy online	
Kind-on-Purpose Online°	Employ tactics that are intentionally kind to assess the impact it has on themselves and others	
SESSION 7: FRIENDSHIP GROUPS	STUDENTS WILL:	S:07 RESOURCES
Influence of Friends	Reflect on the powerful influence of friends, identifying both positive and negative influences	
Core Friends	Identify qualities of best friends and how close friendships prevent feelings of loneliness	
Untangling Groups of Friends	Reflect on friendship groups and the importance of thinking of each friendship individually	
Fitting in vs. Belonging	Cultivate a sense of belonging by standing strong in their own values	
Friendship Boundaries	Differentiate between quality vs. quantity , friendly vs. friendship , fitting-in vs. belonging , and friend vs. best friend	
Friendship Map°	Reflect on the closeness of their friendships by mapping out all the connections in their lives	
SESSION 8: KIND + STRONG	STUDENTS WILL:	S:08 RESOURCES
Review	Review and highlight the key friendship skills they learned throughout the sessions	
Kind + Strong	Reflect on how Kindness & Strength work together to protect our Mental Health & Wellbeing	
Walk a Mile°°	Demonstrate Self-Awareness + Social-Awareness (empathy) by presenting their projects, deepening their connection with classmates	



FRIENDOLOGY >>> FOR YEAR 6

Friendology for Year 6 is a series of 8 sessions (45 to 60 minutes) designed to shine the light on wellbeing through the lens of friendship skills. The sessions are made up of reflection questions, scenarios, explicit friendship skills instruction, and opportunities to apply the friendship strategy to their real-life experiences.

A challenge is assigned as “homework” at the end of each session to get students to test out their new skills and inspire reflection.

1. **INNER-NINJA:** This session is focused on self-compassion, teaching students self-care strategies including character strengths, squashing ANTs (Automatic Negative Thoughts), breathing techniques, and focusing on ‘controllables.’
2. **FRIENDSHIP FACTS:** This session anchors students in the ‘truths’ of friendship so they have realistic expectations. Students reflect on their own friendships and practise asking open-ended questions.
3. **FRIEND-O-METER:** This session helps students think deeply about how they feel in their friendships and friendship groups. Students identify Must-Haves and Deal-Breakers, reflecting on the overall health of their friendships.
4. **FRIENDSHIP FIRES®:** This session teaches students, step-by-step, how to resolve conflict with a friend. They learn how to handle a friend’s negative reaction and what to do if the conflict is online.
5. **MEAN-ON-PURPOSE:** This session teaches students how to respond to intentionally cruel, rude, or mean behaviour. They reflect on the difference between low-level friendship issues and Mean-on-Purpose behaviour.
6. **TRICKY SITUATIONS:** This session highlights hot topics for this age group including: Peer Pressure, Drama Between Friends, Rumours, Group Chats Online.
7. **FRIENDSHIP GROUPS:** This session focuses on navigating challenging friendship groups, helping students get strategic. Students reflect on jealousy, FOMO (fear of missing out), and Fork-in-the-Road moments.
8. **KIND + STRONG:** This final session ties it all together, reviewing the key concepts, and students share their culminating project, Friendship Footprints, designed to strengthen gratitude.



LEARNING OUTCOMES >>> FOR YEAR 6

SESSION 1: INNER-NINJA	STUDENTS WILL:	S:01 RESOURCES
Growth Mindset	Apply the Friendology Guidelines*	
Self-Compassion	Learn that Self-Compassion is the act of friendship towards yourself	
Friendship Ninja	Identify that a Friendship Ninja is someone who uses friendship skills and stands up for themselves	
Squashing ANTs	Apply strategies to manage Automatic Negative Thoughts	
Self-Compassion Hacks	List ways they can care for themselves during difficult times	
Character Strengths	Identify their top character strengths, learning how they can leverage these attributes	
Mindfulness	Practise belly breathing and learn strategies to be in the present moment	
"Me Time" Bingo°	Identify the difference between things they can and cannot control about themselves	
Friendship Footprints°°	Begin to strengthen gratitude, as they prepare their culminating project (presented Session 8)	
SESSION 2: FRIENDSHIP FACTS	STUDENTS WILL:	S:02 RESOURCES
Friendship Fact #1 **	Identify and accept that conflict is a normal part of a relationship	
Friendship Fact #2 **	Develop ways to be strategic in their friendships and understand that each friendship is unique	
Friendship Fact #3 **	Describe what Trust & Respect look like in-action	
Friendship Fact #4 **	Learn to accept the natural Ebb & Flow of friendship, knowing friendships change because we change	
Making New Friends (Ask & Pass)	Practise having a conversation through a game of catch with a goal of finding something in common	
Be a Friendship Magnet°	Practise using friendly body language	
SESSION 3: FRIEND-O-METER	STUDENTS WILL:	S:03 RESOURCES
Must-Haves & Deal-Breakers	Crystallize their values in friendship, strengthening their boundaries	
Friend-o-Meter	Identify the difference between healthy and unhealthy friendships	
Body Language	Identify how actions speak louder than words in friendships	
Texting & Online Messaging	Discuss " negativity bias " and the impact emojis have on messages online	
Horseshoes vs. Circles	Reflect on healthy vs. unhealthy friendship groups	
Groups of Friends	Identify the difference between healthy and unhealthy friendship groups	
Quality vs. Quantity	Recognise that quality is more important than quantity when it comes to friendships	
Friend-o-Meter Quiz°	Assess the health of their friendships to create a more objective perspective	
A FEW NOTES		
° Homework		
°° Culminating Project		
* Friendology Guidelines:	<i>Be kind to yourself and others, be open to learning and growing, be honest, be brave and have fun!</i>	
** The Four Friendship Facts:	FF#1: No Friendship (relationship) is perfect FF#2: Every friendship is different FF#3: Trust & Respect are the two most important qualities of any friendship FF#4: Friendships change, and that's okay!	



LEARNING OUTCOMES >>> FOR YEAR 6

SESSION 4: FRIENDSHIP FIRES®	STUDENTS WILL:	S:04 RESOURCES
Naming Conflict in Friendships	Differentiate between Friendship Fires® vs. Mean-on-Purpose behaviour	
Friend-o-Cycle	Learn the step-by-step process of conflict-resolution	
Friendship Fires®	Discuss common, low-level friendship issues like hurt feelings, misunderstandings, and disagreements	
Confront the Issue	Recognise the importance of facing conflicts, acknowledging that conflict-avoidance exacerbates friendship issues	
Talk-it-Out	Apply the steps of Talking-it-Out with a friend through role-plays	
Negative vs. Positive Reaction	Compare the difference between a positive and negative reaction, practising how to respond	
Forgive & Forget	Analyse what forgiveness means in a friendship, learning how to move forward in a friendship	
Closer & Stronger	Reflect on ways that conflict can improve a friendship	
Friendly vs. Friendship	Strengthen boundaries by understanding when and how to "let go" of a friendship	
Friendship Fires® Online	Practise scripts for addressing conflict online, recognizing conflict is best managed face-to-face	
WWW of Friendship°	Devise a plan to manage a complicated friendship	
SESSION 5: MEAN-ON-PURPOSE	STUDENTS WILL:	S:05 RESOURCES
Mean-on-Purpose Moments	Identify behaviours that are intentionally mean, cruel, or rude designed to hurt someone	
Mean-on-Purpose vs. Bullying	Recognise that " bullying " is a misunderstood term that is often misused and labels people	
Quick Comebacks	Identify and practise their own pre-loaded statement to respond to Mean-on-Purpose behaviour	
Reporting	Reflect on why it is important to report Mean-on-Purpose behaviour and how to do it	
Bystander	Identify that a Quick Comeback can be used when they witness Mean-on-Purpose behaviour	
Friendship Fires® vs. Mean-on-Purpose	Summarize the different approaches for handling Friendship Fires vs. Mean-on-Purpose behaviour	
Emergency Contacts°	Identify trusted adults they can go to for help	
SESSION 6: TRICKY SITUATIONS	STUDENTS WILL:	S:06 RESOURCES
Tricky Situations	Reflect on friendship issues that are not easily classified as Friendship Fires® or Mean-on-Purpose	
Saying "No"	Develop scripts to kindly decline offers and strengthen boundaries	
Friendship Sandwich	Develop scripts and strategies to avoid being caught in the middle of conflict between friends	
Gossip	Develop scripts and strategies to end gossip	
Navigating Friendships Online	Identify their top challenges and reflect on strategies to keep friendships healthy online	
Be an Inviter°	Apply confidence and courage by taking the lead in a friendship	
SESSION 7: FRIENDSHIP GROUPS	STUDENTS WILL:	S:07 RESOURCES
Influence of Friends	Reflect on the powerful influence of friends, identifying both positive and negative influences	
Friendship Groups & Pizza	Reflect on how to respond to a challenging member of their group	
Untangling Groups of Friends	Reflect on friendship groups and the importance of thinking of each friendship individually	
Strength vs. Threat	Practise shifting their mindset to see the strengths in their friends	
Fork-in-the-Road Moments	Identify the importance of self-compassion during difficult choices with Friendship Groups	
For the Love of Pizza°	Explore metaphors that relate to Friendship Groups	
SESSION 8: KIND + STRONG	STUDENTS WILL:	S:08 RESOURCES
Review	Review and highlight the key friendship skills they learned throughout the sessions	
Kind + Strong	Reflect on how Kindness & Strength work together to protect our Mental Health & Wellbeing	
Friendship Footprints°	Demonstrate gratitude by presenting their projects, deepening their connection with classmates	

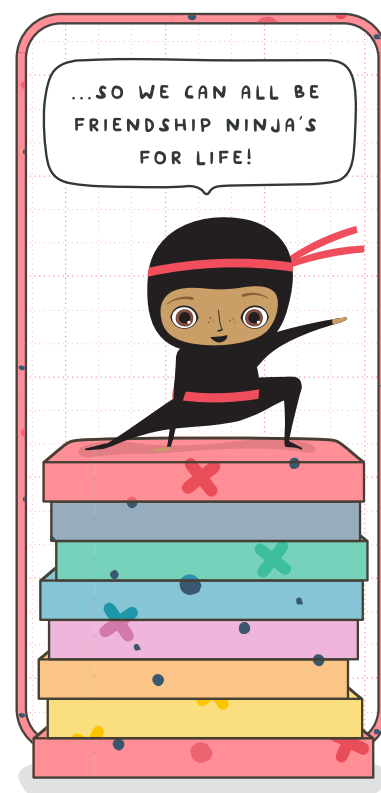


FRIENDOLOGY >>> FOR YEARS 7&8

Friendology for Years 7&8 is a series of 8 sessions (45 to 60 minutes) designed to shine the light on wellbeing through the lens of friendship skills. The sessions are made up of reflection questions, scenarios, explicit friendship skills instruction, and opportunities to apply the friendship strategy to their real-life experiences.

A challenge is assigned as “homework” at the end of each session to get students to test out their new skills and inspire reflection.

1. **INNER-NINJA:** This session is focused on self-compassion, teaching students how to squash ANTs (Automatic Negative Thoughts) and dispelling myths around gender stereotypes and the ‘pressures of perfection’.
2. **FRIENDSHIP FACTS:** This session anchors students in the ‘truths’ of friendship so they have realistic expectations in their relationships.
3. **FRIEND-O-METER:** This session helps students identify their must-haves and deal-breakers in friendships, learning the difference between healthy & unhealthy friendships and friendship groups. Romantic relationships are also discussed.
4. **FRIENDSHIP FIRES®:** This session teaches students, step-by-step, how to resolve conflict with a friend. They learn how to handle a friend’s negative reaction and what to do if the conflict is online.
5. **MEAN-ON-PURPOSE:** This session teaches students how to respond to intentionally cruel, rude, or mean behaviour. They reflect on the difference between low-level friendship issues and mean-on-purpose behaviour.
6. **TRICKY SITUATIONS:** This session covers hot topics for teens like parties, saying no, gossip, and navigating friendships online.
7. **FRIENDSHIP BOUNDARIES:** This session teaches students our 3 Levels of Friendship Boundaries, getting them to reflect on the powerful influence of friends and the importance of strong boundaries. Students consider their boundaries online and a social media experiment is assigned.
8. **KIND + STRONG:** This final session ties it all together, reviewing the key concepts, and students share their culminating project (which is assigned in the first session), If These Shoes Could Talk, designed to strengthen empathy.





LEARNING OUTCOMES >>> FOR YEARS 7&8

SESSION 1: INNER-NINJA	STUDENTS WILL:	S:01 RESOURCES
Self-Compassion	Learn that Self-compassion is the act of friendship towards yourself	
Squashing ANTs	Apply strategies to manage Automatic Negative Thoughts	
Pressures of Perfection	Challenge pressures from unrealistic standards	
Gender Stereotypes	Analyse, critique, and dispel myths around gender stereotypes	
Real You Chart°	Identify the difference between things they can and cannot control about themselves	
If These Shoes Could Talk°°	Begin to strengthen their Self-Awareness + Social-Awareness (empathy), as they prepare their culminating project (presented Session 8)	

SESSION 2: FRIENDSHIP FACTS	STUDENTS WILL:	S:02 RESOURCES
Myths vs. Truths in Friendship	Reflect on preconceived misconceptions in friendships	
Friendship Fact #1 **	Identify and accept that conflict is a normal part of a relationship	
Friendship Fact #2 **	Develop ways to be strategic in their friendships and understand that each friendship is unique	
Friendship Fact #3 **	Describe what Trust & Respect look like in-action	
Friendship Fact #4 **	Learn to accept the natural Ebb & Flow of friendship, knowing friendships change because we change	
WWW of Friendship	Devise a plan to manage a complicated friendship	
Making New Friends (Ask & Pass)	Reflect on the art of conversation and how to recognise a potential new friend	
Talk to a Stranger°	Apply the Ask & Pass strategy with someone they do not know	

SESSION 3: FRIEND-O-METER	STUDENTS WILL:	S:03 RESOURCES
Must-Haves & Deal-Breakers	Crystallize their values in friendship, strengthening their boundaries	
Friend-o-Meter	Identify the difference between healthy and unhealthy friendships	
Body Language	Identify how actions speak louder than words in friendships	
Texting & Online Messaging	Discuss " negativity bias " and the impact emojis have on messages online	
Groups of Friends	Identify the difference between healthy and unhealthy friendship groups	
Fitting in vs. Belonging	Cultivate a sense of belonging by standing strong in their own values	
Quantity vs. Quality	Recognise that quality is more important than quantity when it comes to friendships	
Friend-o-Meter Quiz°	Assess the health of their friendships to create a more objective perspective	

A FEW NOTES

° Homework

°° Culminating Project

* Friendology Guidelines:

** The Four Friendship Facts:

Be kind to yourself and others, be open to learning and growing, be honest, be brave and have fun!

FF#1: No Friendship (relationship) is perfect

FF#2: Every friendship is different

FF#3: **Trust & Respect** are the two most important qualities of any friendship

FF#4: Friendships change, and that's okay!



LEARNING OUTCOMES >>> FOR YEARS 7&8

SESSION 4: FRIENDSHIP FIRES®	STUDENTS WILL:	S:04 RESOURCES
Naming Conflict in Friendships	Differentiate between Friendship Fires® vs. Mean-on-Purpose behaviour	
Friend-o-Cycle	Learn the step-by-step process of conflict-resolution	
Friendship Fires®	Discuss common, low-level friendship issues like hurt feelings, misunderstandings, and disagreements	
Confront the Issue	Recognise the importance of facing conflicts, acknowledging that conflict-avoidance exacerbates friendship issues	
Talk-it-Out	Apply the steps of Talking-it-Out with a friend through role-plays	
Negative vs. Positive Reaction	Compare the difference between a positive and negative reaction, practising how to respond	
Forgive & Forget	Analyse what forgiveness means in a friendship, learning how to move forward in a friendship	
Closer & Stronger	Reflect on ways that conflict can improve a friendship	
Friendly vs. Friendship	Strengthen boundaries by understanding when and how to "let go" of a friendship	
Friendship Fires® Online	Practise scripts for addressing conflict online, recognizing conflict is best managed face-to-face	
Conflicts at Home°	Apply the strategies for resolving conflict with family members	
SESSION 5: MEAN-ON-PURPOSE	STUDENTS WILL:	S:05 RESOURCES
Mean-on-Purpose Moments	Identify behaviours that are intentionally mean, cruel, or rude designed to hurt someone	
Mean-on-Purpose vs. Bullying	Recognise that "bullying" is a misunderstood term that is often misused and labels people	
Quick Comebacks	Identify and practise their own pre-loaded statement to respond to Mean-on-Purpose behaviour	
Reporting	Reflect on why it is important to report Mean-on-Purpose behaviour and how to do it	
Bystander	Identify that a Quick Comeback can be used when they witness Mean-on-Purpose behaviour	
Friendship Fires® vs. Mean-on-Purpose	Summarize the different approaches for handling Friendship Fires® vs. Mean-on-Purpose behaviour	
Kind-on-Purpose°	Employ tactics that are intentionally kind to assess the impact it has on themselves and others	
SESSION 6: TRICKY SITUATIONS	STUDENTS WILL:	S:06 RESOURCES
Tricky Situations	Reflect on friendship issues that are not easily classified as Friendship Fires® or Mean-on-Purpose	
Saying "No"	Develop scripts to kindly decline offers and strengthen boundaries	
Friendship Sandwich	Develop scripts and strategies to avoid being caught in the middle of conflict between friends	
Gossip	Develop scripts and strategies to end gossip	
Navigating Friendships Online	Identify their top challenges and reflect on strategies to keep friendships healthy online	
Romantic Relationships	Apply friendship skills to romantic relationships, discussing topics like break-ups and consent	
Kindly Decline°	Practise honouring their boundaries by using one of the strategies to kindly decline	
SESSION 7: FRIENDSHIP BOUNDARIES	STUDENTS WILL:	S:07 RESOURCES
Influence of Friends	Reflect on the powerful influence of friends, identifying both positive and negative influences	
House Friends	Identify qualities of best friends and how close friendships prevent feelings of loneliness	
Yard Friends	Identify qualities of people that are friends, but not best friends, and how they prevent feelings of social isolation	
The Fence	Identify qualities of people that should be kept at a distance, acknowledging they're still valuable community members	
Friendship Boundaries	Differentiate between quality vs. quantity, friendly vs. friendship, fitting-in vs. belonging, and friend vs. best friend	
Friendship Boundaries Online	Define and reflect on what "friend" means when it comes to social media and what their boundaries look like online	
Social Media Experiment°	Reflect on the closeness of their friendships by mapping out all the connections in their lives	
SESSION 8: KIND + STRONG	STUDENTS WILL:	S:08 RESOURCES
Review	Review and highlight the key friendship skills they learned throughout the sessions	
Kind + Strong	Reflect on how Kindness & Strength work together to protect our Mental Health & Wellbeing	
If These Shoes Could Talk°°	Demonstrate Self-Awareness + Social-Awareness (empathy) by presenting their projects, deepening their connection with classmates	



WHAT GRADES DO I >>> TEACH IT TO?

To create a harmonious school culture, you want to ensure that ALL students are learning these skills and using the same language and strategies (i.e. bottom of the triangle on the RTI model). This also allows the teachers and parents to use a common approach to support the students. It is important to think about how you can embed URSTRONG's friendship strategy across your school.

It is recommended that your school teaches Friendology to every single grade, ideally near the beginning of the school year. For example, commencing Friendology the third week back to school allows the student and teachers to set the foundation for the rest of the school year. Teachers can then revisit sessions, supplementing with resources from URSTRONG's [Educator Resource Library](#), based on the friendship issues and challenges that arise as the year unfolds.

Friendology is meant to be repeated year-by-year to help lock in learning. Like basic math skills, you will build on their friendship skills by reviewing the foundational principles at each stage in their development guiding them further through the higher-order thinking skills.

WHAT IF WE CAN'T TEACH IT TO ALL GRADES?

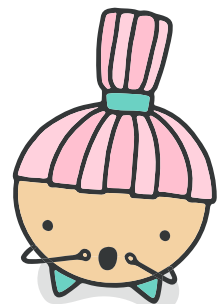
While it's definitely the recommended approach, it can be difficult to get every teacher on-board to teach every grade. We know that is sometimes tricky!

Here are a few alternative ways of teaching Friendology in your school:

- Focus on a particular grade group. If your school has an intake year where students are coming from various schools, focus on that particular year group and use Friendology to proactively create a positive social dynamic.
- If your school has a Guidance Counsellor or Wellbeing Director, have them take the lead and go into the various classrooms teaching Friendology.
- Combine classes. We have not seen any negative impact on these lessons being taught in large group settings. Teachers can then follow-up and engage in more intimate discussions with their classes afterwards.

A NOTE OF **CAUTION!**

IT IS IMPORTANT
THAT FRIENDOLOGY
IS PRESENTED IN
A POSITIVE LIGHT,
AS IT WAS NOT
DESIGNED TO BE A
REACTIVE PROGRAM
FOR STUDENTS WHO
ARE STRUGGLING
& IS COUNTER
TO URSTRONG'S
PHILOSOPHY & FOCUS
ON PREVENTION.





SHOULD I TEACH THE >>> BOYS & GIRLS TOGETHER?

It is highly recommended that you do not separate the genders. Doing this reinforces gender stereotyping and suggests that friendship is different for boys and girls. Research, however, shows that we are more the same than we are different and it's incredibly important to be mindful of children who are still figuring themselves out.

By way of background, all kids want to be liked, they want to be cool, popular, and “fit-in” with their friends. Girls, boys, transgender, non-binary – all kids, regardless of gender, have feelings that sometimes get hurt. They experience gossip, relational aggression (typically assigned to *just* girls), physical aggression (typically assigned to *just* boys), along with being on the receiving end of The Silent Treatment. Kids have had their friends lie to them, brush off their feelings, put them down for liking different things... boys and girls have very similar Friendship Fires®!

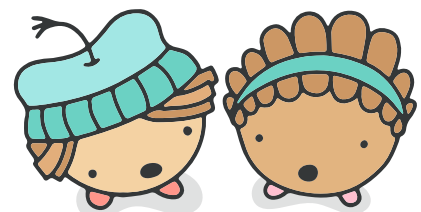
While their friendships are mostly the same prior to adolescence, there are some noteworthy differences stemming from the way kids are historically socialized based on their gender, including:

- While girls are often told, “*Just ignore her! She’s just jealous*”, boys are often told, “*Suck it up! Be a man!*”
- While girls are encouraged to maintain a sweet façade (“*Be friends with everyone!*”), boys are expected (and sometimes allowed) to get physical with their friends (“*Boys will be boys!*”).
- While girls are expected to cry, boys are sometimes shamed for expression through tears.

Children are highly affected by gender stereotyping and it’s no surprise that these damaging messages inevitably leak into the way they build and interact within their relationships.

Through Friendology, these gender-stereotypes are challenged and woven throughout the discussions, giving the kids a common language. By teaching ALL CHILDREN, your students will learn to honour and celebrate their unique differences, not as boys or girls, but as individuals.

If you choose to separate the genders or are at a single-sex school, opportunities are mentioned in the teaching notes to dig deeper to explore some of these misconceptions.





WHAT ARE THE >>> EXPECTATIONS OF ME, AS A TEACHER?

You have a very important role to play. While the content is laid out for you, your job is to bring it to life and make it meaningful for your students.

Ensuring your teaching style is engaging, dynamic, and fun is critical. It's also extremely important to consider all learning styles to help your students lock in the content. Be sure to make each session multi-sensory and integrate movement as much as possible. While some opportunities for movement are suggested, be sure to get your kids 'feeling' the material as much as possible and connecting to it on a personal level.

As an educator at a URSTRONG School (and part of the License Agreement between URSTRONG and URSTRONG Schools), Friendology must be taught by qualified teaching professionals who understand how students learn and are masterful at teaching the diverse needs in a classroom. We only license this curriculum to schools for this reason to ensure top-quality instruction by people trained in Education.

HOW DO I TEACH IT?

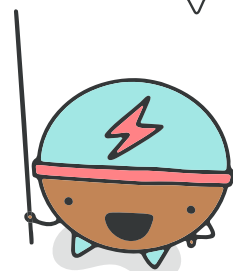
Through the guidance of a slideshow created specifically to appeal to kids and prompt discussions, your students will learn the foundation of understanding and maintaining healthy relationships.

There are two methods of delivering Friendology to your students:

- By using the **SLIDESHOWS** and teaching notes as a guide, teach Friendology yourself.
- By using the **VIDEOS**, have Friendology taught by our **Founder & Friendship Expert, Dana**.

**YOU CAN DELIVER
FRIENDOLOGY AT
YOUR OWN PACE, WITH
YOUR OWN TEACHING
STYLE, TO MEET THE
UNIQUE NEEDS OF YOUR
STUDENTS.**

**HAVE FUN WITH IT &
GIVE IT YOUR OWN
PERSONAL FLARE!**





ABOUT THE >>>> SLIDESHOWS:

The slides are provided in PDF format, the most universal option for our global team of URSTRONG Schools. This allows us to maintain the integrity of the curriculum, preventing teachers from editing or altering the content. PDFs also ensure that the design elements show up properly on your device, no matter where you are in the world.

Display the slides on your preferred platform. You can play them as a slideshow directly from your PDF reader (e.g. Adobe) or import the slides into your preferred platform (e.g. Google Slides, PowerPoint, QuickTime, etc).

You might find it helpful to have a “clicker” (a presenter remote), which allows you to move around the classroom and simply click to the next slide from wherever you are. A wireless mouse also works, but you will need to ensure you’ve “pushed play” on your presentation.

WATCH OUT FOR THAT PENCIL & KEEP YOUR LESSON FLOWING!

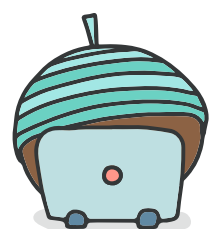


This means there is a handout to accompany the concept. Make a note of the corresponding page number in your [Student Handbooks](#) so your students can find it fast, or download the handout from the relevant Friendology Session so you can have these printed and ready in advance.



PLEASE BE SURE TO
HONOUR COPYRIGHT
LAWS TO ENSURE
FRIENDOLOGY IS BEING
TAUGHT IN THE WAY IT
WAS INTENDED!

HERE ARE THE DETAILS!





ABOUT THE >>> VIDEOS:

The **Friendology Videos** are ready to go with each session so that you can literally “push play” for your students. Make the video widescreen and ensure you have good speakers so that your students can hear clearly.

Throughout the videos, a pause icon will come up, instructing you to pause the video and facilitate the activity. Once they complete the activity, simply return to the video by unpausing. This means you need to pay attention and be actively involved throughout the session. Given this curriculum is all about fostering relationships, it’s essential that you still continue to take a lead role- even if you’re using the videos.

IF YOU CHOOSE TO USE THE VIDEOS, IT IS IMPORTANT TO NOTE THE FOLLOWING:

- The videos were designed to ‘speak’ to a wide range of children, regardless of background, gender, or country. We have URSTRONG Schools around the globe and have tried our best to develop a curriculum that is as ‘universal’ as possible.
- The videos do not link to other YouTube clips or external supports, like the slideshows. You are encouraged to still look at the slideshow teaching notes so that you can take advantage of these opportunities.
- Dana is Canadian. Your students might notice she has an accent or uses different words or spelling, depending on where you are in the world. Use this as an opportunity to point out how we are all different. Feel free to pause the video throughout to ‘translate’ for your students or elaborate on certain concepts. You might even weave in a conversation on global citizenship; respecting and honouring our shared humanity.

**FRIENDOLOGY
IS MEANT AS A
JUMPING OFF
POINT, A FRIENDSHIP
FRAMEWORK, FOR
YOU TO BRING
TO LIFE IN A
MEANINGFUL WAY
FOR YOU & YOUR
STUDENTS!**

DON'T FORGET!

Whether you use the slides or videos (or a combination of both!), remember...it is just a guide. Create a Friendology experience that works best for you and your unique group, addressing their specific needs and challenges. It’s up to you to make it relevant and to contextualize the experience as much as possible for your students.





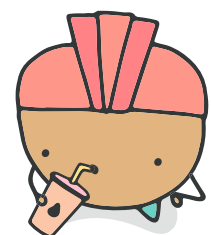
HOW IS FRIENDOLOGY >>> ORGANISED?

Friendology was created by a teacher for teachers. Knowing how busy the life of a teacher can be and how little extra time you have, this curriculum requires very little preparation. It's meant to be easy for you to deliver.

Each session can be found within the [Friendology](#) section of the URSTRONG Schools member area and contains:

- **OBJECTIVE:** A synopsis of the lesson
- **KEY OUTCOME:** The many outcomes covered in the session
Note: The Friendology sessions are dense, sometimes covering a lot of big themes and concepts. Consider it like an introduction, then dig deeper with the accompanying lesson plans or by revisiting the concept.
- **MATERIALS:** A list of the items you will need, including links to the slideshow, teaching notes, any external videos, and printable handouts
- **INSTRUCTIONS:** The steps for teaching the session, which follow a similar format each time
- **NEXT STEPS:** Designed to remind you what is coming next for Friendology

Want to dive deeper? Additional activities, videos, and lesson plans can be found in the [Online Resource Library](#), tagged alongside each session to enrich the content, focusing on specific outcomes.





ABOUT THE >>>

HANDOUTS & TEACHING NOTES:

Within each session, you can scroll down to the Materials section. Here, you will find links to the session's Handouts and Teaching Notes. You may want to print this out to have a hardcopy to refer to or simply have it available on your computer to guide you along.

The Teaching Notes sometimes include opportunities to expand on concepts with your students. Occasionally there's a suggestion to keep the conversation going or an activity to accompany the slide. If there is a link to a video, the url is also provided.

Note about External Videos: We try to limit the number of external links, as we cannot control if these links get taken down or are no longer available. If you find a broken link, it usually means the video is no longer available on YouTube or wherever the video is from.

Even if you are using the [Friendology Videos](#), it is recommended you still refer to the Teaching Notes so that you can follow along step-by-step with suggested activities and questions. Real-life scenarios are presented throughout the program and can be easily adapted to suit the needs of your students. Again, these scenarios are fairly general to connect with children from all walks of life – make it real for your students by relating real examples you have witnessed in your classroom.

WHAT DOES THE COPYRIGHT MEAN?

Similar to other publications or programs, there are laws that protect the Intellectual Property (IP) of Friendology and maintain the integrity of the curriculum. This means:

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations and non-commercial uses permitted by copyright law.

Curriculum materials, teaching notes, concepts, language, and strategies are all part of this stand-alone curriculum and not permitted to be embedded into other programming. Teachers using Friendology must be from a URSTRONG School with an active membership. Under no circumstances are resources allowed to be shared anyone outside of these parameters.

**FOLLOW THE
TEACHING NOTES
(OR THE DIRECTIONS
IN THE VIDEOS),
DISCUSS THE
CONCEPTS, & LET
YOUR STUDENTS DO
THE REST.**

**YOU'LL BE AMAZED
AT HOW INTERESTED
THEY ARE & HOW
MANY QUESTIONS
THEY'LL HAVE FOR
YOU! LET YOUR
STUDENTS GUIDE
THE SHIP.**





LAUNCHING A >>>

WHOLE-SCHOOL FRIENDSHIP STRATEGY:

Research continues to support that whole-school wellbeing strategies are the most effective and impactful. URSTRONG Schools around the world have had great success, anchoring our friendship strategy in their school cultures. During our [Friendology Educator Training](#), we share examples and stories of the many creative ways our team of schools have brought Friendology to life.

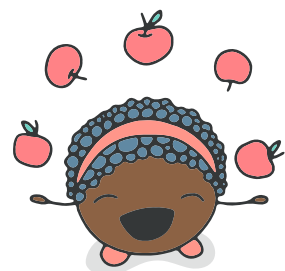
While it is highly recommended that you attend our [Friendology Educator Training](#), here are just a few of the ways to introduce, implement, and embed our curriculum at your school.

INTRODUCING URSTRONG: HOW DO I KICK IT OFF?

Getting the students, parents, and educators excited about Friendology is an important consideration and a great way to introduce the whole-school friendship strategy.

Here are a few ways to introduce and kick-off Friendology and set it up for success:

- **Workshops!** Led by the team at URSTRONG, host our Language of Friendship (parent-child) or Day of Friendship (student-only) workshops either online or in-person. This allows the students, parents, and educators to get onboard right away, learn the lingo, and serves as a professional development opportunity for you! Watching one of our “Friendship Experts” teach the curriculum will give you greater insight into the best way to approach the curriculum, enhancing your teaching practices and getting you rolling.
- Introduce Friendology at an assembly to the whole school. Get creative! You could get a group of teachers to role-play some of the common Friendship Fires® that are witnessed in the classroom and on the playground, letting the students know your school is here to help. Dress like ninjas and throw on a superhero cape – Friendship Ninjas to the rescue!
- Share one of URSTRONG’s many videos or articles for parents in your school newsletter or on your school’s social media channels. This is an easy way to introduce the curriculum to the parents!
- Consider a week-long Festival of Friendship or a Spirit of Friendship Day. Use lessons and activities from URSTRONG’s [Online Resource Library](#) and prepare fun activities and events for your community.
- **Engage Your Parents!** Encourage them to explore the hundreds of free resources that reinforce what the students are learning in Friendology. Share our newsletter and social content, reminding them to be Friendship Coaches!





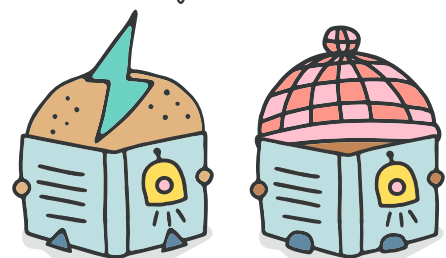
WHERE DO I BEGIN? >>>

IMPLEMENTATION:

We have a number of Supporting Documents in our [Online Resource Library](#) to help you devise your implementation plan. Every school is different, but on average it takes about 3 years for the students, teachers, and parents to become 'fluent' in our friendship language. As you map out your journey, it's critical to remember that this is a whole-school approach designed for kids, parents, and teachers.

- Most schools either assign a team to take on URSTRONG or have a School Counsellor who's in charge; they decide on the implementation plan and lead the teachers. (If there isn't anyone guiding the ship, as you know, teachers will feel lost and ultimately take on a reactive approach to friendship issues – which is the opposite of what we're trying to achieve.)
- We have developed a number of [Scope & Sequence](#) documents, including an annual plan that details how to use the [Online Resource Library](#) all year long. There are hundreds of activities, videos, and lesson plans to choose from, allowing you to continue revisiting the concepts and strengthening your students' friendship skills.
- Be creative and think of fun ways to create that culture of kindness at your school. A few other considerations:
 - Where do your students go to **Talk-it-Out**?
 - How are you tracking **Mean-on-Purpose** behaviour? Be sure to review the [Bullying Prevention Framework](#) and **Mean-on-Purpose** Trackers so you have a plan.
 - What will you do with the data in the [Pre & Post Assessment](#) surveys provided with Friendology?
 - How are you creating a friendly social climate?
 - Where do your students typically engage in unkind behaviour (e.g. bathrooms, hallways, school bus)? What are you doing in those zones?

FEELING
OVERWHELMED?
DANA'S GOT YOUR BACK!
JUST 'PUSH PLAY' ON
THE FRIENDOLOGY
VIDEOS & GO FROM
THERE!





HOW DO I KEEP IT GOING? >>> EMBED, EMBED, EMBED!

Once you have taught Friendology, it is important to continue to reinforce the language and strategies all year long. A few ways to embed the friendship strategy include:

- **Make it visible!** Our colourful classroom posters are a must-have and we definitely recommend our schoolyard signs for your playground. These visual tools are so helpful for the students and teachers, reminding the students how to put out their **Friendship Fires®** and keep their friendships in the **Green-Zone** on the **Friend-o-Meter**!
 - URSTRONG Schools must request permission to display murals, custom paintings, and other visuals related to our curriculum. For questions and permission requests, please email: info@urstrong.com.
- **Supervision Lanyards** with the **Friend-o-Meter** and **Friend-o-Cycle** are a great way to reinforce the language and strategies on the playground.
- Many URSTRONG Schools have had great success with our peer mentorship model, **Friend-o-Leaders**, where the older students are trained to support the younger ones at recess time.
- Does your school use a diary or planner? Our **Friendship Journals** wrap around monthly wellbeing themes and are a great way to prioritize friendship every day. These **bulletin board activities** are a perfect way to introduce the theme. We also have a **blog article on each theme**, which are great to share with parents!
- **Friendology Student Handbooks** allow you to prioritise friendship skills all year long and are packed full of fun, engaging activities.
- Devote a section of your newsletter to Friendology to help ensure the parents are aligned and reinforcing the approach at home.
- Assemblies are a great place to reinforce our whole-school strategy, reminding students of the schools overarching philosophy and values. Our URSTRONG Schools have shared stories of students performing plays, songs, and all sorts of creative presentations at assemblies to reinforce lessons learned in Friendology.
- Weave Friendology into everything you do! If your students are going on camp, or your students are doing group work in science class, or you're teaching them about sportsmanship in advance of the swimming carnival, circle them back to their friendship skills. How can what they learned in Friendology help them? What skills can they draw on?

THE MORE YOU CAN
TIE THE LANGUAGE
& SKILLS INTO
EVERYTHING,
THE STRONGER
THE 'FOUNDATION
OF FRIENDSHIP'
BECOMES.





HOW DO I STAY >>> CONNECTED?

We want to ensure you are successful as you begin (and travel) this friendship journey with URSTRONG. Don't hesitate to [reach out](#) if you need some assistance mapping out your plan. A few ways to stay connected include:

- We often host free webinars and events for URSTRONG Schools around certain topics, spotlighting schools. This is a great way to stay on the pulse of what's happening, including updates to the curriculum, and get fresh ideas.
- Be sure to join our [Private Facebook Group](#) specifically for educators at URSTRONG Schools. This is a place to share, collaborate, and ask questions. We are a team and we're all here to support you!
- You will receive our newsletter and the occasional email with updates. Be sure to review these, as they often have upcoming events or feature new resources you might be interested in.
- Follow our social media channels on [Facebook](#), [Instagram](#), and [X \(Twitter\)](#) to stay on top of the latest research and get ideas from other URSTRONG Schools.

WELCOME TO OUR TEAM OF
**URSTRONG
SCHOOLS!**





OKAY, I'M READY TO GO! >>> WHAT'S MY NEXT STEP?

You've reviewed the entire Facilitator's Guide and have a good handle on Friendology and what it means to be a URSTRONG School. You've developed an implementation plan, launched in a fun way, and are ready to start teaching.

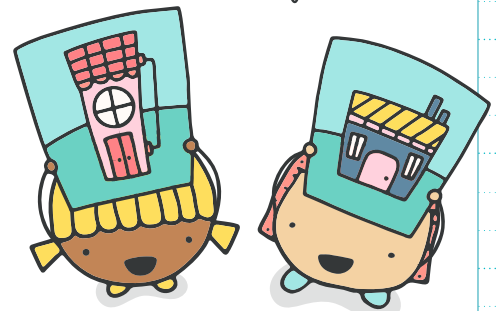
CONGRATULATIONS!

Here are a few items for your to-do list to prepare you for that very first session with your students:

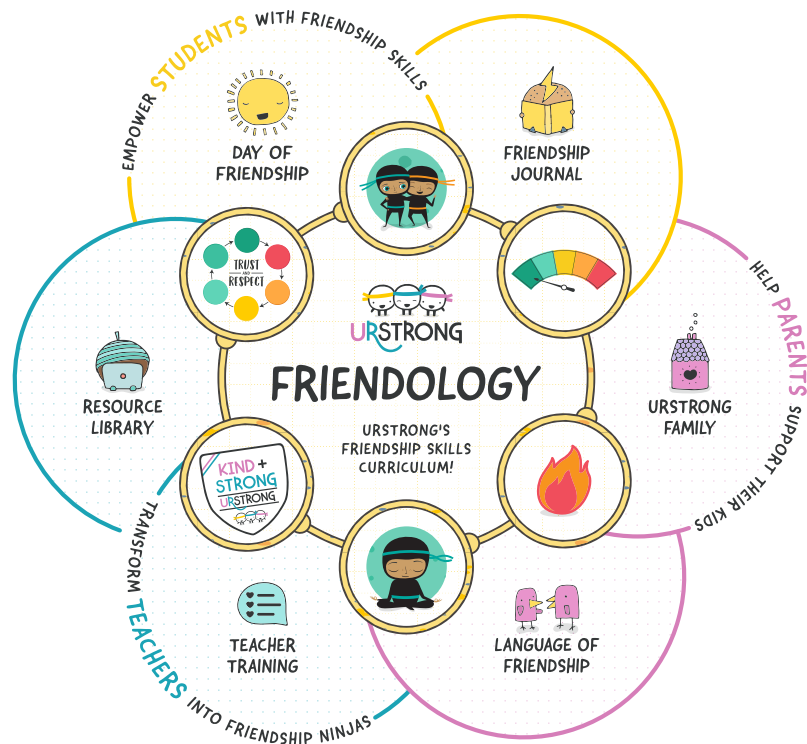
- Ensure your students have completed the [Pre-Assessment](#) posted within Session 1 in the Materials section. Be sure to analyse the results and get a handle on the students' social-emotional competence coming in to Friendology. (Your students will complete the same assessment after the final session to demonstrate learning or help you identify areas that require reviewing.)
- Review the Instructions so you know what your teaching process looks like.
- Review the Materials list and gather anything you need, including copying enough handouts for the students.
- Test out the slideshow or video on your A/V equipment and make sure everything is working. If you're using the slideshows, be sure to test the links (internet required).
- Prepare your Friendology Shoecase as an example for your students.
- Where do you want your students to keep their work? You might want to gather enough Friendology folders for each student to help keep them organized.
- Decide how you're going to take questions. If you want to use a Q&A box, get that ready for day one!

**BY TEACHING
FRIENDOLOGY, YOU
WILL BE GIVING
YOUR STUDENTS
THE MOST SPECIAL,
PRECIOUS GIFT
OF ALL...**

**THE FOUNDATION
THEY NEED TO
DEVELOP HEALTHY
RELATIONSHIPS FOR
THE REST OF THEIR
LIVES.**



IMPROVING THE WELLBEING OF CHILDREN THROUGH FRIENDSHIP SKILLS



If you talk to any teacher, they will tell you that there are “good years” and “bad years” in the classroom. Almost every time, the underlying factor that determines which way a year will go is entirely based on the social dynamics of a class. Certain classes are cohesive, harmonious and they just seem to click, while other classes are constantly full of drama. Social dynamics can make or break a year and have a huge impact on the wellbeing of students, parents, and teachers.

This is where URSTRONG comes in and changes the social dynamics of, not only a class, but an entire school. Shifting a generation of children towards kindness and respect is part of the URSTRONG movement.

URSTRONG’s Friendology friendship skills curriculum and whole-school friendship strategy enhances the social-emotional wellbeing of children through friendship skills. With sequential lessons for students, training and professional learning for educators, and resources for parents and carers, children form a solid foundation of affective functioning, conflict-resolution, and interpersonal skills. The framework and methodology, designed for children in Early years to grade 8, aligns with a Positive Education, proactive approach, giving children the skills to “flourish” and create a positive, harmonious learning environment.

Friendology identifies a variety of learning outcomes, targeting both skills and attitudes, that ultimately equip and empower children to take control of themselves and their social world. With URSTRONG's learning outcomes as the foundation, the peripheral benefits are enormous for the students, teachers, and parents. When children have the skills and confidence to create healthy relationships and advocate for themselves, there's an overall improvement in their wellbeing.

The URSTRONG curriculum has seen the following results:

- Children feel happier
- Children feel better about themselves
- Children feel empowered and more in control of their social lives
- Children feel more confident
- Children feel more comfortable talking to their parents and teachers about peers
- Children feel lighter and more focused
- Children start to perform better academically
- Children start to take on more leadership roles
- Children transfer the skills in other relationships, making better decisions

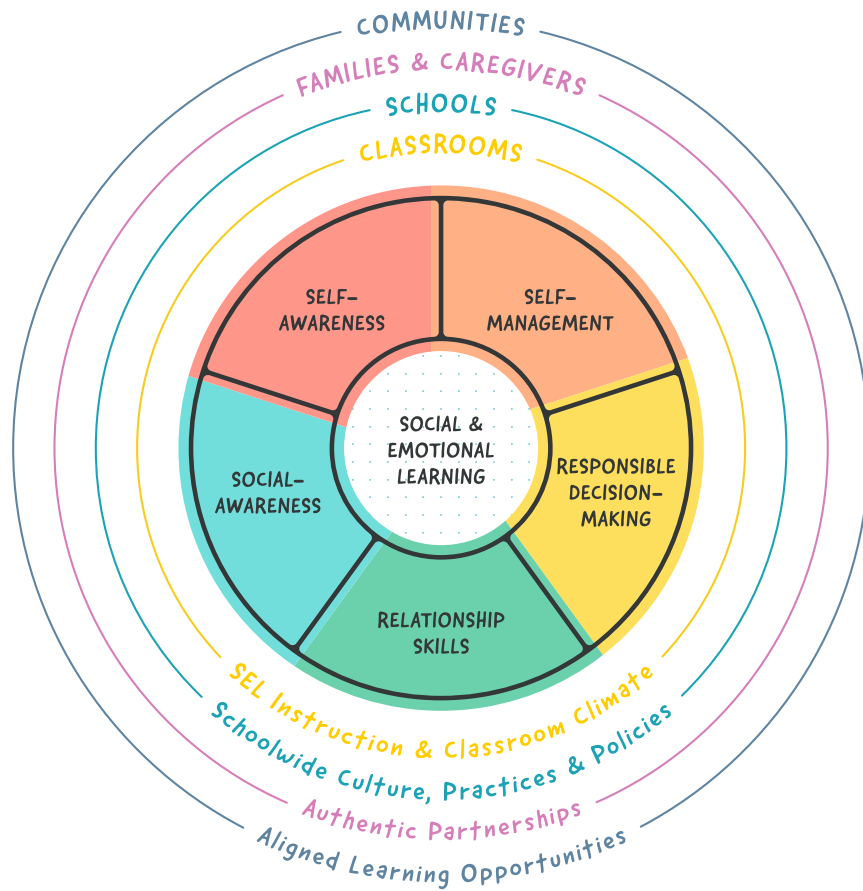
With the growing awareness of mental health, educators and parents are starting to recognise that **Social-Emotional Learning (SEL)** is essential in setting students up for success.

Daniel Goleman's wildly successful book released in 1995, **Emotional Intelligence – Why it Can Matter More than IQ**, brought to light the important work of psychologists who spent decades researching EI. The book outlined the preliminary evidence suggesting that SEL programs could change the culture of a school. As stated by Goleman himself (2016), *"Now the case can be made scientifically: helping children improve their self-awareness and confidence, manage their disturbing emotions and impulses, and increase their empathy pays off not just in improved behaviour but in measurable academic achievement."* This form of 'emotion coaching', focusing on the development of a child's feelings and impulses, has proven itself and supports the need for URSTRONG Schools.

Social-Emotional Learning (SEL), as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), is:

"The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

To improve student achievement and wellbeing, children must first learn to understand, navigate, and control how they respond both inwardly and outwardly to the world around them. Learning how to make sense of the rollercoaster of thoughts and feelings associated with being human is a critical first step in a child's emotional development.



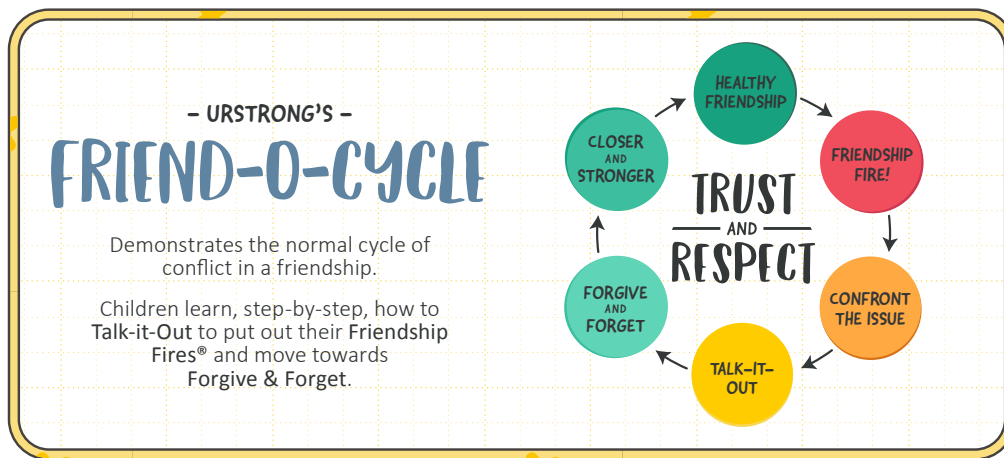
CASEL has identified five competencies that, together, support “positive social behaviours and peer relationships, fewer conduct problems, less emotional distress, and improved grades and test scores.” URSTRONG targets each of the five SEL competencies, empowering children and teenagers to develop healthier relationships, in the following ways:

SELF-AWARENESS: The ability to accurately recognise one’s emotions and thoughts and their influence on behaviour. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

The Friendology friendship skills curriculum walks children through the process of recognizing their feelings as it relates to friendships. They learn to identify and name their emotions so they can move towards a respectful conversation to put out Friendship Fires®. Children learn about body language and the importance of non-verbal communication. Students also identify their own strengths and weaknesses as a friend and learn how to move towards forgiveness through respectful, honest conversations.

The he Friendology friendship skills curriculum also teaches children the importance of self-compassion and self-love, respecting themselves enough to value and acknowledge how they feel and put a voice to those feelings.

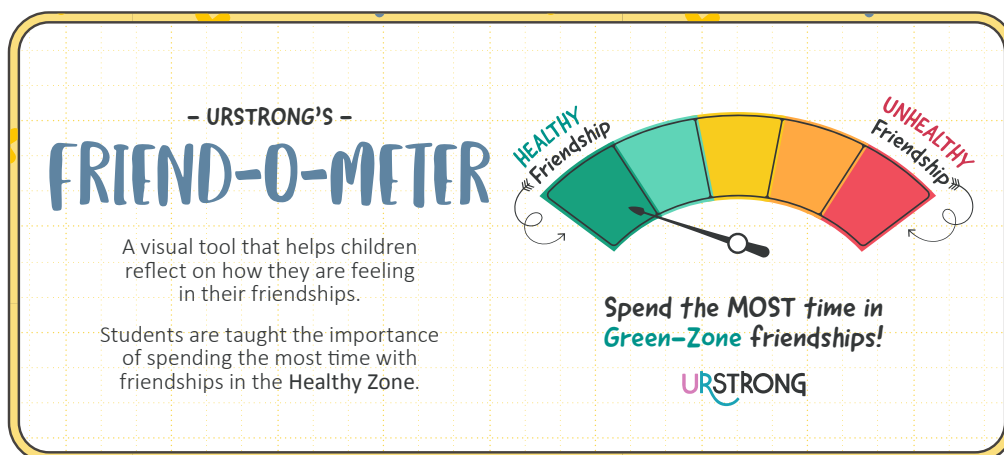
THE ABOVE INFOGRAPHIC HAS BEEN ADAPTED FROM THE CASEL WHEEL. FIND OUT MORE AT [CASEL.ORG](https://casel.org)

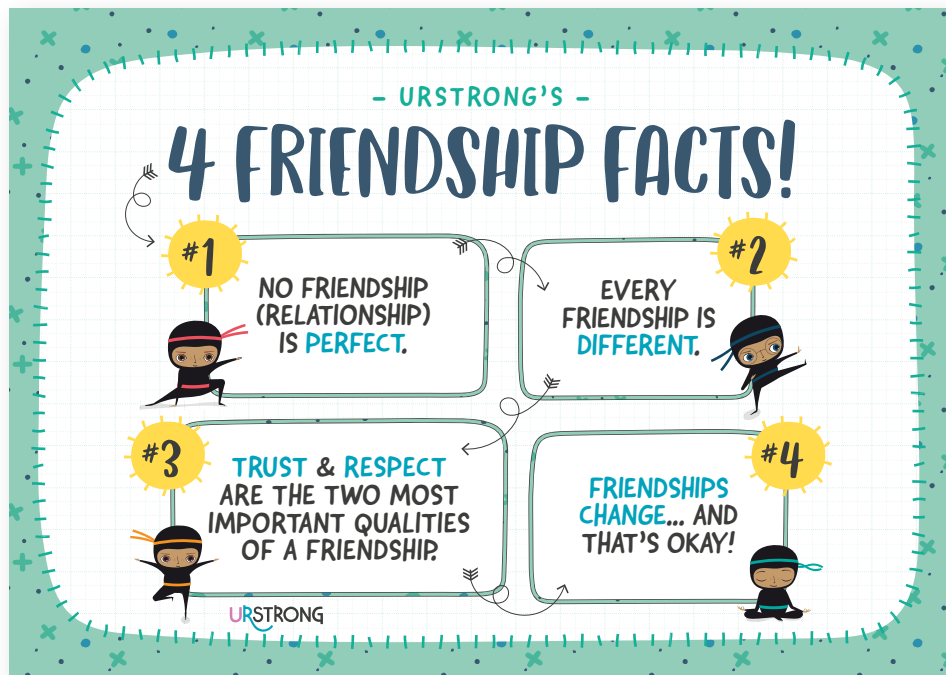


SELF-MANAGEMENT: The ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

URSTRONG's Friendology friendship skills curriculum gives children the skills and language to feel in control of their emotions within their social domain. Through scripts and role-play, children practice common scenarios that they experience with friends in the classroom, on the playground, and outside of school (e.g. birthday parties, playdates). They learn, step-by-step, how to move towards Forgive & Forget on the Friend-o-Cycle to keep their friendships in the healthy zone of the Friend-o-Meter.

SOCIAL AWARENESS: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognise family, school, and community resources and supports.





URSTRONG's 4 Friendship Facts give children a foundation for friendship, developing their awareness around what's normal in a relationship. They learn that no friendship is perfect and conflict is a normal part of a relationship. Students learn that no two friendships are the same and are led to recognise what works and what doesn't work within each friendship. Children learn that trust and respect are the two most important qualities in a friendship. They learn what each of these qualities look like in a friendship, the importance of understanding our differences, and how to honour each person's unique perspective. Children also learn that friendships change because they change and this is a normal part of a relationship.

A big part of the URSTRONG curriculum is teaching children how to resolve conflict by respectfully putting out Friendship Fires®. They learn to listen and truly try to understand their friend's perspective, strengthening their ability to empathize with others and understand that everyone is different.

RELATIONSHIP SKILLS: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

As a Skills-based friendship strategy, URSTRONG's Friendology curriculum centres on teaching children how to create and maintain healthy relationships. They learn that relationships are a choice and that they can survive conflict. Through the steps to put out Friendship Fires®, they walk through the process of resolving conflict, keeping friendships healthy and transparent. Students learn how to be on both sides of that conversation, also practicing how to give and receive genuine apologies.



WHEN SOMEONE IS MEAN-ON-PURPOSE, SAY YOUR QUICK COMEBACK IN A STRONG VOICE LIKE A NINJA!

A QUICK COMEBACK IS A SHORT STATEMENT SAID IN A STRONG VOICE THAT LETS THE PERSON KNOW:

- YOU HEARD/SAW WHAT THEY SAID/DID
- YOU'RE NOT COOL WITH IT!



1 RETELL THE SITUATION

2 EXPLAIN HOW IT MADE YOU FEEL

3 HAVE AN OPEN & HONEST CONVERSATION

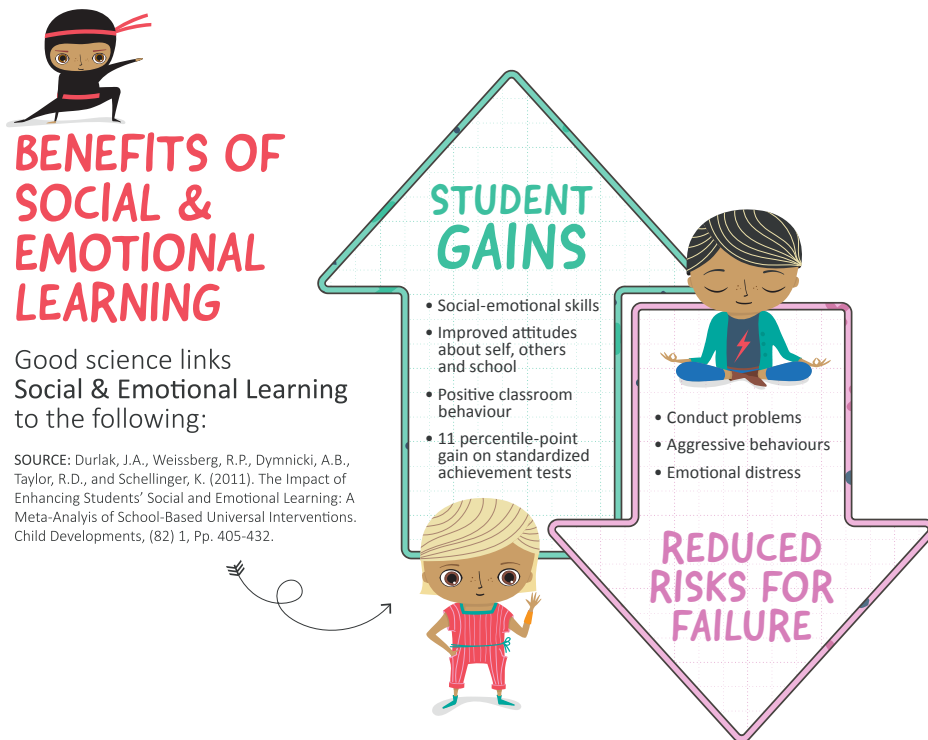
With students in grades 3 to 6, we introduce the concept of Mean-on-Purpose and the word “bullying” is specifically avoided. “Bullying” is a confusing term for children, with lack of clarity around the meaning and misuse of the word (as noted below).

Therefore, the URSTRONG programming classifies conflict into two categories: Friendship Fires® (normal conflict) and Mean-on-Purpose behaviour. Children learn how to put out Friendship Fires® and learn to use a Quick Comeback (short statement) when someone is Mean-on-Purpose. When someone is Mean-on-Purpose, students learn to say their Quick Comeback, walk away, and report the incident to an adult. They practice effective reporting and learn the difference between tattling and reporting.

RESPONSIBLE DECISION MAKING: The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

URSTRONG helps children to make wise decisions about how they spend their time. They are encouraged to spend the most time with friendships in the healthy zone on the Friend-o-Meter. They also learn strategies for improving a friendship and moving into the healthy zone, through responsible choices focused on what works with friends. Children learn the importance of standing up for themselves.

Giving children the skills, language, and self-confidence to be better friends and develop healthier relationships is at the core of the URSTRONG curriculum and the research linking social-emotional learning to positive wellbeing is extensive. In a 20-year study released in 2015 by researchers from **Pennsylvania State University** and Duke University (published in the American Journal of Public Health), social skills are proven to be a greater indicator of future wellness over all other factors. The children who had problems resolving conflicts, sharing, cooperating and listening as kindergartners were less likely to have finished high school and college, and were more likely to have substance abuse problems and run-ins with the law.



CASEL, WHO HAVE CONDUCTED COUNTLESS RESEARCH STUDIES, STATE THAT: SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al.'s recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

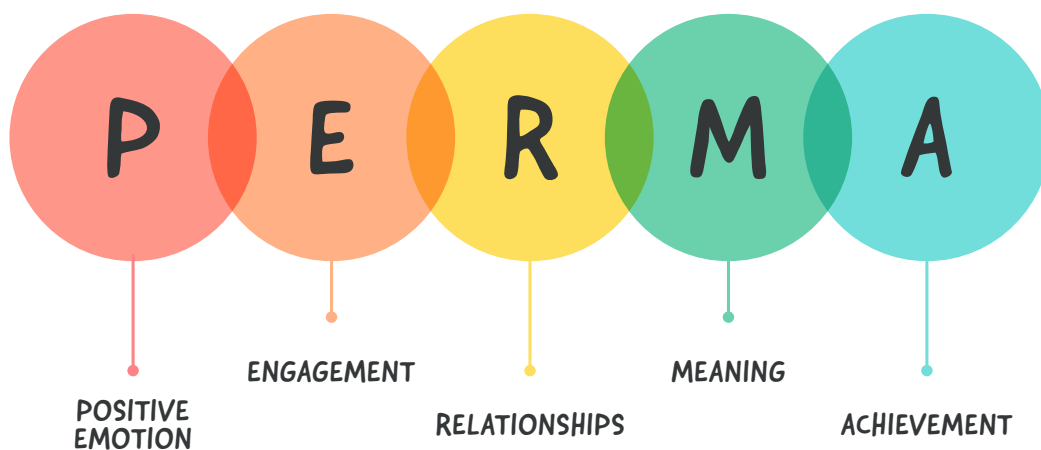
- **BETTER ACADEMIC PERFORMANCE:** achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
- **IMPROVED ATTITUDES AND BEHAVIOURS:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behaviour;
- **FEWER NEGATIVE BEHAVIOURS:** decreased disruptive class behaviour, non-compliance, aggression, delinquent acts, and disciplinary referrals; and
- **REDUCED EMOTIONAL DISTRESS:** fewer reports of student depression, anxiety, stress, and social withdrawal.

URSTRONG & POSITIVE EDUCATION

Positive Education, the application of the science behind Positive Psychology, focuses on untapping the full potential of students and the explicit teaching of wellbeing. Positive schools create an environment that focuses on strength-based practice and teaches children to embrace a growth mindset. The Positive Psychology model moves beyond psychology's historic focus on dysfunction (i.e. weaknesses) to focus on function (i.e. strengths) – those qualities that cultivate happiness and fulfilment.

URSTRONG aligns with the Positive Education philosophy, using a positive approach to teaching pro-social skills. Rather than reacting to negative behaviour, URSTRONG's Friendology curriculum sets the foundation by teaching children the skills to create and maintain healthy relationships starting at a young age. As children begin to develop basic interpersonal skills (like sharing and fairness), URSTRONG Schools help guide children towards kindness, empathy, and resilience in relationships.

"Flourish", a term described by Positive Psychologist, Martin Seligman, recognises the factors that lead to authentic happiness and wellbeing. Flourishing is sometimes defined simply as, *"Feeling good and doing good."* Within the growing field of Positive Psychology, Seligman's wellbeing model is based on 5 measurable elements:



The five pillars of **PERMA**, put emphasis on the whole child. This holistic approach encompasses each facet of a child, from mental and emotional wellness to their physical. THE ABOVE INFOGRAPHIC HAS BEEN ADAPTED FROM DR. MARTIN SELGMAN'S PERMA MODEL. FIND OUT MORE AT [POSITIVEPSYCHOLOGY.COM](https://www.positivepsychology.com)

While the URSTRONG programming addresses each of the 5 pillars, the biggest alignment comes within, what is arguably the most important domain in the PERMA model: **Relationships**. Positive social connections, promoting social integration and social support, have been linked to positive health behaviours and positive emotional states like feelings of belonging and purpose (McGonigal 2007). There is also overwhelming evidence to support that children with healthy friendships:

- perform better academically,
- have higher self-esteem,
- develop a more positive body image,
- get involved in more leadership roles,
- and make smarter decisions in future relationships.

Relationships can offer a powerful positive influence on our overall health and happiness (Peterson 2006).

The role of **Positive Emotions** in Positive Psychology is to activate broader learning. Research shows positivity expands the mind's capacity, making it more accessible and open to learning. In the URSTRONG programming, efforts are made to create a fun, inviting environment. Music, interactive games, videos, and creative activities bring the Friendology curriculum to life in fun, engaging ways. Humour and a light-hearted approach is central, helping to make learning fun. With younger children, teddy bears and toy characters from home are brought in to serve as a comfort and allow children an opportunity to role-play with toys they are personally connected to.

Engagement is achieved through URSTRONG's multi-sensory approach, targeting all learning styles. Dr. Howard Gardner's theory of Multiple Intelligences suggests that *"students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means."* Efforts are made to integrate the various learning styles, engaging students in diverse ways, to teach children the URSTRONG principles, language, and skills.

While **Meaning** can be expressed in different forms, the URSTRONG programming allows children to personally identify with the concepts, connecting it to their own lives. The scenarios and examples are common experiences for children and provide them with context that makes the information real and meaningful, applicable to their day-to-day interactions. The programming also integrates the educators and parents, embedding it in a more holistic, cultural way in the world around them.

The feeling of **Achievement** comes from setting and meeting goals. Children are encouraged in URSTRONG to push themselves to be the best version of who they are and are given step-by-step instruction around how to improve their friendships.

Within the Friendology curriculum, students are given weekly projects – personal and social experiments that encourage them to accomplish a task with positive results (e.g. invite a new friend for a playdate, interview their parents, spend one lunch recess alone, write in a gratitude journal every night). Children leave lessons feeling lighter and more in control, knowing exactly what to do the next time they encounter conflict with a friend.

The Journal of Positive Psychology published a report titled, [A Multidimensional Approach to Measuring Well-being in Students](#), detailing the research supporting the importance of adopting a Positive Education approach. It states,

“Positive education provides an antidote to youth depression, serves as a pathway to increased life satisfaction, promotes learning and creativity, enhances social cohesion, and promotes civic citizenship. Positive education introduces and normalizes self-inquiry and self-management of one’s mental health from a young age, which may lead to long-term benefits as youth move into adulthood with greater self-awareness and emotional intelligence. Further, the positive psychological characteristics developed through positive education have been linked to academic achievement, fewer risky behaviours, and better physical health in adulthood.”

Social-emotional learning can be taught, is essential in contributing to a child’s success, and needs to be a daily practice. When the entire teaching team (parents and teachers) are working together to provide children with common language, strategies, and expectations, true potential is unlocked and children flourish.



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