MODULE 4

SMART CHOICES & SAFETY



PEERS, DIGITAL, SUBSTANCES

Module 4 Overview

PURPOSE OF THIS SECTION

This module equips young people with the knowledge and skills to make safe, confident choices in relation to peer pressure, digital life, personal boundaries, and substance use. *It supports them to recognise risks, practise assertive refusal skills, protect their wellbeing, and seek help when needed, fostering courage, responsibility, and self-respect.*



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Duration: 4 sessions
(approximately 3-4 hours total)

Me & My Circle: Standing Strong with Friends

Session 4.1



SESSION OBJECTIVE

To strengthen young people's understanding of friendship, belonging, and peer influence by helping them recognise both healthy and unhealthy patterns and to respond with kindness, courage, and self-respect.

LEARNING OUTCOMES

By the end of this session, participants will be able to:

- Identify at least three qualities of a good friend and recognise positive and negative peer influence.
- Identify common peer pressure situations (in-person and online), including gossip, bullying, and social media pressure.
- Demonstrate at least one strategy for responding assertively, standing up to bullying or gossip, and confidently saying "no" to unhealthy influence.

WHY THIS SESSION MATTERS

This session helps young people understand the impact of peer influence and bullying on themselves and others. It builds their confidence to make safe, healthy choices, respond assertively, and maintain supportive friendships. By practising real-life skills, youth learn to protect their wellbeing, respect boundaries, and value kindness, courage, and self-respect.

FACILITATORS NOTES:
USE REAL-LIFE SCENARIOS THAT REFLECT YOUTH EXPERIENCES, ONLINE AND OFFLINE. EMPHASIZE PRIVACY: WHAT'S SHARED IN THE CIRCLE STAYS IN THE CIRCLE, UNLESS SOMEONE IS AT RISK.

HOW TO SET A SAFE, RESPECTFUL TONE:

- Guide discussions and activities in a way that encourages participation without forcing personal disclosure.
- Model positive communication, active listening, and non-judgmental responses.
- Support youth to reflect on real-life peer situations and practise assertive, respectful responses.
- Reinforce key messages about kindness, courage, and self-respect.
- Monitor group dynamics to ensure psychological safety, particularly during role-plays involving bullying or rejection.

FACILITATOR'S ROLE

The facilitator's role is to create a safe, respectful, and inclusive space where young people feel confident to explore friendship, peer influence, and personal boundaries.

Facilitator Preparation

Session 4.1

This session helps young people recognise how peer pressure, bullying, and social influences affect themselves and others. It builds skills to respond assertively, strengthen friendships, and make safe, respectful choices. Youth learn that their voice matters, kindness is a strength, and standing up for themselves and others supports confidence, wellbeing, and positive relationships.

SESSION 4.1 FLOW

Time	Activity Name	Activities
0-5 min	**Welcome & Intro to the "Circle of Us"**	See Activity 1
05-15 min	**Explore Qualities of a Good Friend**	See Activity 2
15-40 min	**Role-play Real-life Pacific Youth Examples**	See Activity 3
40-50 min	**Reinforce Positive Friendship Actions**	See Activity 4
50-60 min	**Reflect and Internalize Learning**	See Activity 5

Total Time: 60 minutes

MATERIALS NEEDED

- ☑ Stones, leaves, or small pieces of paper (one per participant)
- ☑ Pens, markers, or pencils for notes/reflections
  Situation cards (pre-prepared with scenarios:
- ☑ Shells, paper pieces, or cards (one per participant)
- ☑ Paper, card, or sticky notes for youth to write or draw supportive friends



Pro Tip for Facilitators: Encourage youth to share ideas and experiences at their own pace. Use open-ended questions, validate all contributions, and gently guide discussions to help participants practice assertiveness and kindness in real-life situations.

Welcome: The Circle of Us

Activity 1



TIME: 10 MINUTES

PURPOSE:

Set a safe, non-judgmental tone for the session. Allow youth to introduce themselves and establish that all individuals are valued and welcome. Create a foundation of respect and belonging before moving into deeper content.

MATERIALS NEEDED:

- Small stones (smooth or rough), paper circles with different colors or patterns, or leaves (fresh or dried) — one per participant
- Optional; Soft ocean sounds or a short local song

INSTRUCTIONS:

1. Play soft ocean sounds or a short local song to create a calm, welcoming space.
2. Have youth sit in a circle on the floor or chairs.
3. Explain that everyone is unique and together forms something strong and beautiful.
4. Give each participant a stone, leaf, or paper circle to hold.
5. Ask each youth to think of one word that describes them (e.g., kind, brave, strong) and share it as they place their piece in the center. Facilitator goes first to demonstrate. Go around the circle: Invite youth to share and place their pieces; allow passing if they prefer.
6. Observe the circle and highlight that, like the pieces, each person contributes to a strong, beautiful whole.

EXAMPLE FACILITATOR MODELLING:

"Before we start, I'll show you how this works. I'm holding this smooth stone, and the word I choose is 'hopeful', because I'm hopeful we'll learn together today in a respectful way. Now I place my stone in the middle. Who would like to go next? Remember, you can also say 'pass' if you're not ready."

KEY MESSAGE FOR THE ACTIVITY

This activity honors the talanoa tradition of open, relational dialogue. By inviting each person to share one word, we create space for every voice while protecting the va/veiwekani (sacred relational space). The circle ensures everyone is seen and heard equally, building trust and connection at the beginning of the session.

FACILITATION TIPS:

- Stay calm: Accept unexpected answers without visible reaction; note privately if follow-up is needed.
- Honor culture: Remind youth that the circle represents unity and respect (veidokai/vakaturaga), where every person's presence matters.

FACILITATOR TOOLBOX NOTE:

This opening activity reduces anxiety and builds belonging. Like the Module 1 Strength Stone, it encourages youth to name a positive quality, starting from strength. Respond warmly and calmly; your affirming presence helps create a safe space.

Friendship Qualities Discussion

Activity 2



TIME: 15 MINUTES

PURPOSE:

Help youth identify the qualities of healthy friendships and recognise warning signs of unhealthy relationships. Build understanding that strong friendships are built on respect, trust, and support, values central to Fijian and Pacific cultures.

MATERIALS NEEDED:

- Chart paper or large poster board
- Markers in different colors
- Tape to display the chart
- Optional: Friendship Qualities comparison table (printed or written on board) Refer to next page.

INSTRUCTIONS:

1. Introduce the topic: Say: "Today we're talking about friendship. Friends are like our chosen vuvale (family) — they walk beside us, support us, and help us grow. But not all friendships are the same."
2. Ask & gather: "What makes a good friend?" Write youth answers on chart paper; gently add missing qualities.
3. Mini-link: Explain that good friends hold a group together; gossip or pressure weakens bonds.
4. Comparison: Show Friendship Qualities table; read examples and invite reflections.
5. Reflect: Ask if youth have friends who do both “good” and “not-so-good” things; highlight that knowing the difference helps them choose and be better friends.

EXAMPLE FACILITATOR MODELLING:

"Let me start with an example. A good friend might be someone who tells the truth, even when it's hard. So, if I'm about to make a bad choice, a true friend will warn me and not just go along with it to be nice. Can anyone think of a time when a friend was honest with you?

KEY MESSAGE FOR THE ACTIVITY

Healthy friendships are rooted in veinanumi (love and care), veidokai (respect), and veiwekani (relational connection). In Pacific cultures, relationships are sacred — we honor each other by being truthful, supportive, and kind. This activity helps youth recognize that they deserve friendships that build them up, not tear them down.

FACILITATION TIPS:

- Use relatable examples: Reference school situations, sports teams, church groups, or village life to make concepts concrete.
- Affirm cultural values: Connect qualities like loyalty and respect to iTaukei concepts of vanua (land/community), loloma (compassion), and veinanumi (mutual care).
- Encourage storytelling: Invite youth to share examples (without naming names) of good or challenging friendships

TOOLBOX NOTE

- This activity gives youth language to name healthy vs. unhealthy dynamics without shame. Normalize that friendships can change over time; it's okay to outgrow relationships that no longer serve you

Friendship Qualities Comparison Table

Activity 2

Good Friend (Healthy)	***Not-So-Good Friend (Unhealthy)***
Tells the truth and keeps promises	*Lies, gossips, or breaks trust*
Kind and caring	*Mean, rude, or puts others down*
Listens when you talk	*Ignores or talks over you*
Stands up for you	*Joins in when others tease you*
Shares and includes you	*Leaves you out or excludes you from the group*
Cheers you up and supports you	*Makes fun of your mistakes*
Lets you be yourself	*Pressures you to change or act differently*
Respects your feelings and space	*Touches you or jokes in ways that make you uncomfortable*
Encourages you to make good choices	*Dares you to do risky or harmful things*
Forgives mistakes and moves on	*Holds grudges or uses mistakes against you*
Helps you when you're struggling	*Disappears when things get hard*
Celebrates your wins	*Gets jealous or tries to compete*

Group Scenarios & Role-Plays: Friendship & Digital Life

Activity 3



TIME: 20 MINUTES

PURPOSE:

Help youth practice identifying and responding to real-life friendship and social media challenges. Build skills in setting boundaries, showing kindness, and making safe choices both online and offline through culturally relevant scenarios.

MATERIALS NEEDED:

- Situation cards (printed or written on paper) one per group
- Chart paper or whiteboard, Markers
- Space for groups to prepare brief role-plays (2–3 minutes each)

INSTRUCTIONS:

1. Divide into groups: 3–5 youth per group; give each a situation card.
2. Explain task: Act out or discuss your scenario. Think: How does it feel? What's the right response? How can we help?
3. Plan: 5 minutes to prepare a short role-play or discussion.
4. Present: Each group shares 2–3 minute role-play/discussion. Encourage creativity. Use card prompts; invite others to share thoughts.
5. Helpful: kindness, defending others, checking facts, respecting privacy, seeking help
6. Harmful: gossip, exclusion, hurtful humor, pressure, ignoring boundaries
7. Responses show character. True friends build each other up; asking trusted adults for help is always okay.

EXAMPLE FACILITATOR MODELLING:

"Let me show you: if someone spreads a rumor in your group chat, a helpful response is, 'Let's not share stories we don't know are true.' A harmful response is forwarding it. See the difference?

- When your group prepares, think about what you'd actually say or do. It's okay if it feels hard, we're practicing together."



KEY MESSAGE FOR THE ACTIVITY

Real friendships and safe digital spaces require courage, respect, and kindness. This activity teaches youth that standing up for what's right even when it's hard honours these values. Whether online or face-to-face, our choices shape the world around us.

FACILITATION TIPS:

- Make it relatable: Use local examples youth recognize; WhatsApp groups, TikTok trends, school dynamics, village gatherings.
- Affirm bravery: Praise youth who share honest responses, even if they admit uncertainty or past mistakes.
- Connect to culture: Remind youth that talanoa (open dialogue), loloma (compassion), and veinanumi (caring for one another) guide our responses.





TOOLBOX NOTE

- Role-plays create a safe space to practice responses without real-world consequences. Reinforce that true strength lies in choosing kindness and safety over popularity.

Situation Card Examples

Activity 3 | Sheet 1

Situation	Example	Discussion Prompt	Key Points
Peer Rejection	Friends laugh when you sit with someone new at lunch.	How does that make someone feel? What could you say or do next time to show kindness?"	• Feeling left out hurts but choosing kindness shows courage. • You can say, "Hey, everyone deserves a friend." • Remind: You don't have to follow the crowd to belong.
Gossip/Rumours	Someone spreads that you 'like' a classmate on chat.	'like' a classmate on chat."What happens when stories travel? How can we stop gossip from growing?"	• Gossip grows quickly and hurts trust. • The best way to stop it is not to share or forward it. • Say: "Let's not talk about that."
Social Media Bullying	TikTok post mocking someone's accent, skin tone, or clothes.	"If you see this online, what's the right thing to do?"	• Don't like, share, or comment on mean posts. • Take a screenshot and tell a teacher or parent. • Say: "That's not kind, please take it down."
Fear of Missing Out (FOMO)	Friends post about an event you weren't invited to.	"How can we handle feeling left out?"	• Everyone feels left out sometimes. • Remind: Social media shows only part of people's lives. You can plan your own fun or talk to your friend kindly.
Group Chat Pressure	Friends add you to a chat where they tease others.	"Do you have to join in to stay in the group?"	• True friends don't make you be mean to others. • You can leave the chat quietly or change the topic. • Say: "Let's talk about something else."

Situation Card Examples

Activity 3 | Sheet 2

Situation	Example	Discussion Prompt	Key Points
Photo Sharing Without Consen	A friend posts your funny photo online without asking.	"How would that feel? What's a respectful way to handle it?"	• Everyone has the right to privacy. • Say politely: "Please remove that, I'm not comfortable." • Talk about asking permission before posting.
Gaming Teasing/Exclusion	In an online game, others gang up and leave you out.	"What could you do to keep the game fair?"	• Games are for fun, not for teasing. • You can take a break, find new players, or say: "That's not fair, let's play together."
Fake Accounts/Pretending Online	Someone uses another person's photo for a fake profile.	"Why might someone do that? What could happen?"	• Sometimes people pretend to hide who they are; that's unsafe. • Don't share personal information. • Report fake accounts with an adult's help.
Private Info Sharing	You tell a friend your password and they change your settings.	"Why is it important to keep passwords private?"	• Passwords protect your digital home; never share them. • Tell an adult if your account is changed. • Forgive but learn: privacy keeps you safe.
Body or Looks Comments	A classmate posts a photo and others make jokes about their body.	"What can we say to support that person?"	• Say: "You look great, don't listen to them." • Talk about how online comments can hurt like real words. • Everyone's body is special, no teasing allowed.

Situation Card Examples

Activity 3 | Sheet 3

Situation	Example	Discussion Prompt	Key Points
Online Challenges/Dares	Friends share a trending "challenge" that could be risky.	"How can we know if something online is safe?"	• Ask: "Would I do this in front of my parents or teacher?" • If not, it's probably unsafe. • Don't let likes decide your choices.
Inappropriate Touch or Messages	Someone online or in real life asks to see private parts or touches you in a way that feels wrong.	"What should you do if that happens?"	• Say "No" firmly, move away, and tell a trusted adult. • Private parts are the areas covered by a swimsuit. • It's never your fault; it's always right to tell.
Digital Comparison	You compare your photos or likes with others online	"How can social media make us feel bad about ourselves?"	• Remind: people only post their best moments. • Real life is not a competition of likes. • Focus on what makes you happy offline.
Kindness Chain Reaction	You post a compliment and others join in.	"What happens when we use social media for kindness?"	• Kind words spread fast too! • One kind post can brighten someone's day. • Encourage: "Let's make kindness go viral."
Friendship Repair	You had a fight and see your friend post something mean.	"How can we fix conflict without posting angrily?"	• Take a pause before replying. • Talk face-to-face or message kindly. • Say: "I was hurt, but I want to sort this out."

Building the Shell Circle

Activity 4



TIME: 10 MINUTES

PURPOSE:

Create a tangible, collective symbol of the group's commitment to healthy friendships. Allow youth to reflect on positive actions they can take and visually represent the strength of unity and shared values through a culturally meaningful artifact.

MATERIALS NEEDED:

- Small shells (real or paper cutouts) — one per participant
- Markers or pens
- Yarn, ribbon, or string
- Mat, table, or open floor space for arranging the circle

INSTRUCTIONS:

1. Form groups: 3–5 youth per group; give each a situation card.
2. Explain task: Act out or discuss your scenario; consider feelings, right responses, and ways to help.
3. Plan: 5 minutes to prepare a short role-play or discussion.
4. Present & share: Each group performs 2–3 minute role-play or discussion; encourage creativity.
5. Discuss & reflect: Use card prompts; invite others to share thoughts.
6. Summarize & wrap up: Record behaviors as Helpful (kindness, defending others, checking facts, respecting privacy, seeking help) or Harmful (gossip, exclusion, hurtful humor, pressure, ignoring boundaries). Emphasize: true friends build each other up; asking for help is okay.

EXAMPLE FACILITATOR MODELLING:

- "If someone spreads a rumor in your group chat, a helpful response is: 'Let's not share stories we don't know are true.' A harmful response is forwarding it. See the difference?
- When your group prepares, think about what you'd actually say or do. It's okay if it feels hard, we're practicing together."

KEY MESSAGE FOR THE ACTIVITY

Real friendships and safe digital spaces require courage, respect, and kindness. This activity teaches youth that standing up for what's right — even when it's hard — honors these values. Whether online or face-to-face, our choices shape the world around us.

FACILITATION TIPS:

- Make it relatable: Use local examples youth recognize — WhatsApp groups, TikTok trends, school dynamics, village gatherings.
- Affirm bravery: Praise youth who share honest responses, even if they admit uncertainty or past mistakes.
- Normalize seeking help: Emphasize that telling a trusted adult is not "snitching" — it's protecting yourself and others.

REINFORCE THAT TRUE STRENGTH LIES IN CHOOSING KINDNESS AND SAFETY OVER POPULARITY. MODEL CALM, CLEAR RESPONSES TO NORMALIZE HEALTHY BOUNDARIES.

Situation Card Examples

Activity 4 | Sheet 1

Situation	Example	Discussion Prompt	Key Points
Online Challenges/Dares	Friends share a trending "challenge" that could be risky.	"How can we know if something online is safe?"	• Ask: "Would I do this in front of my parents or teacher?" • If not, it's probably unsafe. • Don't let likes decide your choices.
Inappropriate Touch or Messages	Someone online or in real life asks to see private parts or touches you in a way that feels wrong.	"What should you do if that happens?"	• Say "No" firmly, move away, and tell a trusted adult. • Private parts are the areas covered by a swimsuit. • It's never your fault; it's always right to tell.
Digital Comparison	You compare your photos or likes with others online	"How can social media make us feel bad about ourselves?"	• Remind: people only post their best moments. • Real life is not a competition of likes. • Focus on what makes you happy offline.
Kindness Chain Reaction	You post a compliment and others join in.	"What happens when we use social media for kindness?"	• Kind words spread fast too! • One kind post can brighten someone's day. • Encourage: "Let's make kindness go viral."
Friendship Repair	You had a fight and see your friend post something mean.	"How can we fix conflict without posting angrily?"	• Take a pause before replying. • Talk face-to-face or message kindly. • Say: "I was hurt, but I want to sort this out."

Wrap-Up and Reflection

Activity 5

TIME: 10 MINUTES

PURPOSE:

Allow youth to reflect on their learning, identify personal support networks, and commit to one actionable change. Create a meaningful closing ritual that reinforces connection, belonging, and the collective strength of the group.

MATERIALS NEEDED:

- Shared bowl, basket, or mat (placed in the center)
- Small shells, stones, or beads — one per participant
- Optional: Soft background music (ocean sounds or local song)

INSTRUCTIONS:

1. Set the tone: Remind youth of the Shell Circle and reflect on friendships and support.
2. Reflection Q1: "Who's in your strong circle?" Pause for 30 seconds of silent thinking.
3. Reflection Q2: "What's one thing you'll do differently this week to be a better friend?" Give examples.
4. Invite sharing: Options — share aloud, with a partner, or keep private.
5. Closing ritual: Place shells, stones, or beads in a shared bowl while thinking about support and commitments.
6. Facilitator close: Emphasize connection and support; optionally repeat affirmation: "I belong. I stand with my friends. I don't need to join gossip to feel cool."

EXAMPLE FACILITATOR MODELLING:

"I'll share first: my strong circle includes family, close friends, and church. Now it's your turn — think about your circle and commitment. Share aloud, with a partner, or keep it private."

KEY MESSAGE FOR THE ACTIVITY

Healthy relationships need reflection and action. Identifying their support network shows youth they are not alone, and committing to one small change helps build strong friendships. The closing ritual reflects veiwekani (sacred relational space) and veilomani (caring for one another), reminding us we are stronger together.

FACILITATOR TOOLBOX NOTE:

This closing activity provides emotional grounding after a potentially vulnerable session. Fijian and Pacific youth may not always feel comfortable sharing openly, so offering multiple participation options (aloud, partner, silent) honors diverse comfort levels while still creating collective closure

Recap Me & My Circle: Standing Strong with Friends

Reinforce learning from earlier sessions by helping participants understand puberty changes, reflect on their strengths and support networks, practice self-care, and see asking for help as positive.

SESSION 4.1 HIGHLIGHTS

Circle of Us: Youth shared one word describing themselves while placing a stone, leaf, or paper in the center, forming a collective "Circle of Us" that visually represented unity and belonging

Friendship Qualities Discussion: Youth identified qualities of good friends (honesty, loyalty, kindness) recorded on "Our Friendship Circle" chart, exploring healthy vs. unhealthy friendship behaviors.

Situation Cards – Peer Pressure & Bullying Scenarios: Small groups role-played real-life situations, sorting responses into "Helpful Waves" (kindness, defending others) and "Rough Waves" (gossip, exclusion) through talanoa reflection.

Building the Shell Circle: Each youth wrote one positive friendship action on a shell (e.g., "listen more," "include others"), then linked them together with yarn to symbolize unity and collective strength.

Wrap-Up & Reflection: Youth reflected on "Who's in my strong circle?" and committed to one friendship action for the week, placing shells in a shared bowl as a closing ritual of connection and support.



Session Notes



WHAT WENT WELL?

WHAT ACTIVITIES ENGAGED YOUTH THE MOST?

REAL LEARNING MOMENTS OR SKILL DEVELOPMENT OBSERVED:

NOTES / OBSERVATIONS / IDEAS FOR NEXT SESSION:

Safe Spaces (Body, Mind & Online)

Session 4.2



SESSION OBJECTIVE

To help youth understand personal boundaries and explore ways to protect their bodies, emotions and privacy across different settings such as home, school, friendships and online.



LEARNING OUTCOMES

By the end of this session, participants will be able to:

- Identify the three layers of personal boundaries (public, personal, private) and give local examples of each.
- Recognise unsafe or uncomfortable behaviour and know appropriate actions to take.
- Practise saying “no,” setting limits, and seeking help from trusted adults.
- Explain how boundaries build respect, safety, and peace within relationships.



FACILITATOR'S ROLE

The facilitator creates a safe, culturally grounded space where youth feel empowered to explore boundaries without shame. Use the coconut metaphor throughout to normalize the concept of protection, and model calm, affirming responses to sensitive disclosures, always prioritizing youth safety and dignity.

FACILITATORS NOTES:
"ENCOURAGE CHOICE WHERE PARTICIPANTS DECIDE HOW MUCH TO SHARE; RESPECT SILENCE AND PRIVACY. MODEL KINDNESS AND ASSERTIVENESS TO SHOW YOUTH HOW TO RESPOND RESPECTFULLY TO PEER PRESSURE OR GOSSIP.

HOW TO SET A SAFE, RESPECTFUL TONE:

- Create a safe, culturally grounded space: Emphasize veidokai (respect) and veinanumi (caring), speak calmly, and use the coconut metaphor to normalize protection.
- Model respectful, non-judgmental language: Use terms like “safe/unsafe” or “comfortable/uncomfortable” instead of “good/bad,” and respond to youth disclosures with gentle affirmation.
- Reinforce confidentiality and self-respect: Remind youth what’s shared stays in the circle (unless safety is at risk) and highlight that setting boundaries is an act of strength, not disrespect.



WHY THIS SESSION MATTERS

Mental health challenges, relationship difficulties, and experiences of inequality are realities for many Pacific youth. This module provides essential skills and knowledge to help young people:

Facilitator Preparation

Session 4.3

This session focuses on mental health, stress, and coping, helping youth understand that seeking support is a strength, everyone experiences challenges, and we can navigate them together while respecting gender differences.

SESSION 2.1 FLOW

Time	Activity Name	Activities
0-10 min	**Opening – Set the Tone**	See Activity 1
10-25 min	**Warm-Up – Understanding Boundaries**	See Activity 2
25-45 min	**Draw Your Coconut Layers**	See Activity 3
45-55 min	**Role-Play – Safe vs Unsafe**	See Activity 4
55-60 min	**Wrap-Up – Affirmation Shells**	See Activity 5

Total Time: 60 minutes

MATERIALS NEEDED

- ☑ Real coconuts, or cut out shapes or drawn examples,
- ☑ coloured cards or paper (green, yellow, red), markers or pencils
- ☑ Chart paper, shells or small papers for reflection.
- ☑ Shells or small papers for reflection.



Pro Tip Pro Tip (Linking from Session 4.1): Remind youth that just like we learned to choose healthy friendships and resist gossip in Session 4.1, setting boundaries is another way we protect those friendships and ourselves with respect and courage.

My Coconut Layers

Activity 1



TIME: 10 MINUTES

PURPOSE:

Introduce the concept of personal boundaries using the culturally relevant coconut metaphor. Help youth understand that boundaries are natural, protective, and essential for wellbeing—just as the coconut shell protects what is precious inside.

MATERIALS NEEDED:

- One real coconut (whole, with shell intact)
- Mat or table where everyone can see the coconut clearly
- Quiet, comfortable space for the group to gather



INSTRUCTIONS:

1. Place the coconut in the center where everyone can see it.
2. Invite quiet observation for a few moments.
3. Introduce the metaphor: The coconut's shell protects what's precious inside—just like our boundaries protect our feelings, bodies, and privacy.
4. Ask: "What does the shell protect?"
5. Guide reflection: "Why does it need a shell?" and "How do we protect what's important to us?"
6. Close the link: Just as the shell protects the coconut, our boundaries protect our wellbeing—today we'll learn how to keep them strong.



EXAMPLE FACILITATOR MODELLING:

- Look at this coconut. The shell is hard, it keeps the water fresh and safe inside. Without the shell, the water would spill out or get dirty, right? Our boundaries work the same way. They protect our bodies, our feelings, our privacy. When our boundaries are strong, we stay safe and healthy inside."

KEY MESSAGE FOR THE ACTIVITY

The coconut is a powerful Pacific symbol of life, protection, and sacred purpose. Its shell represents natural boundaries that exist to preserve what is valuable and life-giving. This metaphor normalizes the concept of boundaries in a culturally grounded way, helping youth see that protecting themselves is not selfish or disrespectful—it is wise, natural, and necessary for wellbeing.

FACILITATION TIPS:

- Use silence effectively: Let the coconut "speak" first through observation. Silence invites curiosity and respect.
- Honor the coconut: Handle it with care and reverence, modeling respect for the metaphor and the learning ahead.



FACILITATOR REMINDER

- Use the coconut to show that boundaries protect what's precious inside us just like the shell protects the water.

Understanding Boundaries

Activity 2



TIME: 15 MINUTES

PURPOSE:

Help youth understand the three layers of personal boundaries (public, personal, private) using a simple, visual traffic light system. Build shared language for what can be shared openly, what should be shared selectively, and what belongs to them alone.

MATERIALS NEEDED:

- Three colored mats, cards, or large papers:
- Green – labeled "Public"
- Yellow – labeled "Personal"
- Red – labeled "Private"
- Markers (optional, for note-taking



INSTRUCTIONS:

1. Display the colors: Arrange green, yellow, and red mats where everyone can see them. Introduce the concept: Like a coconut has layers, we have layers this traffic light helps us understand boundaries.
2. Explain layers: Green - Public (share openly), Yellow - Personal (share with trusted people), red - Private (for you alone). Ask for examples: Invite youth to suggest ideas for each color and record or affirm responses.
3. Gently guide corrections: Warmly clarify if something fits better in another category (e.g., passwords are private).
4. Reinforce message: Everyone deserves privacy and respect — these layers help us know what to share and what to protect.



EXAMPLE FACILITATOR MODELLING:

"My name and favourite food are public, I can share them with anyone. If I'm sad or worried, that's personal, I share with someone I trust. My body (the parts covered by clothes), my passwords, medical info, and private messages are private. They belong to me, and I decide who knows"



KEY MESSAGE FOR THE ACTIVITY

Understanding the three boundary layers helps youth decide what to share and with whom. While Pacific cultures value sharing and community, this doesn't mean sharing everything. The traffic light system gives simple language that respects culture while protecting safety and dignity.

FACILITATION TIPS:

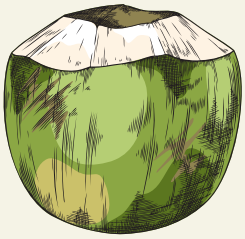
- Watch for confusion: Some youth may struggle with personal vs. private. Clarify: "Personal equals trusted people. Private = only you (or a doctor/parent if needed for safety)."
- Link to safety: Explain that keeping passwords and body boundaries private protects youth from harm online and offline.
- Correct gently: If youth misplace examples, guide without judgment: "That's a good thought! Let's think about where that fits best."

"Just like in Session 4.1 we learned to choose respectful friendships and resist gossip, these layers help us protect ourselves and others with the same respect"



Draw Your Coconut Layers

Activity 3



TIME: 20 MINUTES

PURPOSE:

Help youth personalize the three boundary layers by creating their own visual coconut map. Enable peer learning through safe sharing, and identify practical safety strategies for protecting boundaries when they are violated or threatened.

MATERIALS NEEDED:

- Blank paper (one per youth) coloured pencils, markers, or crayons
- Flip chart or large paper for recording group responses. Markers for facilitator
- Optional: Pre-drawn coconut template for youth who prefer tracing

INSTRUCTIONS:

1. Individual drawing (10 min): Youth draw a 3-layer coconut; Public (share openly), Personal (share with trusted people), Private (for you alone), and add examples.
2. Label, colour, or use symbols; remind them there's no wrong way.
3. Small group sharing (10 min): In pairs or trios, share one example from each layer, sharing is optional; "pass" is okay.
4. Discuss boundaries: What happens when someone breaks our "shell"? How does it feel? What could you do?
5. Whole-group reflection (5 min): Create a "How to Keep Our Coconut Safe" chart and list protection strategies (say no, walk away, block/report, tell a trusted adult).
6. Close: Affirm their ideas and remind them that protecting boundaries and asking for help shows strength.

EXAMPLE FACILITATOR MODELLING:

Our coconut shows what's public, personal, and private and if someone crosses our boundaries, we protect it by saying no, seeking help, or keeping our information safe

KEY MESSAGE FOR THE ACTIVITY

Personal boundaries are unique to each person and deserve protection. When boundaries are violated through gossip, unwanted touch, privacy invasion, or pressure youth have the right and ability to respond. Saying "no," seeking help, and removing themselves from unsafe situations are brave acts of self-respect, not disrespect to others. Boundaries honour the sacredness of each person.

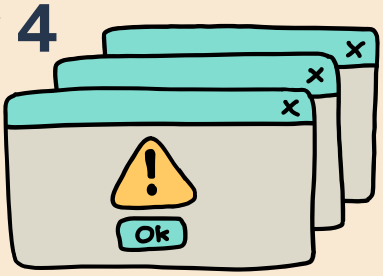
FACILITATION TIPS:

- Watch for distress: If a youth struggles to identify private boundaries or seems uncomfortable, check in quietly: "Are you okay? You can draw just one layer if that feels better."
- Celebrate safety strategies: When recording "How to Keep Our Coconut Safe," emphasise that youth already have power and agency they just need permission and practice to use it.

FOR PACIFIC YOUTH, WHO MAY FEEL CULTURAL PRESSURE TO PRIORITISE COMMUNAL NEEDS OVER PERSONAL BOUNDARIES, THIS ACTIVITY GIVES PACIFIC YOUTH PERMISSION TO HONOUR BOTH COMMUNITY AND PERSONAL SAFETY BOUNDARIES AREN'T BARRIERS, BUT THE FOUNDATION FOR HEALTHY, RESPECTFUL CONNECTIONS

Role-Play Safe vs Unsafe

Activity 4



TIME: 10 MINUTES

PURPOSE:

Help youth practice recognizing unsafe situations and rehearse appropriate safety responses through culturally relevant scenarios. Build confidence in taking action when boundaries are crossed, both online and offline.

MATERIALS NEEDED:

- 3–4 printed scenario cards (or written on paper)
- Optional: Chart paper with "Safety Actions" reference table displayed

INSTRUCTIONS:

1. Introduce activity: Explain we'll practice responding when someone crosses our coconut shell, using real-life Pacific scenarios.
2. Select scenarios: Choose 3–4 situations; assign to small groups, volunteers, or facilitator-led role-play.
3. Act it out: Youth perform brief, spontaneous responses (2–3 min each).
4. Discuss: Ask what happened, if it was safe/unsafe, and how boundaries were protected.
5. Review safety actions: Highlight key strategies from the Safety Actions table and identify what was used in scenarios.
6. Close: Affirm courage, remind youth that practicing helps them know what to do in real life — they're not alone.

EXAMPLE FACILITATOR MODELLING:

- "I'll go first. One storm (stressor) for me is feeling anxious before exams. One branch (coping strategy) I use is taking deep breaths and stretching."

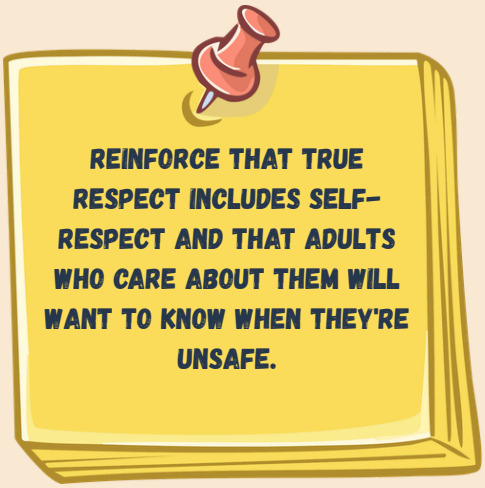


KEY MESSAGE FOR THE ACTIVITY

Talking about stress and listening supportively helps us feel understood and connected. Everyone faces challenges, and sharing builds trust and empathy.

FACILITATION TIPS:

- Affirm all attempts: Even if a youth's response isn't perfect, praise the effort: "Good job trying! What's another option?"
- Use local language and context: Adapt scenarios to reflect Fijian youth realities, and social media platforms they use (TikTok, WhatsApp, Instagram), family structures, school dynamics.



Safe vs Unsafe

Activity 4

SCENARIO 1: UNWANTED PHOTO REQUEST (ONLINE)

A stranger messages you on TikTok asking for a photo of yourself. They say, "Just one pic, you look nice."
Safe response: Say "No, I don't share my pictures," then block and report the account.

SCENARIO 2: PEER PRESSURE DARE (SCHOOL/FRIENDS)

Your friends dare you to climb onto the school roof or do a risky challenge. They laugh and call you "scared."
Safe response: Walk away quietly or say, "I'm not doing that," and find other friends.

SCENARIO C: SOCIAL (PHYSICAL TOUCH PRESSURE)

An older relative or family friend keeps touching your shoulder or back in a way that makes you uncomfortable.
Safe response: Move away, say "Please don't touch me like that," and tell a trusted adult (parent, teacher, aunt) later.

ROLE-PLAY EXTENSION – USE 3–4 SHORT SCENARIOS FOR QUICK ACTING AND DISCUSSION:

Safety Action	What It Means	Example
Say “No” firmly	You have the right to say no to anything that feels wrong or uncomfortable.	Someone asks for your photo online - you can say, “No, I don’t share my pictures.”
Walk away	Leave a place or situation that feels unsafe or pressured.	Your friends dare you to do something risky; you quietly walk away.
Talk to a trusted adult	Tell someone you trust about anything that worries or confuses you.	You tell your teacher or aunt when a classmate is sending rude messages.
Block and report	Use safety tools online to stop unwanted contact.	You block a stranger who keeps messaging you on Instagram.

Wrap Up – Affirmation Shells

Activity 5

TIME: 10 MINUTES



PURPOSE:

Give youth a meaningful, symbolic way to close the session by committing to one personal safety action. Reinforce collective strength and the understanding that every individual boundary contributes to a safer, healthier community.

MATERIALS NEEDED:

- Small shells or colored paper strips — one per participant
- Markers or pens
- Real coconut (from Activity 1) placed in the center

INSTRUCTIONS:

1. Distribute materials: Give each youth a shell or paper strip and a pen.
2. Introduce task: Reflect on today's learning and write one commitment: "One way I protect myself is by..."
3. Give examples if needed: Saying no, keeping passwords safe, telling someone trusted, walking away, blocking online, trusting feelings.
4. Quiet writing (2–3 min): Remind youth sharing is optional.
5. Place around coconut: One by one, place shells in the center; read aloud or place silently.
6. Close: Highlight that each shell represents a commitment to stay safe and strong.

EXAMPLE FACILITATOR MODELLING:

- "You will see see how the coconut tree metaphor (roots, winds, branches) works in real situations they actually face."
- "You've practiced recognizing stress and brainstorming solutions. Next time it happens in real life, you'll know what to do."

KEY MESSAGE FOR THE ACTIVITY

Every boundary we set is an act of courage and self-respect. Just as each shell placed around the coconut strengthens the circle, every youth who commits to protecting themselves contributes to a safer community. Boundaries are not walls that keep people ou; they are roots that keep us grounded, safe, and free to grow.

FACILITATION TIPS:

- Honour the silence: Some youth may write slowly or stare at their shell. Give space as this reflection is personal and meaningful.
- Never force sharing: Allow youth to place their shell silently if they prefer. Respect is modeled through choice.

TOOLBOX NOTE

- This closing ritual transforms individual learning into collective commitment. For Pacific youth, communal rituals carry deep meaning; placing shells around a coconut mirrors traditional practices of gathering and offering, making the moment feel sacred and memorable.

Recap Safe Spaces (Body, Mind & Online)

Reinforcing learning from Session 4.2, these activities helped participants reflect on their personal boundaries, practice safe responses to real-life challenges, and recognize the power of protecting their body, feelings, and privacy through collective strength and shared commitment.

SESSION 4.2 HIGHLIGHTS

Activity 1: Set the Tone – My Coconut Layers: Youth gathered around a real coconut and explored how its protective shell mirrors our own personal boundaries of body, feelings, and privacy.

Activity 2: Warm-Up – Understanding Boundaries: Using a traffic light system of green, yellow, and red cards, youth sorted examples into public, personal, and private layers, building shared language around what is safe to share and with whom.

Activity 3: Draw Your Coconut Layers: Youth drew and labeled their own three-layered coconut, shared examples in small groups, and collectively identified practical actions for "How to Keep Our Coconut Safe."

Activity 4: Role-Play – Safe vs Unsafe: Youth acted out real-life Pacific scenarios involving online pressure, peer dares, inappropriate touch, and cyberbullying, practicing confident safety responses using the seven key safety actions.

Activity 5: Wrap-Up – Affirmation Shells: Each youth wrote one personal safety commitment on a shell and placed it around the coconut, closing the session with a powerful collective symbol of strength, protection, and shared wellbeing.

Session Notes



WHAT WENT WELL?

WHAT ACTIVITIES ENGAGED YOUTH THE MOST?

REAL LEARNING MOMENTS OR SKILL DEVELOPMENT OBSERVED:

NOTES / OBSERVATIONS / IDEAS FOR NEXT SESSION:

Digital Life & Peer Pressure



Session 4.3

SESSION OBJECTIVE

To build young people's awareness of how digital life, peer pressure, and social media influence their thoughts, confidence, and relationships, helping them use online spaces wisely, communicate respectfully, and stay true to their values.

LEARNING OUTCOMES

By the end of this session, participants will be able to:

- •Explain how digital platforms and peers influence emotions and choices.
- •Identify examples of healthy and unhealthy online behavior.
- •Practise how to respond calmly to online pressure or negativity.
- •Express one personal affirmation for confidence and self-worth beyond social media.

KEY FACILITATOR NOTES

Create a warm, non-judgmental space where youth feel safe sharing real online experiences without shame, recognizing that digital life and peer pressure are challenging. Remind them that who they are offline, in family, community, and faith, matters far more than likes or followers.

FACILITATOR'S ROLE

The facilitator creates a safe, relatable space where youth feel empowered to reflect honestly on their digital habits and peer influences, guiding conversations with warmth and cultural grounding

FOR PARTICIPANTS TO REMEMBER: ONLINE PRESENCE DOES NOT DEFINE MY WORTH. MY VALUES GUIDE MY CHOICES. I DESERVE RESPECT, KINDNESS, AND SAFETY IN EVERY SPACE BOTH ONLINE AND OFFLINE!

HOW TO SET A STRENGTHS-BASED TONE:

- Affirm existing strengths: Youth already have the instincts, values, and community support to navigate digital life wisely; this session simply names and strengthens them.
- Build confidence, not fear: Frame online challenges as chances to practice courage, kindness, and critical thinking.
- Recognize good choices: Remind youth they've already made positive decisions online and can continue to do so.
- Center culture and connection: Emphasize that cultural identity, strong relationships, and personal values are their greatest protection online.

WHY THIS SESSION MATTERS

In a world where young people spend more time online than ever before, building the skills to navigate digital pressure, protect self-worth, and choose kindness over conformity is one of the most important life skills we can give them.

Facilitator Preparation

Session 4.3

Help Pacific young people understand and be able to explain how social media and peer influence shape their emotions and choices, identify healthy and unhealthy online behaviors, practice assertive and empathetic responses to digital pressure, and express a personal affirmation that affirms their confidence and self-worth beyond social media.

SESSION 4.3 FLOW

Time	Activity Name	Activities
0 - 10 min	**Scroll and Reflect**	See Activity 1
10-20 min	**Behind the Screen**	See Activity 2
20-30 min	**Chain Reaction**	See Activity 3
30-40 min	**Comment Circle**	See Activity 4
40-50 min	**Highlight Reel vs Real Life**	See Activity 5
50-60 min	**Mirror Talk (Reflection & Closing)**	See Activity 6

Total Time: 60 minutes

MATERIALS NEEDED

- ☑ Chart paper or whiteboard and Coloured markers or pens
- ☑ A4 paper or small cards for activities
  Sample or mock “social media feed” images (printed or described)
- ☑ Sticky notes for affirmations
- ☑ Soft background music (optional, for reflection)



Pro tip: If youth seem hesitant to share their real online experiences, start with hypothetical scenarios: "Imagine a friend who..."to create safe distance before inviting personal reflection. This gradually builds trust and opens the door for more honest, meaningful conversation about how online behavior and peer influence truly shape their self-esteem, choices, and digital habits.

Kick Off: Shells of Choice

Activity 1



TIME: 10 MINUTES

PURPOSE:

Help youth reflect on their daily digital consumption and its emotional impact, building critical awareness of how time spent on different platforms shapes their mood, focus, confidence, and self-image.

MATERIALS NEEDED:

- A4 paper or small cards (one per participant)
- Markers or pens
- Optional: Chart paper for recording group responses
- Optional: Pre-drawn "Balanced Digital Day" chart template

INSTRUCTIONS:

1. Introduce activity: Reflect on your digital life; not to judge, but to understand its impact.
2. List apps: Write your top 5 daily apps/platforms.
3. Self-check: For each, note time spent, how you feel after, and what you gain.
4. Quiet reflection (3–4 min): Honest, private writing; sharing is optional.
5. Group discussion: Which apps lift you up or drain you? Record responses in two columns.
6. Close: Digital spaces should build you up; you choose how to use them. Optional: create a “Balanced Digital Day” plan or short pledge.

EXAMPLE FACILITATOR MODELLING:

I use Instagram daily, and if I scroll too long I sometimes feel less confident; but when I use it to connect or learn, I feel good, so it’s not the app, it’s how I use it. Now reflect on your own apps; be honest, there’s no judgment, just awareness

KEY MESSAGE FOR THE ACTIVITY

“Awareness is the first step to change. By reflecting on which platforms energize versus drain them, youth begin to take conscious control of their digital habits. In Pacific cultures, balance; like the rhythm of ocean tides; is essential to wellbeing.”

FACILITATION TIPS:

- Praise self-awareness: Acknowledge when youth notice draining platforms.
- Connect to culture: Link digital balance to Pacific wellbeing; time with nature, family, and community feeds the spirit.
- Keep it light: Maintain a positive, curious, non-judgmental energy.

FACILITATOR TOOLBOX NOTE:

Rather than demonizing digital platforms, this activity builds critical awareness and personal agency. Some youth may reveal concerning patterns; excessive screen time, platforms that consistently make them feel bad, or signs of digital comparison and anxiety.

Behind the Screen: Online Influence



Activity 2



TIME: 15 MINUTES

PURPOSE:

Help youth understand how algorithms, influencers, and curated content shape their online experiences, building awareness and empowering conscious choices.

MATERIALS NEEDED:

- Two contrasting sample social media feed images (printed screenshots or hand-drawn mock feeds)
- Chart paper or whiteboard
- Markers

INSTRUCTIONS:

1. Introduce concept: Highlight that feeds differ due to unseen factors and set the focus on algorithms.
2. Show contrasting feeds: Display or describe two different feeds for comparison.
3. Ask opening question: Invite youth to consider why feeds look different and what influences them.
4. Briefly describe how clicks, likes, and shares shape what they see.
5. Explore risks of one-sided content and its impact on feelings or beliefs.
6. Capture observations under “What Algorithms Do” / “What We Can Do About It” and emphasize youth can choose what they follow and trust.

EXAMPLE FACILITATOR MODELLING:

- I watch cooking videos, so my feed shows recipes. If I watched fashion instead, my feed would change; algorithms shape what we see and how we feel.
- What you click, watch, or like shapes your feed; your interests guide the algorithm, which then shows more of the same and influences how you feel.

KEY MESSAGE FOR THE ACTIVITY

When youth understand that their feed is curated by data; not reality; they develop the critical thinking skills to question what they see, seek balanced information, and protect their self-image from unrealistic digital standards.

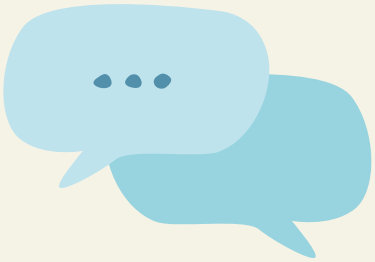
FACILITATION TIPS:

- Connect to culture: In Pacific cultures, truth and discernment are valued community responsibilities. What we consume online should reflect those same values.
- Use local examples: Reference Fijian or Pacific influencers, local news pages, or community Facebook groups to make the concept tangible.

ALGORITHM (YOUTH-FRIENDLY DEFINITION):

"An algorithm is a set of rules that decides what you see online. Apps notice what you like, click, or watch, and then show you more of the same. It’s like a guide that shapes your feed; sometimes helpful, sometimes tricky; so you can be aware and choose what to follow."

Chain Reaction: Peer Pressure



Activity 3



TIME: 15 MINUTES

PURPOSE:

Help youth experience firsthand how peer choices and online trends spread quickly, building awareness of how social pressure influences decision-making and empowering them to pause, think critically, and respond with intention rather than impulse.

MATERIALS NEEDED:

- A4 paper or small cards (one per participant)
- Markers or pens
- Optional: Chart paper for recording debrief responses

INSTRUCTIONS:

1. Explain to youth that they will see how quickly something spreads online and how their choices affect it.
2. Start the chain: One volunteer writes or reads a pretend “dare” or trend.
3. Pass it on: Each youth chooses to join, ignore, or speak up.
4. Complete the chain: Pass around the whole group, noting each choice.
5. Observe and discuss: Ask what happened, why they chose as they did, and how one person can influence the chain.
6. Close with key message: “Every choice matters; speaking up can change the whole group.”

EXAMPLE FACILITATOR MODELLING:

“I’ll start with a dare — 'Post a video mocking someone’s accent.' Each person chooses to join, ignore, or speak up. At the end, notice the pattern: most who stayed silent let it spread, but even a few who spoke up slowed or stopped it. This shows how your choice shapes what happens online.”

KEY MESSAGE FOR THE ACTIVITY

Peer pressure moves fast online; but so does courage. Every individual choice in a chain either amplifies harm or interrupts it. By pausing before reacting, youth reclaim their power to act from their values rather than from fear of missing out or desire for approval. In Pacific communities, collective responsibility means we look out for one another; online and offline.

FACILITATION TIPS:

- Highlight the power of speaking up: Celebrate youth who chose to speak up, framing it as an act of courage and leadership, not rule-following.
- Connect to real platforms: Reference specific scenarios from WhatsApp groups, TikTok challenges, or Facebook dares that Fijian youth encounter daily.
- Use Pacific values: Connect the debrief to veidokai (respect) and veivosaki (speaking truthfully) reminding youth that their voice carries cultural responsibility.

Practicing Respectful Communication



Activity 4

TIME: 20 MINUTES

PURPOSE:

Help participants surface questions they may feel shy to ask, respectfully correct misinformation, and strengthen confidence to make safe, informed choices

MATERIALS NEEDED:

- Blank A4 paper or large cards (one per participant)
- Markers or pens
- Optional: Printed "post" template designed to look like a social media post

INSTRUCTIONS:

1. Introduce activity: Explain it's a safe space to practice posting and receiving feedback.
2. Create posts: Each youth writes or draws a simple update on paper (achievement, photo, or status).
3. Pass posts: Youth rotate and write one comment on each; kind, teasing, supportive, or neutral.
4. Read aloud: Youth receive their posts back and read all comments to the group.
5. Discuss: Reflect on how comments felt, which helped, which hurt, and how it differs online.
6. Record & close: Note insights under "Comments That Build/Break" and emphasize: every comment carries weight; choose kindness.

EXAMPLE FACILITATOR MODELLING:

"Think about a post you have seen before or remember. A kind comment can lift someone up, a mean one can hurt, or choosing not to react at all is also a choice; and it has an effect too"

KEY MESSAGE FOR THE ACTIVITY

Words typed on a screen are not weightless; they land on real people with real feelings. Empathy online requires the same care and intention as face-to-face communication. In Pacific cultures, vosa vakaturaga (respectful speech) is a mark of character and community values.

FACILITATION TIPS:

- Remind youth teasing must be mild and not personal.
- Acknowledge strong reactions as valid.
- Highlight how timing and context affect feelings.
- Connect activity to real online experiences gently.

FACILITATION NOTE: IF A YOUTH DISCLOSES THAT THEY HAVE EXPERIENCED CYBERBULLYING OR HARMFUL COMMENTS, ACKNOWLEDGE THEM WARMLY AND FOLLOW UP PRIVATELY WITH APPROPRIATE SUPPORT AND REFERRAL PATHWAYS.

Highlight Reel vs Real Life

Activity 5



TIME: 10 MINUTES

PURPOSE:

Help youth recognize that social media presents a curated, filtered version of life rather than the whole story, building emotional resilience, authentic self-worth, and freedom from the pressure of unrealistic online comparisons.

MATERIALS NEEDED:



- Flipchart or large paper
- Markers
- Stickers or symbols (optional)
- Phones (optional, for saving numbers)

INSTRUCTIONS:

1. Introduce activity: Everyone has a “highlight reel” online; today we explore what’s shown vs. hidden.
2. Materials: Folded sheet labeled “What I Post” and “What I Don’t Post.”
3. Individual work: Draw or write examples for both sides.
4. Optional sharing: Volunteers share differences between public and private life.
5. Discussion: How does comparing to others affect us? What feels real?
6. Takeaway: Likes don’t equal happiness; everyone has hidden struggles.

EXAMPLE FACILITATOR MODELLING:

On my sheet, I put my fun beach photos under 'What I Post,' and my stressful school week under 'What I Don’t Post' — showing that online only shows part of my life."

KEY MESSAGE FOR THE ACTIVITY

Social media is a highlight reel, not a diary. When youth understand that everyone curates their online image, they free themselves from the trap of comparison and begin to measure their worth by their values, relationships, and growth rather than likes, filters, and follower counts. Authentic confidence comes from knowing and accepting both sides of the page.



FACILITATION TIPS:

- Model vulnerability first: Share your own example genuinely before asking youth to share; this gives them permission to be honest rather than performative.
- Watch for distress: If a youth reveals significant struggles with self-image or social media anxiety, check in privately and offer appropriate support.

TOOLBOX NOTE

- Many youth carry a private gap between who they are online and who they are at home — this activity gives that gap a name and removes the shame around it. Reinforce that the full, real, unfiltered version of themselves is not something to hide — it is something to honor.

Wrap Up – Affirmation Shells

Activity 5



TIME: 10 MINUTES

PURPOSE:

Help youth reconnect with their intrinsic self-worth beyond online validation, building emotional resilience against comparison culture and closing the session with a powerful collective affirmation of confidence, identity, and dignity.



MATERIALS NEEDED:

- Soft background music (ocean sounds or local song)
- Sticky notes, small cards, or A4 paper for affirmations
- Markers or pens
- Optional: Poster materials for group affirmation display

INSTRUCTIONS:

1. Set the tone: Play soft music and ask youth to sit or stand comfortably.
2. Distribute post-it notes; guide youth to quietly repeat affirmations like “I am enough” and “My worth is not online.”
3. Allow 30–60 seconds of silent reflection.
4. Invite youth to write one personal affirmation on a sticky note or card.
5. Share in a circle, acknowledging each aloud, and optionally create a display titled “We Are More Than Our Likes.”
6. Close with a reminder: Their value is real; online or offline.

EXAMPLE FACILITATOR MODELLING:

- “If you don’t have a mirror, that’s okay — you can look at your reflection in your screen, a window, or just picture yourself in your mind while saying your words.”

KEY MESSAGE FOR THE ACTIVITY



True confidence is not built on likes, followers, or online approval — it is rooted in self-knowledge, values, and community. When youth speak kindness to themselves, they begin to build the internal foundation that no algorithm can shake. In Pacific cultures, a person's worth is found in their relationships, their character, and their contribution to community — not in their digital presence.

FACILITATION TIPS:

- Hold the silence: The quiet mirror moment may feel uncomfortable at first; resist the urge to fill it. That pause is where the real reflection happens.
- Model genuine vulnerability: Share your own affirmation authentically before asking youth to share. This gives permission for honesty over performance.



TOOLBOX NOTE

- This closing activity turns the session into a personal moment of self-affirmation, helping Pacific youth speak kindness to themselves and feel valued beyond online pressure.



Recap Digital Life & Peer Pressure

This session helps youth understand personal safety and boundaries across different spaces; home, school, and online. Youth learn to recognize unsafe situations, practice ways to protect themselves, and build confidence in asserting their limits while maintaining respect for others

SESSION 4.3 HIGHLIGHTS

- **Coconut Boundaries Activity:** Youth explored personal boundaries using the coconut metaphor (shell, flesh, water). They recognized what was public, personal, and private, and understood boundaries as protection for feelings, bodies, and privacy.
- **Traffic Light Layers:** Youth mapped boundaries into green (public), yellow (personal), and red (private) zones. They identified examples for each layer and learned how to decide what to share and with whom.
- **Role-Play Safety Scenarios:** Small groups acted out real-life situations (e.g., someone taking a phone, peer pressure, online messaging). They practiced saying no, seeking help, and protecting personal space, and reflected on safe and unsafe responses.
- **Coconut Commitment: Y**outh wrote or drew one action they would take to protect their boundaries and placed it around a central coconut. They internalized learning, committed to at least one personal safety action, and saw their collective commitment visually.
- **Reflection and Discussion:** The group reflected on how boundaries kept them safe at home, school, and online. They strengthened self-awareness, normalized asking for help, and connected personal safety to respect and self-respect.

Session Notes



WHAT WENT WELL?

WHAT ACTIVITIES ENGAGED YOUTH THE MOST?

REAL LEARNING MOMENTS OR SKILL DEVELOPMENT OBSERVED:

NOTES / OBSERVATIONS / IDEAS FOR NEXT SESSION:

Smart Choices: The Truth About Substances

Session 4.4

SESSION OBJECTIVE

To help youth understand the effects and myths surrounding substances (alcohol, vaping, drugs) and learn practical ways to say “no” while maintaining health, safety, and respectful friendships.

LEARNING OUTCOMES

By the end of this session, participants will be able to:

- Identify myths and truths about alcohol, vaping, and drugs.
- Practise refusal skills through role-play.
- Recognise how peer influence and media affect their decisions.
- Commit to healthy, positive choices that protect well-being.

WHY THIS SESSION MATTERS

Young people are exposed to mixed messages about substances through friends, social media, music, and community environments. In places like Australia and across the Pacific region, vaping and alcohol use among youth have increased, often normalised as “just part of growing up.

This session matters because:

- Early use of substances can affect brain development and long-term health.
- Myths spread quickly through platforms like TikTok and Facebook.
- Many young people struggle to say no without feeling embarrassed, judged, or excluded.

FACILITATORS GUIDANCE NOTE: STAY NEUTRAL: AVOID LECTURING. GUIDE CONVERSATION WITH CURIOSITY. WATCH REACTIONS: SOME YOUTH MAY HAVE PERSONAL EXPERIENCES WITH SUBSTANCE HARM. BE SENSITIVE.

HOW TO SET A SAFE, RESPECTFUL TONE:

- Begin with group agreements (respect, no judgement, confidentiality).
- Use inclusive language and avoid shaming or labelling.
- Acknowledge that some participants may have family members who use substances.
- Encourage listening without interrupting.
- Model calm, non-reactive responses to all contributions.
- Remind participants: “We are here to learn, not to judge.”

FACILITATOR’S ROLE

The facilitator guides discussion with neutrality and warmth, corrects misinformation gently, models refusal language confidently, and ensures every participant feels heard, respected, and safe to contribute.

Facilitator Preparation

Session 4.4

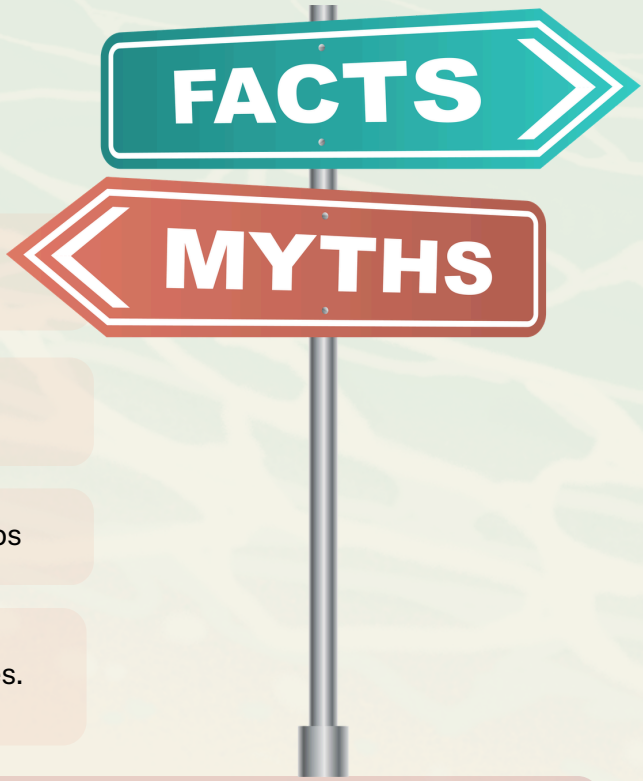
This session helps young people recognise how peer pressure, bullying, and social influences affect themselves and others. It builds skills to respond assertively, strengthen friendships, and make safe, respectful choices. Youth learn that their voice matters, kindness is a strength, and standing up for themselves and others supports confidence, wellbeing, and positive relationships.

SESSION 4.1 FLOW

Time	Activity Name	Activities
0-05 min	**Opening – Setting the Scene**	See Activity 1
05-20 min	**Warm-Up – Truth or Myth Game**	See Activity 2
20-50 min	**Main Activity: River Role-Play**	See Activity 3
50-60 min	**Wrap-Up – River Reflection**	See Activity 4

Total Time: 60 minutes

MATERIALS NEEDED



- ☑ Blue cloth or paper river
- ☑ Flashcards with true/false statements,
- ☑ Small cards or “River Cards” for scenarios
- ☑ Markers, blue paper drops or sticky notes.

Pro Tip for Facilitators: Instead of focusing only on the dangers of alcohol, vaping, or drugs, guide young people to connect choices to their personal goals; sport, leadership, culture, family, study, or career dreams. When youth link decisions to what matters to them, motivation becomes internal, not imposed.

Opening – Setting the Scene

Activity 1



TIME: 5 MINUTES

PURPOSE:

To introduce the session theme in a visual and relatable way, helping young people understand that everyday choices shape their direction, health, and future.
This activity sets a reflective, non-judgemental tone and prepares participants to explore substance-related decisions through the river metaphor.

MATERIALS NEEDED:

- Blue cloth or long blue paper (river)
- Paper mountain (decision point)
- Clear water labels (safe/healthy choices)
- Muddy water labels (risky/unhealthy choices)
- Markers

INSTRUCTIONS:

1. Lay the blue river through the centre, add a “Decision Point” mountain at the top, and split the end into clear (healthy) and muddy (risky) paths.
2. Gather participants around the river visual.
3. Introduce the river metaphor using the framing statement.
4. Invite youth to share everyday choices that affect health and safety.
5. As choices are shared, place them along the river and briefly discuss where they may lead over time.

EXAMPLE FACILITATOR MODELLING:

"Before we start, I'll show you how this works. I'm holding this smooth stone, and the word I choose is 'hopeful', because I'm hopeful we'll learn together today in a respectful way. Now I place my stone in the middle. Who would like to go next? Remember, you can also say 'pass' if you're not ready."

KEY MESSAGE FOR THE ACTIVITY

Every choice flows somewhere.
Small decisions today shape future outcomes.
We all stand at decision points — and we have power over direction.

FACILITATION TIPS:

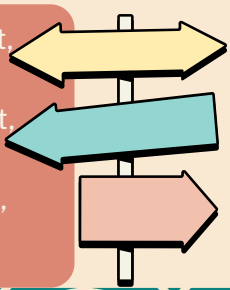
- Avoid labelling participants’ ideas as “good” or “bad.”
- Instead, ask reflective questions:
- “What could be the short-term effect?”
- “What might be the long-term impact?”
- This keeps the conversation empowering rather than shaming.

FACILITATOR TOOLBOX NOTE:

- If discussion is quiet: Offer examples to spark thinking (sports, social media use, parties, study habits, friendships).
- If youth joke or minimise risk: Stay calm. Say, “Let’s explore that a little more,” and guide them back to consequences without embarrassment.

AGE ADAPTATIONS:

- **10–12:** Learn basic choices, respect, patience, and playful metaphors.
- **13–17:** Explore full options, consent, relationships, and emotions.
- **18–24:** Apply complete knowledge, practical skills, and peer support.



Warm-Up – Truth or Myth Game

Activity 2



TIME: 15 MINUTES

PURPOSE:

To help youth separate fact from misinformation about substances, highlight potential risks, and show how knowledge guides safer choices



MATERIALS NEEDED:

- Flashcards with True/False statements (refer to activity sheet on next page)
- Open space for movement (left = True, right = Myth)
- Optional: markers or sticky notes to track choices



INSTRUCTIONS:

1. Explain the Game:
2. Youth move left for "True" and right for "Myth" when a statement is read aloud.
3. Read Statements: (refer to next page)
4. Use flashcards with examples like:
5. Facilitate Brief Discussion:
6. After each statement, ask youth to explain why they think it's true or false. Reinforce the correct answer and key points.
7. Link to River Metaphor: Remind participants that knowledge helps them see where the current is taking them and supports clear, safe choices.



EXAMPLE FACILITATOR MODELLING:

"Let's see if your river is flowing in the right direction! If a statement is true, move left; if it's a myth, move right. Then we'll talk about why. Knowledge helps us steer our river safely."

KEY MESSAGE FOR THE ACTIVITY

Knowing the facts about substances helps you make safe choices and avoid being carried along by myths or peer pressure.

FACILITATION TIPS:

- Encourage explanation, not just movement. Ask, "Why did you choose that side?"
- Stay neutral when youth give wrong answers; guide gently with facts.
- Praise curiosity and thoughtful reasoning.

TOOLBOX NOTE

- If participants are shy or hesitant: Allow silent hand signals instead of moving.
- If debate arises: Let youth discuss briefly, then provide clear facts to prevent misinformation.
- For energy management: Mix quick, fun statements with serious ones to keep engagement high.

AGE ADAPTATIONS:

- 10–12: Use simple, everyday examples and playful explanations.
- 13–17: Include peer pressure and emotional effects, ask "How would that feel?"
- 18–24: Add real-life scenarios, legal consequences, and long-term risks.

Flashcards with True/False statements

Activity 2

YOU CAN GET ADDICTED AFTER ONLY TRYING DRUGS ONCE.

Answer: TRUE

Debrief: Some substances hook the brain quickly and change how it works.

NERGY DRINKS ARE SAFE BECAUSE THEY ARE NOT ALCOHOL.

Answer: Myth

Debrief: Too much caffeine can harm the heart and affect sleep.

SMOKING MARIJUANA HELPS YOU STUDY BETTER.

Answer: Myth

Debrief: It slows memory and concentration.

MIXING ALCOHOL WITH SOFT DRINKS MAKES IT SAFER.

Answer: Myth

Debrief: Hides taste but keeps same risks.

PRESCRIPTION PILLS ARE SAFE TO SHARE IF A DOCTOR GAVE THEM TO SOMEONE YOU KNOW.

Answer: Myth

Debrief: Every body reacts differently; sharing is unsafe and illegal.

PEER PRESSURE ONLY HAPPENS TO TEENAGERS.

Answer: Myth

Debrief: People of all ages can be influenced by others.

ONCE YOU START DRINKING OFTEN, IT'S EASY TO STOP ANYTIME.

Answer: Myth

Debrief: Habits form quickly and are hard to break without help.

TALKING TO A TRUSTED ADULT CAN HELP YOU MAKE STRONGER CHOICES.

Answer: True

Debrief: Adults can guide you and help find support.

SOME PEOPLE USE SUBSTANCES TO COPE WITH SADNESS OR STRESS.

Answer: True

Debrief: Short relief may lead to deeper harm later.

CHOOSING TO STAY SOBER CAN INSPIRE YOUR FRIENDS.

Answer: True

Debrief: Positive role models show courage and self-respect.

Main Activity – River Role-Play

Activity 3



TIME: 30 MINUTES

PURPOSE:

To help youth practise decision-making and refusal skills in realistic situations, understand peer and family influence, and build confidence in making healthy choices.

MATERIALS NEEDED:

- "River Cards" with scenario prompts
- Open space for small group discussions and short skits
- Optional: props (soft drink cans, phones, paper "substances")

INSTRUCTIONS:

1. Divide participants into 3–4 groups and give each a River Card with a scenario.
2. Groups either act out the situation in a short skit or discuss what the main character should do.
3. After 5–10 minutes, groups share skits or explanations with the whole group and discuss using prompts.
4. Introduce the 3R Rule (Refuse, Reason, Redirect) and practise in pairs, taking turns offering and refusing.
5. Rotate pairs to allow multiple attempts, then debrief on what felt easy or hard and which strategies worked best.

EXAMPLE FACILITATOR MODELLING:

"Let's see how our choices keep the river clear. When someone offers a substance, you can Refuse, give a simple Reason, and Redirect to something positive. Watch me demonstrate:

- 'No thanks, I'm focused on training today. Let's grab a smoothie instead.'"

KEY MESSAGE FOR THE ACTIVITY

Practising refusal skills strengthens confidence, shows self-respect, and helps keep your "river" flowing toward healthy choices. Peer and family influence is real, but you have power over your decisions.

FACILITATION TIPS:

- Praise creative but safe refusal strategies.
- Keep scenarios culturally relevant; adjust examples to local context.
- If participants struggle, suggest simple phrases to start.
- Reinforce that redirecting can make saying no easier and less confrontational.

TOOLBOX NOTE

- Quiet groups: Prompt with questions like "What else could the person say?" or "How would your friend react?"
- Overactive groups: Set a timer for skits to keep discussion moving.
- Sensitive experiences: Acknowledge, then steer focus back to learning and practising refusal skills.

River Cards

Activity 3

R Introduce the 3R Rule: Refuse with a clear “No thanks,” Reason by giving a simple explanation, and Redirect to a positive alternative; practise in pairs, taking turns offering and refusing.

R Rotate pairs for multiple practice opportunities, then debrief on what felt easy or challenging, which strategies worked best, and how the 3R Rule could be adapted to each scenario.

R

RIVER CARD: PARTY PRESSURE

FRIENDS OFFER YOU A DRINK AT A BIRTHDAY PARTY.

Discussion Point: What are your options?

RIVER CARD: STRESS RELEASE

YOU FEEL LOW AFTER EXAM RESULTS; A COUSIN OFFERS A SUBSTANCE.

Discussion Point: What healthy choices could help instead?

SOCIAL MEDIA TREND

A TIKTOK CHALLENGE SHOWS STUDENTS VAPING IN UNIFORMS.

Discussion Point: What could happen if you copy this?

RIVER CARD: FAMILY EXAMPLE

YOU SEE ADULTS DRINKING EVERY WEEKEND AND THINK IT’S NORMAL.

Discussion Point: How does this influence your view?

Wrap-Up – River Reflection

Activity 4



TIME: 10 MINUTES

PURPOSE:

To consolidate learning, encourage personal commitment to healthy choices, and provide a visual and memorable reminder of the session's key messages.

MATERIALS NEEDED:

- Blue paper drops or sticky notes
- Markers
- River visual set up from Activity 1

INSTRUCTIONS:

1. Gather youth at the "source" of the river (top of the blue cloth/paper).
2. Reflection Prompt: Invite each participant to think quietly about one positive choice they will make this week that supports their health, safety, or goals.
3. Verbal Commitment:
4. Ask participants to step forward and say aloud: "My choices flow to a clear sea."
5. This reinforces ownership and public commitment in a supportive space.
6. Visual Commitment: Have each participant write their choice on a blue paper drop or sticky note.
7. Place it along the river to create a collective visual representation of healthy choices. Highlight how the combined choices form a "clear river" and discuss how individual decisions influence both themselves and their community.

EXAMPLE FACILITATOR MODELLING:

- how participants how to reflect, commit, and place their choice along the river so they can mirror the behaviour confidently.
- "This week, I will choose to take a short walk every day instead of scrolling on my phone too long. My choices flow to a clear sea."

KEY MESSAGE FOR THE ACTIVITY

- Every choice adds to the flow of your life; positive choices keep the river clear.
- Saying yes to safe, healthy behaviours strengthens confidence, relationships, and future opportunities.
- Your decisions influence both yourself and those around you.

FACILITATION TIPS:

- Build Trust Early: Start with calm, open energy so youth feel safe sharing.
- Keep Non-Judgmental Tone; Avoid scolding; guide thinking with open questions.
- Encourage Reflection, Not Lecture: Focus on youth sharing and committing personally.

CONNECT CHOICES TO THE METAPHOR: "EVERY HEALTHY CHOICE YOU MAKE ADDS CLARITY AND STRENGTH TO YOUR RIVER, JUST LIKE CLEAN WATER NOURISHES THE LAGOON."

ENCOURAGE REFLECTION ON THE WEEK AHEAD AND PERSONAL RESPONSIBILITY. EXAMPLE: LIKE THE RIVER MEETING THE SEA, EACH DAY IS A NEW CHANCE TO KEEP YOUR CHOICES FLOWING CLEARLY."

Recap Smart Choices: The Truth About Substances

In this session, youth reflected on how their choices, peer pressure, and social influences shape their “river” of life. They practised assertive responses, strengthened friendships, and committed to positive, safe decisions. By visualising their healthy choices flowing along the river, participants recognised that kindness, confidence, and standing up for themselves and others support wellbeing and positive relationships.

SESSION 4.4 HIGHLIGHTS

- **Opening – Setting the Scene:** Youth named everyday choices that affect their health and safety while exploring how decisions shape the river’s flow, visually showing the impact of each choice.
- **Warm-Up – Truth or Myth Game:** Youth moved left or right for True or Myth statements and discussed each one, separating facts from misinformation about substances.
- **Main Activity – River Role-Play:** Youth acted out or discussed real-life scenarios, practising the 3R Rule (Refuse, Reason, Redirect) to build confidence in saying no to risky choices.
- **Wrap-Up – River Reflection:** Youth shared one positive choice for the week and placed a blue paper drop along the river, creating a visual flow of healthy decisions representing personal and collective commitment.

Session Notes



WHAT WENT WELL?

WHAT ACTIVITIES ENGAGED YOUTH THE MOST?

REAL LEARNING MOMENTS OR SKILL DEVELOPMENT OBSERVED:

NOTES / OBSERVATIONS / IDEAS FOR NEXT SESSION:

Module 4 Conclusion

BRINGING IT ALL TOGETHER

This module equipped young people with knowledge and skills to make safe, confident choices around peer pressure, digital life, personal boundaries, and substance use. Through Sessions 4.1–4.4, they explored social influences, practised assertive refusal and safe communication, reflected on online safety, and learned facts about alcohol, vaping, and drugs.

By considering their choices and strengths, youth are empowered to make responsible decisions and foster positive, respectful relationships.

HOW THESE SESSIONS CONNECT?

Module 4 builds a connected learning journey:

- **Session 4.1 – Peer Pressure & Bullying:** Stand Strong, Stand with Friends introduced social influences, peer pressure, and respectful friendships, helping youth recognise risks and practise assertive responses.
- **Session 4.2 – Digital Life: Social Media, Cyberbullying, Privacy, Screen Habits** explored online safety and responsible digital behaviour, building on confidence and peer-awareness from 4.1.
- **Session 4.3 – Personal Safety & Boundaries: Home, School, Online f**ocused on recognising unsafe situations, setting boundaries, and seeking help to protect wellbeing.
- **Session 4.4 – Alcohol, Drugs, Vaping: Facts, Harms, Help & Refusal Skills** provided accurate substance information, practised refusal skills, and reflected on healthy choices to support safe, informed decisions.

KEY MESSAGES TO CARRY FORWARD

Youth have the knowledge, skills, and confidence to make safe, respectful choices, stand up for themselves and others, and continue practising these skills in everyday life.

Which skills or insights do you feel youth gained most strongly through this module?

What are your reflections on facilitating the full module, and what stood out most about youth engagement or learning?

Which activities or methods were most effective in supporting youth learning, and would you use them again?

What connections or patterns did youth make across the module, and how did these reinforce their understanding and decision-making?

CELEBRATE THE SKILLS AND INSIGHTS YOUTH GAINED, NOTICE CONNECTIONS ACROSS PEER PRESSURE, DIGITAL LIFE, BOUNDARIES, AND SUBSTANCES, REFLECT ON WHAT WORKED WELL AS A FACILITATOR, AND CARRY FORWARD THE TOOLS YOUTH NOW HAVE TO MAKE SAFE, CONFIDENT CHOICES AND BUILD POSITIVE, RESPECTFUL RELATIONSHIPS.

Module 4 Evaluation



Evaluation is intended to support facilitators and strengthen future delivery. These tools are reflective and flexible, and facilitators are encouraged to adapt them to suit their context and capacity.

MODULE EVALUATION CHECKLIST

Criteria	Yes	Somewhat	Needs Attention
Instructions were clear and easy to follow			
Language was inclusive (gender, culture, disability.			
Group engagement was strong			
Time was managed well			
All voices were balanced (shy vs. confident)			
Closing takeaway was clear			

FACILITATOR REFLECTION (SHORT NOTES) ANY COMMENTS OR OBSERVATIONS? WHAT WORKED WELL OR WHAT NEEDS ADJUSTING?

OVERALL SESSION RATING

◯ Need to Adjust ◯ Somewhat Effective ◯ Effective ◯ Very effective

Module 4 Notes



ADDITIONAL OBSERVATIONS / NOTES:

You've Completed the Life Skills Module!

Congratulations! You have explored four key areas of life skills:

Module 1: Know Yourself & Speak Up

– Built self-awareness, emotional understanding, and communication confidence.

Module 2: Feel Well, Love Well – Learned to care for your wellbeing and develop safe, respectful relationships.

Module 3: Sexual and Reproductive Health & HIV – Gained knowledge about your body, choices, and protection.

Module 4: Smart Choices & Safety – Developed skills to navigate peer pressure, digital spaces, and substance-related decisions safely.

Throughout the program, you have reflected on identity, understood the importance of values as personal guides, and recognised the role of community, where everyone contributes their strengths to move forward together.

KEY MESSAGES TO CARRY FORWARD:

- **Your choices shape your path: make them with care and confidence.**
- **Kindness, respect, and assertiveness are strengths that support yourself and others.**
- **Every young person brings value: your voice and actions matter.**
- **Take these lessons with you, continue practising your skills, and keep paddling together toward a positive, healthy, and safe life.**



Fiji – Support & Contacts (Confidential Help)



Crisis & Emotional Support (24/7)
Lifeline Fiji – Confidential support, crisis counselling, and suicide prevention (available anytime).

- Helpline: 1543 (free)
- Child Helpline: 1325 (free)
- DV Helpline: 1560 (free)

Child Helpline Fiji – 24/7 support for children and youth with emotional distress, abuse, trauma, bullying, and stress.
Helpline: 1325

Mental Health & Emotional Support
Empower Pacific (24/7 Counselling Helpline) – Free, confidential support for distress, anxiety, bullying, identity issues, self-harm, substance concerns, relationships, and more.
Helpline: 5626 (toll-free)
Youth Champs 4 Mental Health – Youth-focused mental health advocacy and support.
Phone: (679) 9316 307 / 9706 512

Violence, Safety & Advocacy Support

- Fiji Women's Crisis Centre (FWCC) – Free, confidential counselling for survivors of domestic violence, sexual assault, child abuse, and harassment; legal advice and referral support.
- 24-hour phone: (679) 3313 300
- Suva: 3313 300 | Nadi: 6707 558 | Ba: 6670 466 | Rakiraki: 6694 012 | Labasa: 8814 609

Health, HIV & Sexual/Reproductive Services

- Medical Services Pacific (MSP) – Youth-friendly clinical services including sexual and reproductive health, family planning, STI/HIV testing, post-rape care, child protection services.
- Child Helpline (24/7): 1325
- General contact: (679) 3315295

Community Mental Health Teams & Hospitals

- Professional support available through public health clinics (Suva, Lautoka, Labasa).
- Suva Stress Ward: 3313 444 | Lautoka: 6660 399 | Labasa: 8811 444

Police & Emergency

- **Police (Emergency Response) – 917**
- **Sexual Offences Unit (Toorak, Suva) – 3318 525 / 3318 520**

FREQUENTLY ASKED QUESTIONS



FAQs



1. **What is the purpose of this Life Skills Module?**
This module helps young people build knowledge, confidence, and skills to make safe, responsible choices in their daily lives. It covers peer pressure, digital life, personal safety, boundaries, and substance use.

2. Who is this module for?
It's designed for youth aged approximately 12–19, but can be adapted for younger or older groups. Facilitators should tailor examples and discussions to the age, maturity, and cultural context of participants.

3. What topics are covered?

- Module 1 – Know Yourself & Speak Up: Identity, emotions, self-expression, communication skills.
- Module 2 – Feel Well, Love Well: Wellbeing, mental health, respectful relationships, self-care.
- Module 3 – Sexual & Reproductive Health & HIV: Puberty, consent, boundaries, sexual health, HIV/STIs, stigma.
- Module 4 – Smart Choices & Safety: Peer pressure, digital wellbeing, personal boundaries, alcohol, vaping, and drugs.

4.Are the modules stand-alone or do they connect to each other?
The modules are intentionally interconnected. Each module builds on the skills and knowledge introduced in the previous one. For example, emotional regulation skills from Module 1 are applied to relationships in Module 2, and the communication and boundary-setting skills developed across both modules are essential for consent discussions in Module 3 and refusal skills in Module 4.

5.Who developed the program?
The programme was developed by UNICEF Fiji in 2026. It is grounded in Pacific values and youth participation principles, and delivered by trained facilitators using participatory, youth-centred approaches.

6. Who delivers the Life Skills Programme?
The programme is delivered by trained facilitators. Facilitators are encouraged to work in pairs or co-facilitate where possible, as this supports shared reflection, peer learning, and continuous improvement of practice.

7.How do the sessions help youth develop skills?
Through interactive activities, discussions, reflections, role-plays, and group exercises, youth learn to:

- Recognize risks and social influences.
- Practice assertive communication and refusal skills.
- Reflect on personal values, strengths, and support networks.
- Make informed decisions and seek help safely.

FAQs



8. **What are the key messages youth should take away?**

- Kindness is a strength.
- Every voice matters.
- Standing up for yourself and others supports wellbeing.
- Making informed, safe choices helps you and your community thrive.
- Seeking help is a strength, not a weakness.

9. How can facilitators measure learning or success?

- Observe participation and engagement.
- Note reflections, role-play skills, and group discussions.
- Check for understanding of key concepts, refusal strategies, and digital safety.
- Encourage youth to share what they learned and how they plan to use it.

10. Are there resources for follow-up support?

Yes! Some key Pacific and international resources include:

- Lifeline Fiji: https://lifelinefiji.com/
- Fiji Women's Crisis Centre: **https://www.fijiwomen.com/**
- UNICEF Facilitator Guides: https://www.unicef.org/adolescentmentalhealthhub/media/611/file/HAT-Facilitators-Guide-English.pdf
- WHO Sexual & Reproductive Health Fact Sheets: https://www.who.int/news-room/fact-sheets

11. Can this module be adapted for online or hybrid learning?

Yes. Activities can be adapted for virtual settings, using digital tools for discussion, interactive polls, shared visual spaces, and breakout rooms for small-group exercises. Always maintain safety, confidentiality, and engagement standards.

12. How can youth practice the skills they learn in this module?

- Use role-play scenarios in safe spaces to try out assertive communication and refusal strategies.
- Reflect on daily choices using tools like journals, "rivers of decisions," or feelings wheels.
- Discuss challenges and successes with trusted friends, family, or mentors.
- Apply digital safety habits, like privacy settings and mindful social media use, in real life.
-

13. How do facilitators handle challenging behaviors or disclosures?

- Stay calm, supportive, and non-judgmental.
- Follow the module's referral pathways for mental health, abuse, or substance concerns.
- Pause the session if needed, allow breaks, or hold private conversations.
- Encourage participants to express feelings safely and reinforce that seeking help is a positive choice.

FAQs



8.How should facilitators prepare before each session?
Facilitators should arrive 60–90 minutes before each session. This includes arranging the venue in a youth-friendly layout (circles or small groups), setting up welcoming visual aids and materials, preparing name tags, refreshments, and activity resources, briefing any co-facilitators, and completing a final walkthrough to ensure the space is accessible and ready.

9.What are group agreements and why are they important?
Group agreements are shared rules or expectations that participants co-create at the start of the programme. They ensure everyone feels respected, safe, and included. They are written visibly and agreed to by all participants. If issues of disrespect or negative behaviour arise, facilitators can refer back to these agreements as a gentle, non-shaming reminder.

10. Should facilitators manage dominant or disruptive participants?
For dominant participants, facilitators should acknowledge their contribution warmly and then invite others to share (e.g. 'Let's hear from someone who hasn't spoken yet'). For disruptive behaviour, facilitators should pause calmly, refer to group agreements, and address concerns privately if needed. For highly energetic participants, assigning small roles such as timekeeper or group reporter can channel that energy productively.

11.What should facilitators do at the end of each session?
Facilitators should close each session on a positive note and complete a post-session check-in to gauge how participants are feeling. They are also encouraged to take time for self-reflection; asking themselves whether they created a safe and inclusive space, whether all voices were heard, whether time was managed effectively, and whether participants left with a meaningful takeaway.

12.How do facilitators create a safe space for sensitive topics?
Facilitators establish a 'Safety Line' at the start of sessions covering sensitive topics. This includes reminding participants that they don't need to share personal experiences unless they choose to, that questions are welcome and treated with respect, that information stays within the group, and that anyone who needs support can speak to the facilitator privately. This is repeated before any activity involving puberty, sex, consent, or HIV/STIs.

13.What if a participant discloses something sensitive or distressing?
Facilitators should respond calmly, acknowledge the person's courage in sharing, and follow safeguarding protocols. Participants are not pressured to share more than they are comfortable with. Facilitators should know their referral pathways in advance and be prepared to connect young people confidentially to appropriate support services.

FAQs



14.How is the programme made inclusive for youth with disabilities?
nclusion is a core principle of the programme. Facilitators ensure venues are physically accessible, adapt activities so all youth can participate (e.g. using drawing, gestures, or hand signals instead of writing), use clear and simple language, encourage peer buddy systems, and never single out participants because of disability. The aim is for every young person to participate meaningfully, in their own way.

15.How does the programme incorporate Pacific culture?
The programme is deeply rooted in Pacific values including respect (veidokai), relational harmony (veiwekani), and community care. Facilitators use Pacific-rooted metaphors such as the coconut tree, ocean, canoe, and village life throughout the modules. Activities use talanoa as a relational learning approach, and key messages are framed within the context of Fijian identity and community.

16.What is a 'parking lot' and how is it used?

A parking lot is a designated space (e.g. a board or piece of flip chart paper) where questions or topics that participants raise but that cannot be addressed immediately are noted down. This allows facilitators to acknowledge questions without derailing the session, and to return to them at an appropriate time. It is especially useful for sensitive or off-topic questions.

Module 1: Know Yourself & Speak Up

17.What does Module 1 cover?
Module 1 covers identity, emotions, and communication. Participants explore their personal strengths, values, and sense of identity, build emotional awareness and regulation skills, and practise respectful and effective communication. The module also includes sessions on conflict resolution and building trust.

18.What are the key sessions in Module 1?
Module 1 includes tfour core sessions: Session 1.1: My Strengths, Identity and Values; Session 1.2 — Handling Big Feelings; and Session 1.3 — Communication and Session 1.4 that covers conflict resolution and trust building.

19.What is the 'Pause-Name-Act' method?
Pause-Name-Act is an emotional regulation tool taught in Module 1 (Session 1.2). When experiencing a strong feeling, young people are encouraged to pause before reacting, name the emotion they are experiencing, and then choose a constructive action. This method is also referenced and applied in Module 2 when managing anger and conflict.

20.What is the 'Ocean' Icebreaker?
The Ocean is the opening icebreaker activity for Session 1.1. It is a physical energiser that introduces identity themes and gets participants moving and engaging with each other. It sets an energetic, welcoming tone at the start of the module.

FAQs



21.Why is strengths-based language important in Module 1?
A strengths-based approach ensures participants begin the programme by recognising their own existing capabilities rather than focusing on deficits. Facilitators model this by affirming contributions, avoiding negative judgements, and consistently using language that highlights what young people can do and who they already are. This sets a positive, empowering foundation for the rest of the programme.

22.What is the 'Mountain & Breeze Breathing' technique?
Mountain & Breeze Breathing is a guided relaxation technique introduced in Session 1.2 to help participants regulate strong emotions. It uses imagery and slow breathing to create a sense of calm, grounding participants during or after activities that surface difficult feelings.

Module 2: Feel Well, Love Well

23.What does Module 2 cover?
Module 2 focuses on mental health, wellbeing, and relationships. It includes sessions on recognising and managing stress and anxiety, understanding healthy versus unhealthy relationships, breaking silence and building empathy, and exploring gender equality and inclusion in everyday life.

24.What is the 'Traffic Light' activity?
The Traffic Light (also called 'Which Card?') is an opening activity for the relationships session in Module 2. Participants are given green, yellow, and red cards to indicate their level of comfort or agreement with different scenarios. Green represents safe/healthy, yellow represents unsure or proceed with caution, and red represents unsafe or unhealthy. It is a low-risk, interactive way to explore relationship boundaries.

25.What is the 'Help Map' activity?
The Help Map is an activity in Session 2.3 where participants identify the trusted people and support services available to them. This builds skills in knowing where to go for help and practising how to ask. It is an important tool for ensuring young people feel connected to sources of support in their community.

26. How does Module 2 address gender equality?
Session 2.4 — Gender Equality & Inclusion — explores fairness, roles, and respect in everyday settings including the home and community. Activities such as 'Chores & Choices' and 'Picture Prompts' invite participants to reflect on assumptions about gender roles and consider what equity looks and feels like in their lives.

27.What is Session 2.3 about?
Session 2.3 — When It's Hard to Talk — focuses on breaking silence, practising empathy, and reaching out for support. It addresses situations where young people face difficulties communicating about sensitive issues and builds their skills to reach out, whether to trusted adults, friends, or services.

FAQs



Module 3: Know Your Body, Protect Your Health

28.What does Module 3 cover?
Module 3 covers sexual and reproductive health. Over four sessions (approximately 3–4 hours), participants learn about puberty and body changes, pregnancy prevention and contraception, consent and coercion, HIV and STI transmission and prevention, and how to access youth-friendly health services.

29.What is the recommended age for Module 3?
Module 3 is recommended for participants aged 10 and above. Facilitators should adapt the depth of language and discussion to suit the specific age group they are working with.

30.How is consent explained in Module 3?
Consent is taught as a clear, freely given 'yes.' Participants learn that pressure, gifts, fear, or authority from another person do not count as consent. They practise using boundary phrases such as 'I'm not ready' and 'Please stop,' and learn that coercion and forced sex are never acceptable.

31.What is U=U and why is it included?
U=U stands for Undetectable = Untransmittable. It means that a person living with HIV who is on treatment and has reached an undetectable viral load cannot sexually transmit HIV to others. This concept is included in Module 3 to challenge stigma and provide participants with accurate, up-to-date information about HIV.

32.How does the programme address HIV stigma?
The programme teaches that HIV is a manageable chronic condition with treatment and that people living with HIV deserve dignity and respect. Activities such as the Myth vs Fact Game challenge common misconceptions. Facilitators model shame-free, factual language and create space for questions without judgement.

33.What is the 'Roof of the Bure' condom demonstration?
The Roof of the Bure is a culturally grounded metaphor used during the condom demonstration activity in Session 3.2. A bure is a traditional Fijian dwelling, and its roof serves as a protective cover. The metaphor frames condom use as providing protection — helping participants understand and remember the practical health purpose of condoms in a way that is culturally resonant.

34.What health services are young people connected to through Module 3?
Participants are introduced to youth-friendly clinics, HIV testing sites, and available helplines. They practise asking for health information and services using clear, simple language, and are reassured that seeking care is responsible and strong — not shameful.
Module 4: Smart Choices & Safety

FAQs



35.How does Module 4 build on earlier modules?
Module 4 draws directly on skills developed in Modules 1–3. Communication and assertiveness skills from Module 1, healthy relationship and boundary skills from Module 2, and consent and personal safety knowledge from Module 3 all prepare participants to recognise pressure, set limits, and make confident, informed choices in social and digital environments.

Practical & Logistics

36.How long does each module take to deliver?
Module 1, 2, and 3 each contain multiple sessions of approximately 60–90 minutes each. Module 3 spans four sessions totalling approximately 3–4 hours. Total programme duration varies depending on adaptation and group engagement. Facilitators are encouraged to follow suggested time allocations while remaining flexible.

37.What materials are typically needed to run a session?
Materials commonly needed include flip chart paper, markers, pens and sticky notes, printed handouts or activity cards, visual aids and key message posters, name tags, a woven mat or large cloth for circle seating, and refreshments. Specific materials vary by session and are detailed in each activity guide.

38.Can the programme be adapted to different contexts?
Yes. Modules can be delivered in full or adapted to suit different contexts, timeframes, or settings. Individual activities may be shortened, extended, or adjusted, as long as the key messages and safe facilitation practices are maintained. Facilitators are encouraged to use locally relevant examples and adapt language to suit the age group.

39.What are pre- and post-session check-ins and how are they used?
Pre-session check-ins are used at the start of each session to gauge how participants are feeling and to help them transition into the learning space. Post-session check-ins at the end allow participants to reflect on what they have learned and how they are feeling before they leave. Both tools help facilitators monitor wellbeing and adjust their approach across sessions.

40.Is there a self-reflection tool for facilitators?
Yes. At the close of each session, facilitators are encouraged to reflect on their practice by considering whether they created a safe and inclusive space, whether all voices were heard, whether time was managed effectively, and whether participants left with a meaningful takeaway. An evaluation section is also included at the end of each Module.

REFERENCES AND FURTHER READING RESOURCES



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