MODULE 1

KNOW YOURSELF & SPEAK UP



WELLBEING & RELATIONSHIPS

Module 1 Overview

PURPOSE OF THIS SECTION

This module is designed to help participants develop a deeper understanding of themselves, manage emotions effectively, communicate constructively, and build trust in relationships. *Through a combination of reflection, discussion, and practical activities, participants will gain tools to enhance their personal and social skills.*



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

My Strength, Identity and Values



Session 1.1

SESSION OBJECTIVE

To guide young people in discovering their unique strengths, understanding what shapes their identity, and identifying the values that help them contribute positively to their families and communities.

LEARNING OUTCOMES

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

- Recognise personal strengths and talents
- Reflect on identity influences (family, culture, peers, faith)
- Identify core values that matter to them
- Express how they can contribute to family and community

KEY FACILITATOR NOTES

This session invites young people to reflect deeply on who they are; their strengths, identity, and values. For some participants, this kind of self-reflection may feel unfamiliar or even confronting, especially if they have experienced situations that have made them feel they should avoid looking inward.

FACILITATOR'S ROLE

The facilitator's role is critical in creating a safe, warm, and affirming atmosphere where participants feel comfortable exploring their inner strengths and sense of self.

FACILITATOR NOTE: REMEMBER, YOU ARE NOT JUST FACILITATING ACTIVITIES; YOU ARE HOLDING SPACE FOR YOUNG PEOPLE TO SEE THEMSELVES CLEARLY, POSSIBLY FOR THE FIRST TIME.

HOW TO SET A STRENGTHS-BASED TONE:

- Lead with warmth and affirm that every voice matters
- Gently draw out strengths, including from quiet participants
- Use encouraging language (e.g. "That took courage")
- Model vulnerability when appropriate

WHY THIS SESSION MATTERS

When young people understand their strengths and values, they are better equipped to face life's challenges, build healthy relationships, and contribute meaningfully to the world around them.

Facilitator Preparation

Session 1.1

A facilitation toolbox is a must-have for delivering engaging, culturally grounded sessions. Don't just mention materials in the session plan, bring actual objects to make activities come alive and connect to participants' lived experiences in Fiji.

SESSION 1.1 FLOW

Time	Activity Name	Activities
0-10 min	**Welcome and Ice-Breaker**	See Activity 1
10-25 min	**Strength Stones Activity**	See Activity 2
25-40 min	**Identity Mapping Who Am I?**	See Activity 3
40-55 min	**Values Games: Believe**	See Activity 4
55-60 min	**Reflection & Closing: Light**	See Activity 5

Total Time: 60 minutes



MATERIALS NEEDED

- ☑ Smooth stones or shells (real ones from the beach, not just pictures)
- ☑ Pictures or images of the Pacific ocean, coral reefs, and marine life
- ☑ A real candle or candle holder (for visual effect in Activity 5)
- ☑ Colourful paper cut into flame shapes
- ☑ Markers, coloured pencils, tape
- ☑ Optional: Pacific music or ocean sounds to play during activities

FACILITATOR NOTE:
🔺 REMEMBER 🔺
THE PHYSICAL OBJECTS YOU BRING CREATE ATMOSPHERE, SPARK IMAGINATION, AND HELP PARTICIPANTS ENGAGE MORE DEEPLY, ESPECIALLY IN A PACIFIC CONTEXT WHERE HANDS-ON, VISUAL, AND RELATIONAL LEARNING ARE VALUED.

FACILITATOR TOOLBOX NOTE:
IF POSSIBLE, BRING IMAGES THAT REFLECT FIJI'S WATERS SPECIFICALLY. A LOCAL LAGOON, CORAL REEFS, FISHING BOATS, OR LOCAL MARINE LIFE. THE MORE FAMILIAR AND RELATABLE, THE BETTER.

Pro tip: You can also ask participants to bring items if possible. For example, invite them to bring a small stone or shell from home to use in Activity 2. This builds ownership and connection to the session before it even begins.

Welcome & Icebreaker



Activity 1

TIME: 10 MINUTES

PURPOSE:

Build comfort, openness, and connection through a shared Pacific metaphor

MATERIALS NEEDED:

- Pictures or images of the Pacific ocean showing different elements: calm waves, deep currents, colourful reef fish, strong coral
- Optional: Ocean sounds or Pacific music playing softly as participants arrive

INSTRUCTIONS:

1. Welcome participants warmly; acknowledge our shared identity as island people connected to the ocean
2. Display images of Fiji's ocean (waves, coral reefs, fish) to make the metaphor visual
3. Explain the ocean metaphor briefly
4. Ask: "If you were part of the ocean today, what would you be?" (e.g. calm waves, deep currents, colourful fish, strong coral reef)
5. Invite each person to introduce themselves and share their ocean element
6. Affirm each contribution with positive, encouraging language

EXAMPLE FACILITATOR MODELLING:

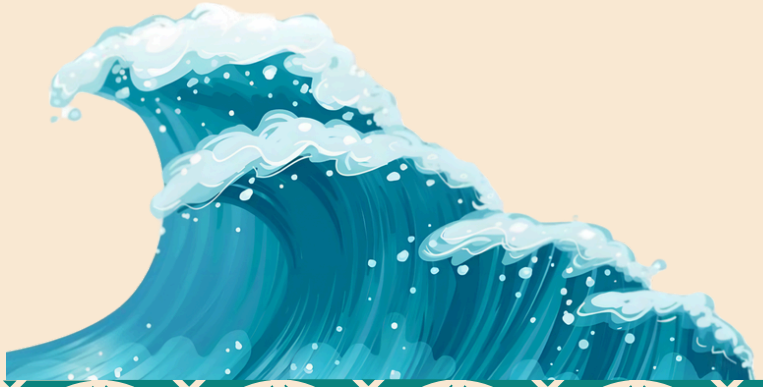
- "My name is [name], and today I feel like the waves, sometimes calm, sometimes a bit rough, but always moving forward."

KEY MESSAGE FOR THE ACTIVITY

"Just like the ocean has many parts; waves, currents, fish, and coral, our identities also have many parts. Together, these parts make us whole and give us strength, just as the ocean is powerful when all its parts work together."

FACILITATION TIPS:

- Encourage use of local language (mother tongue or Fiji Hindi)
- Model first by sharing your own ocean metaphor
- Support shy participants with gentle example prompts
- Keep the pace warm, calm, and unhurried
- Use real images or printed visuals to support engagement



Strength Stones Activity

Activity 2



TIME: 15 MINUTES

PURPOSE:

Help participants recognize personal strengths and see the collective power of the group

MATERIALS NEEDED:

- Smooth stones or shells (one per participant, plus extras), ideally from Fiji
- Paper cut into stone/shell shapes if real items aren't available
- Markers or pens
- Woven mat (ibe) or cloth for the centre display to add cultural grounding

INSTRUCTIONS:

1. Give each participant a stone, shell, or cut-out shape
2. Explain: *"Think about what you're good at. What are your strengths? What makes you proud?"*
3. Ask them to write or draw two things they are good at or something they are proud of on their stone
4. Divide into small groups (3–5 people)
5. In groups, each person shares their "strength stones" and places them in the middle of the mat
6. Once all stones are placed, pause and invite participants to observe the "strength pile"

EXAMPLE FACILITATOR MODELLING:

- If someone says, "I'm not good at anything," gently push back: "Everyone has strengths. Sometimes we just need help seeing them. Let me tell you what I've already noticed about you..."

KEY MESSAGE FOR THE ACTIVITY

"Look at all these stones together, this is the strength of our group. Each person brings something valuable. When we share our gifts, we become stronger together. This is the Pacific way! We are stronger as a community."

FACILITATION TIPS:

- For younger participants or those struggling to identify strengths, offer culturally relevant prompts:
- "What do you help with at home or in your village?"
- "What do friends or family come to you for?"
- "Are you good at sports, singing, cooking, listening, making people laugh, caring for younger siblings?"
- Affirm every contribution: Avoid comparing or ranking strengths

Emphasise collective strength using Pacific values: "When we put all our stones together, we create something strong, like how a village works together, or how a family supports each other."

Identity Mapping: Who Am I?

Activity 3





TIME: 15 MINUTES

PURPOSE:

Build comfort, openness, and connection through a shared Pacific metaphor

MATERIALS NEEDED:

- Large paper or A4 sheets: one per participant
- Markers, coloured pencils, or pens

INSTRUCTIONS:

1. Give each participant a large sheet of paper.
2. Draw a circle in the middle and write their name inside.
3. Around the circle, add words or drawings showing key influences on identity (e.g., family, culture, faith, school, community, personal experiences).
4. Spend 5–7 minutes on individual mapping; encourage creativity with words, symbols, or drawings.
5. Choose one influence that has shaped them most.
6. Pair up and share that influence with a partner (2–3 minutes each).
7. *Optionally,* invite 2–3 volunteers to share with the whole group.

EXAMPLE FACILITATOR MODELLING:

“I’ll start by sharing something that shaped me that are both a positive and a challenging experience.
For example, I love how my family supports me, but I’ve also learned from times I struggled at school. Identity is shaped by all experiences, and being honest about them helps us understand ourselves better.”

KEY MESSAGE FOR THE ACTIVITY

"Your identity is shaped by many things: your family, your culture, your village, your faith, your friends, and also by your own choices and experiences. Both your roots (where you come from) and your decisions (the choices you make) shape who you are."

FACILITATION TIPS:

- Circulate, offer encouragement and prompts.
- Affirm honesty if negative influences appear: “Thank you for being real. That takes courage.”
- Normalize struggles and allow both positive and negative influences.
- Keep examples age-appropriate.

FACILITATOR GUIDANCE ON FEEDBACK: INCLUDE BOTH POSITIVE AND NEGATIVE INFLUENCES. IDENTITY IS SHAPED BY ALL EXPERIENCES: GOOD, HARD, JOYFUL, AND PAINFUL. HONEST REFLECTION MAKES THE SESSION MEANINGFUL.

Stand Where You Believe

Activity 4



TIME: 15 MINUTES

PURPOSE:

Help participants identify core values, reflect on what matters most to them, and respect that different people prioritize values differently

MATERIALS NEEDED:

- Open space for movement
- Three signs/markers: Not So Important, Sometimes Important and Very Important,
- List of values to read aloud (choose 5–7, Fiji-relevant)
- Values Examples: Respect, Honesty, Generosity, Courage, Faith, Family, Kindness, Hard work, Loyalty, Fairness

INSTRUCTIONS:

1. Clear space and mark three positions.
2. Explain: “I’ll read out values; things that guide how we live. After each, move to the spot showing how important it is to you.”
3. Read one value at a time.
4. Participants move to their chosen position.
5. Ask 1–2 people from different positions: “Why did you choose to stand here?”
6. Listen, affirm, and move to the next value.
7. Repeat for 5–7 values.



EXAMPLE FACILITATOR MODELLING:

- "Earlier, you explored influences on your identity. Your values help you respond; guiding choices when pressured and keeping you strong during challenges."

KEY MESSAGE FOR THE ACTIVITY

"Values guide our decisions and actions: they help us choose what's right when life gets hard. Different people can prioritize values differently, and that's okay. What matters is knowing what YOU value, so you can make choices that feel right for you, your family, and your community."

FACILITATION TIPS:

- Keep debrief short: 1–2 responses per value to maintain pace.
- If everyone stands together, probe: “Does anyone see this differently? It’s okay to stand alone; your values are your own.”
- Reinforce respect: “We can value different things and still respect each other. That’s community.”
- Use local language: acknowledge iTaukei and Fiji Hindi terms (e.g., veigaravi for respect, lomani for love/kindness).
- Normalize different priorities: “Some families value faith most; others, hard work or loyalty. Both are valuable.”

Connect to previous Activity 3 (Identity): Participants can see how their values guide them in responding to the positive and negative influences that shape who they a

Reflection & Closing: My Light

Activity 5



TIME: 5 MINUTES

PURPOSE:

Close with collective affirmation and personal commitment to contribute strengths and values to family and community.

MATERIALS NEEDED:

- Cut-out candle flames or small cards; one per participant (pre-cut to save time)
- Markers or pens
- Large drawing of a candle stand or "light holder" on poster paper or wall
- Tape or blu-tack for attaching flames
- Optional but powerful: use a real (unlit for safety) candle or holder as a visual anchor to strengthen the metaphor.

INSTRUCTIONS:

1. Give each participant a cut-out flame or card.
2. Ask them to write or draw one strength or value they want to bring to their family or community.
3. Prompt: “What light will you shine? What will you contribute?”
4. Invite participants to come forward one by one and place their flame on the candle stand or wall display.
5. They may say it aloud or place it silently, depending on their comfort.
6. Once all flames are placed, pause and let the group observe the full “light” they’ve created together, highlighting collective contribution.

EXAMPLE FACILITATOR MODELLING:

Closing Affirmation: Invite the group to say this together, with intention and energy: "Today I choose to be the light in my family and community, so that they too will shine brighter for others."

Inspired by John Maxwell's "I Choose" Practice

KEY MESSAGE FOR THE ACTIVITY

"One candle alone gives light, but when many candles are lit, the room shines brightly. In the same way, our families and communities become brighter when each of us shares our strengths and values. You are the light. When you shine, others shine too."

FACILITATION TIPS:

- Pause before affirming to let the group absorb the visual.
- Say the affirmation with the group, modeling energy and conviction.
- Take a photo of the display (with permission) for future reference.
- End on a hopeful note: participants are already shining by engaging.
- Optional: use a real candle to make the metaphor physical.



Recap Strengths, Identity & Values

Reinforce learning from Session 1.1, helping participants reflect on strengths, identity, and values, and see the power of collective contributions.

SESSION 1.1 HIGHLIGHTS

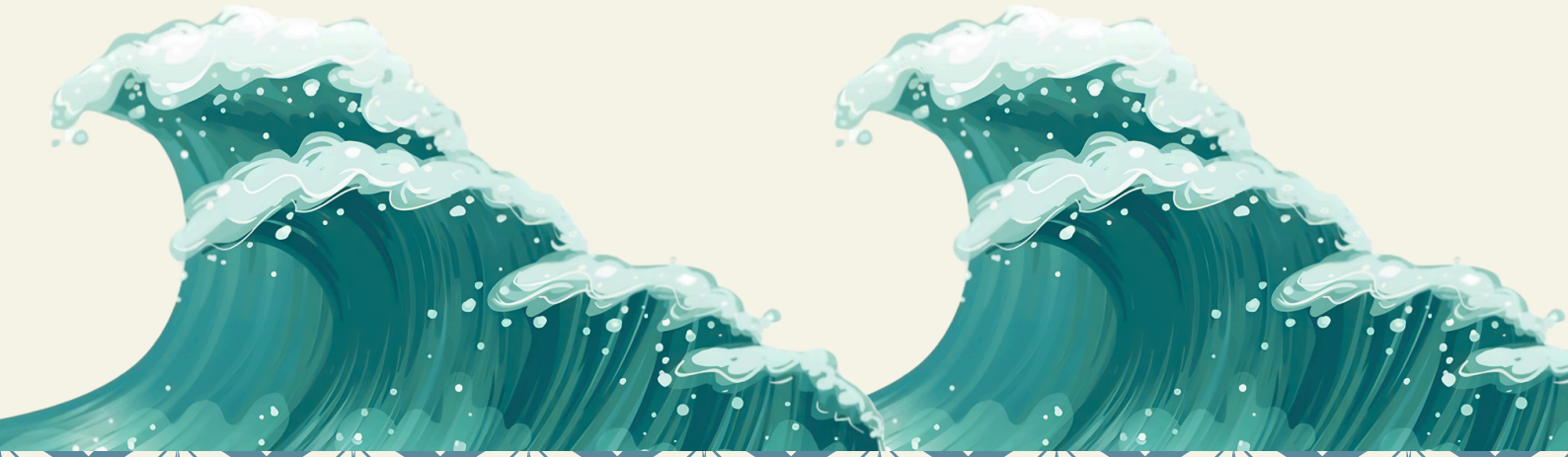
Ocean Icebreaker: Participants connected feelings to parts of the ocean (calm, stormy, deep, flowing). Purpose: build comfort and shared identity.

Strength Stones: Each participant shared a personal strength; stones were placed in a collective “strength pile.” Purpose:highlight individual gifts and group power.

Identity Mapping: Participants mapped influences on their identity (family, culture, peers, faith, experiences). Purpose:understand identity as shaped by roots and choices.

Values Game: Participants ranked values by moving to different positions in the room. Purpose: encourage reflection and respect for diverse priorities.

Candle of Light: Each participant shared one strength or value via a symbolic flame on a display. Purpose: show how everyone’s contribution strengthens the community.



Session Notes



WHAT WENT WELL?

WHAT ACTIVITIES ENGAGED YOUTH THE MOST?

REAL LEARNING MOMENTS OR SKILL DEVELOPMENT OBSERVED:

NOTES / OBSERVATIONS / IDEAS FOR NEXT SESSION:

Handling Big Feelings

Session 1.2

SESSION OBJECTIVE

To equip young people with skills to recognize, express, and manage big emotions in healthy ways, while learning that feelings are normal and can be guided with positive strategies.

LEARNING OUTCOMES

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

- Recognise that emotions are natural and universal
- ·Identify different types of "big feelings" (anger, sadness, fear, stress, excitement)
- Practice simple tools to calm and manage emotions
- Express how to respond constructively to big feelings in family and community life

KEY FACILITATOR NOTES

This session invites young people to reflect deeply on who they are; their strengths, identity, and values. For some participants, this kind of self-reflection may feel unfamiliar or even confronting, especially if they have experienced situations that have made them feel they should avoid looking inward.

FACILITATOR'S ROLE

The facilitator's role is critical in creating a safe, warm, and affirming atmosphere where participants feel comfortable exploring their inner strengths and sense of self.

FACILITATOR NOTE:
YOUR CALM PRESENCE, NON-JUDGMENTAL LISTENING, AND AFFIRMATION THAT "ALL FEELINGS ARE VALID" GIVES YOUTH PERMISSION TO FEEL WITHOUT SHAME.

HOW TO SET A STRENGTHS-BASED TONE:

- Lead with warmth; everyone has value
- Draw out strengths, including the quiet ones
- Use affirming language ("I see your strength...")
- Avoid comparisons; honour individual and shared talents/gifts
- Model openness when helpful
- Allow silence; people process differently

WHY THIS SESSION MATTERS

Learning to recognize and manage emotions is a key life skill for young people. These skills help adolescents to:

- See all feelings as valid and temporary
- Regulate emotions in healthy ways
- Build resilience when facing challenges
- Respond constructively in families and communities
- Develop self-awareness and self-control



Facilitator Preparation

Session 1.2

When young people understand their emotions and have tools and strategies to manage them, they are better equipped to navigate life's ups and downs, build healthy relationships, and respond to difficult situations with wisdom and care.

SESSION 1.2 FLOW

Time	Activities	Activities
0-10 min	**Welcome and Ice-Breaker**	See Activity 1
10-25 min	**Feelings Around the World**	See Activity 2
25-40 min	**Skills: Pause–Name–Act**	See Activity 3
40-50 min	**Mountain & Breeze Breathing**	See Activity 4
50-55 min	**Reflection: Feeling Basket**	See Activity 5
55-60 min	**Closing Circle: Affirmations**	See Activity 6

Total Time: 60 minutes



MATERIALS NEEDED

- ☑ Large pictures of ocean waves or other nature imagery
- ☑ Colourful paper, markers, pens, pencils
- ☑ Music player or speaker (for calm or themed background music)
- ☑ Basket (for shared reflections or “wisdom”)

Pro tip: Encourage participants to physically and verbally express how they feel throughout the session: standing by wave pictures, acting out scenarios, or drawing animals. This keeps energy high, reinforces learning, and makes abstract emotions tangible, helping youth remember the skills beyond the session.

Welcome & Icebreaker



Activity 1

TIME: 10 MINUTES

PURPOSE:

Build comfort, openness, and connection through a shared Pacific metaphor

MATERIALS NEEDED:

- Four large wave pictures: calm, stormy, crashing, tidal
- Wall space or board to display pictures
- Optional: calming music or ocean sounds

INSTRUCTIONS:

1. Welcome participants warmly; acknowledge our shared identity as island people deeply connected to the ocean.
2. Display images of Fiji's ocean (waves, coral reefs, colourful fish, and marine life) to make the metaphor visual.
3. Briefly explain the ocean metaphor and its connection to feelings.
4. Ask: "If you were part of the ocean today, what would you be?" (e.g., calm waves, deep currents, colourful fish, strong coral reef).
5. Invite each person to introduce themselves and share their chosen ocean element.
6. Affirm each contribution with positive, encouraging, and supportive language, highlighting the value of every participant.

EXAMPLE FACILITATOR MODELLING:

- "My name is [name], and right now I'm standing by the stormy waves because I feel a bit anxious about leading this session well for all of you. That's okay, it will pass as we settle in together."

KEY MESSAGE FOR THE ACTIVITY

Emotions are like ocean waves; they rise, they peak, and they pass. All feelings are valid and temporary. You are not your emotions; they move through you like waves move through the ocean.

FACILITATION TIPS:

- Create a non-judgmental atmosphere where all feelings are welcomed equally calm, stormy, crashing, or tidal.
- If youth are hesitant, model openness by sharing your own feeling first.
- Use local language naturally; encourage participants to speak in their mother tongue if preferred.
- Acknowledge mixed feelings: Some may say, "I'm between two waves." Validate with: "Yes, we can feel more than one thing at the same time. That's normal."
- Watch for red flags: If someone consistently chooses "tidal wave" or shows distress, check in privately or connect with support.
- Don't rush: Give everyone time and space; silence is okay.
- End on hope: Remind participants they will learn tools to navigate their emotional waves.

Feelings Around the World

Activity 2



TIME: 15 MINUTES

PURPOSE:

Build awareness that everyone has big feelings: they are everyday emotions affected by different situations. What is important is how we as each human being respond.

MATERIALS NEEDED:

- Emotion cards: happy, sad, angry, scared, surprised
- Feelings Wheel poster (handout on next page)
- Scenario cards for discussion or role-play
- Wall or table space to display cards

INSTRUCTIONS:

1. Show the five emotion cards. Ask: “What emotion is this? What word do you use in your language?” Write the words on a board.
2. Read scenario cards (or invite examples). Ask: “Which emotion fits this situation? Have you felt this way?”
3. Discuss: “Which emotions are common? Which are hard to show? Are some emotions seen as only for boys or girls?”
4. Show the Feelings Wheel: “We can use more specific words — like disappointed, lonely, frustrated — to describe our feelings.”
5. Remind participants: “Emotions are universal. What matters is how we respond. In Fiji, some show feelings openly, others privately, and both are okay.”
6. Pause and invite reflection

EXAMPLE FACILITATOR MODELLING:

- “In my family, we don't talk much about being scared, we're told to be brave. But I've learned that naming my fear actually helps me be braver. I can say 'I feel scared AND I'm going to do this anyway.'”

KEY MESSAGE FOR THE ACTIVITY

Everyone experiences the same basic emotions: happy, sad, angry, scared, surprised. These everyday feelings come from life situations. What makes us unique is how we respond, shaped by culture, family, and personal choice.

FACILITATION TIPS:

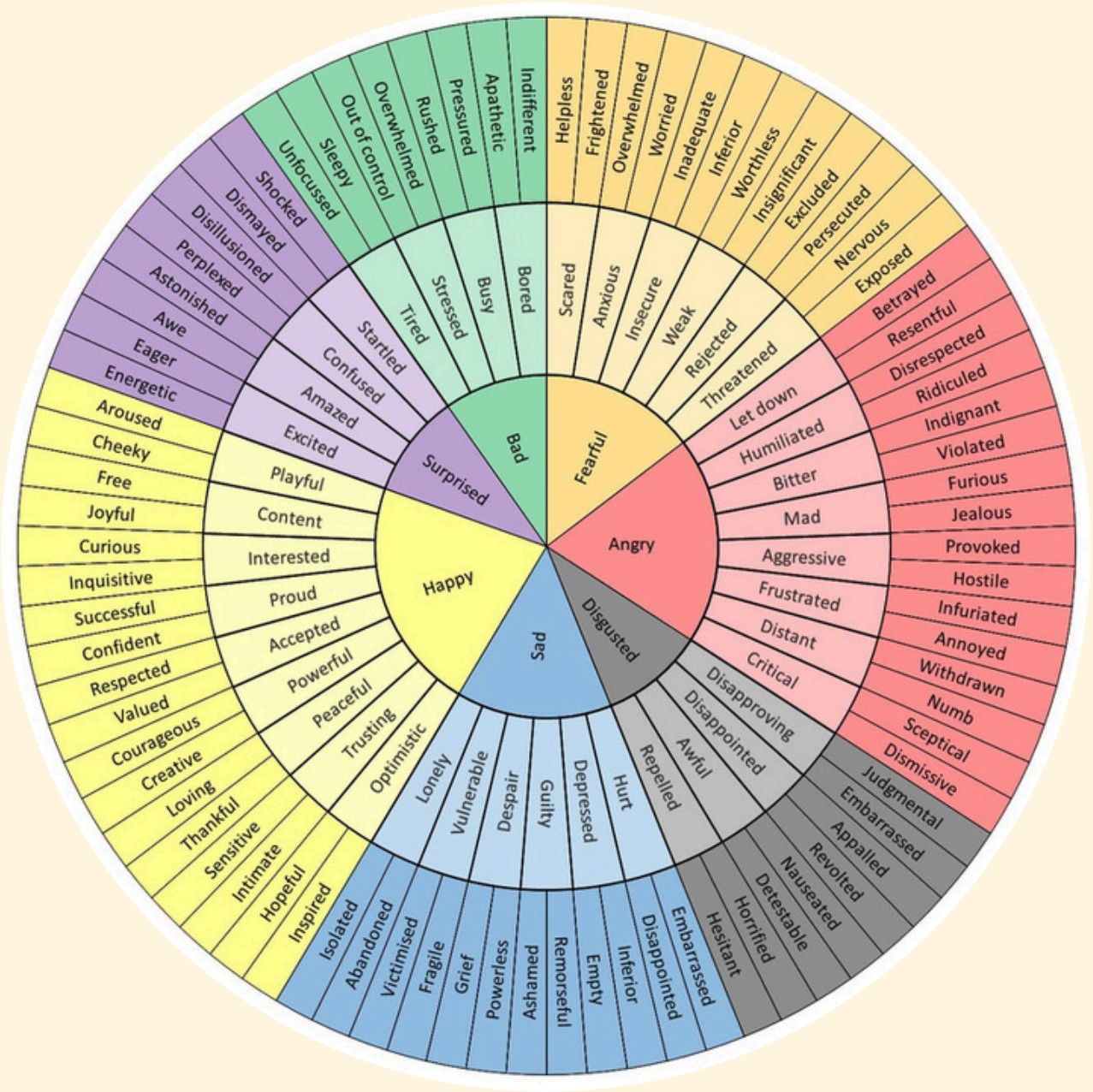
- Encourage naming emotions in local language or English.
- Validate all expressions — quiet or expressive is okay.
- Normalize feelings if youth feel shame or embarrassment.
- Gently challenge harmful gender norms.
- Connect emotions to body sensations.
- Highlight cultural strengths: prayer, family, land, and sea.



The Feelings Wheel

Activity 2

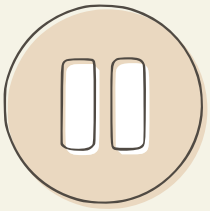
USE THE FEELINGS WHEEL TO FIND ACCURATE LABELS FOR WHATEVER YOU ARE EXPERIENCING. LABEL YOUR EMOTIONS TO FEEL LESS REACTIVE AND MORE IN CONTROL OF YOUR FEELINGS.



REFERNECE: (FEELINGS WHEEL, ROBERTS ET AL., 2018)

Skills: Pause Name Act

Activity 3



TIME: 15 MINUTES

PURPOSE:

: Provide a practical tool to regulate emotions and respond wisely, building the foundation for mindful living.

MATERIALS NEEDED:

- Large visual poster showing the 3 steps: PAUSE – NAME – ACT
- Scenario cards for role-play (printed, one per pair)
- Optional: Timer or bell for demonstrating the "pause"
- Handouts: Emotional Regulation overview and Emotional Boundaries guide

EXAMPLE FACILITATOR MODELLING:

- "What was it like to pause before reacting?"
- "Was it hard to name your feeling? Why or why not?"
- "What positive actions felt most helpful to you?"
- When in your real life could you use Pause–Name–Act?"

KEY MESSAGE FOR THE ACTIVITY

Between what happens to you and how you respond, there is a space. In that space is your power to choose. Pause gives you that space. Name helps you understand yourself. Act helps you respond with wisdom. This is mindful living, responding on purpose, not reacting automatically.

INSTRUCTIONS:

1. Introduce PAUSE: Ask, “Who pauses before reacting when upset?” Discuss what pausing means and share examples. Explain Mindful Living: “Pausing creates space between what happens and how you respond. It moves you from reactive to responsive.”
2. Teach the 3 steps:
3. PAUSE: Take a breath, count to five, step back physically or mentally.
4. NAME: Identify the feeling (use the Feelings Wheel). Say it aloud or in your mind.
5. ACT: Choose a positive action — breathing, walking away, talking to someone, drawing, moving, prayer, or counting.
6. Practice with role-play: Pairs act out a scenario up to the big feeling. Then practice PAUSE–NAME–ACT. Invite a few pairs to share if comfortable.
7. Debrief: Ask, “What was it like to pause? Name your feeling? Which action helped?” Remind: “Pausing is hard at first. It takes practice, but the more you do it, the easier it gets. In the pause is your power.”



Pro Tip: Create real silence by pausing visibly for 5 seconds so youth feel the space. Watch for those who struggle; pausing may feel unsafe for some. Be gentle.

Mountain & Breeze Breathing

Activity 4



TIME: 10 MINUTES

PURPOSE:

Help youth feel grounded and steady, while releasing stress and worry during big feelings.

MATERIALS NEEDED:

- Quiet, comfortable space (indoors or outdoors)
- Optional: Mats, cushions, or towels for sitting
- Optional: Calming background music or nature sounds (ocean waves, wind, birds)
- Optional: Bell or chime to signal beginning and end of session.

INSTRUCTIONS:

1. Keep it calm: guide 5–7 deep breaths in and out.
2. Use the mountain image: “Strong, steady, unshakeable.”
3. Breathe in strength, breathe out stress; let thoughts pass like clouds.
4. Offer choices: eyes closed or lowered gaze, hands relaxed, back straight.
5. Bring awareness back slowly: wiggle fingers/toes, notice sounds, open eyes when ready.
6. Debrief briefly: “How do you feel? When could you use this?”

Normalize all: calm or restless is okay; practice makes it easier.

EXAMPLE FACILITATOR MODELLING:

“I often feel nervous before facilitating. I sit quietly, breathe like a mountain, and let go of my worries — it really helps.”

KEY MESSAGE FOR THE ACTIVITY

You carry a powerful calming tool with you everywhere you go; your breath. When big feelings come like storms, you can ground yourself like a mountain and let those feelings pass like clouds in the breeze. You are stronger than your stress. You are steadier than your worries.

FACILITATION TIPS:

- Facilitation Tips – Breathing Practice
- Speak slowly and calmly; your tone sets the mood.
- Keep a steady pace; each breath cycle ~6–8 seconds.
- Model the breathing visibly.
- Gently redirect distractions: “That’s okay, just return to your breath.”
- Connect to local landscapes: mountains, ocean, or land.
- Respect comfort with eyes open or closed.

CONNECT TO PREVIOUS ACTIVITY 3 (PAUSE): THIS BREATHING SHOWS THE PAUSE STEP IN ACTION. PRACTICING CALMLY HELPS YOUTH USE IT IN HEATED MOMENTS LATER.

Reflection: Feelings Basket

Activity 5



TIME: 5 MINUTES

PURPOSE:

Collect shared strategies and reinforce peer learning through the cultural symbol of the woven basket.

MATERIALS NEEDED:

- One woven basket (traditional Pacific style if possible)
- Small slips of paper (pre-cut, enough for each participant)
- Pens or pencils
- Optional: Coping Skills handout for reference Refer to Activity book

INSTRUCTIONS:

1. Give each participant a slip of paper and pen.
2. Ask them to write one strategy they use — or want to use — when feelings are big.
3. Pass the basket and invite each youth to place their slip inside.
4. Acknowledge each contribution: “Thank you for sharing your wisdom.”
5. Once complete, pause and observe the full basket, highlighting shared strength and hope.
6. Optionally read a few strategies aloud.
7. Close: “Like a woven basket, we are stronger together. Each of you added a strand. Together, we have many tools and wisdom.”

EXAMPLE FACILITATOR MODELLING:

"Let me add mine first. When I'm stressed, I go sit by the ocean and watch the waves. It reminds me that feelings come and go, just like we talked about earlier. The ocean has been there forever, and I feel small and peaceful when I'm near it."

KEY MESSAGE FOR THE ACTIVITY

Just as our ancestors wove baskets to gather and store what nourishes us, we have woven together a Basket of Wisdom to hold strategies that help us through difficult feelings. You are not alone; we have each other's wisdom to draw from. Together, we are stronger.

FACILITATION TIPS:

- The woven basket is a strong Pacific symbol. Made with care from pandanus, coconut, and vines, it holds food, treasures, and represents provision, community, and wisdom passed through generations.

FACILITATION NOTE:
THIS IS A MOMENT OF QUIET REFLECTION AFTER THE CALMING BREATHING EXERCISE. YOUTH SHOULD FEEL PEACEFUL AND CENTERED AS THEY THINK ABOUT THEIR OWN COPING STRATEGIES.

Closing Circle: Affirmation

Activity 6

TIME: 5 MINUTES

PURPOSE:

End with empowerment and group encouragement.

MATERIALS NEEDED:

- Open space to form a circle
- The Basket of Wisdom (from Activity 5) - place in center of circle

INSTRUCTIONS:

1. Form a close circle so everyone can see each other, placing the Basket of Wisdom in the centre.
2. Acknowledge the journey of the session and the strength already shown.
3. Explain the closing reflection: each person will finish the sentence, “When I feel strong feelings, I can…”
4. Model first by sharing your own response.
5. Invite each participant to share in turn, with the group listening respectfully and offering quiet affirmation.
6. Gently support anyone who feels stuck with a prompt from today’s session.
7. Close by affirming: all feelings are valid, and everyone now has tools, breath, shared wisdom, and each other.
8. End with a collective gesture — shared breath, clap, or hands together — to carry that strength forward.

EXAMPLE FACILITATOR MODELLING:

- "My name is [name], and right now I'm standing by the stormy waves because I feel a bit anxious about leading this session well for all of you. That's okay, it will pass as we settle in together."

KEY MESSAGE FOR THE ACTIVITY

You have everything you need inside you to handle big/strong feelings feelings. You are capable. You are strong. You are not alone.

FACILITATION TIPS:

- Honor the circle: Circles represent equality and connection in Pacific culture
- Eyes on the speaker: Gently redirect if attention wanders
- No crosstalk: One voice at a time
- Keep it moving: If someone takes too long, gently guide them to finish
- End on hope: Your final words set the tone they leave with
- Physical closure: Consider a closing gesture; hands together, breath together, or saying "vinaka" together

FACILITATOR NOTE:
THIS ISN’T JUST THE END OF THE SESSION;
IT’S THE START OF PRACTICE. SEND YOUTH OUT EMPOWERED AND HOPEFUL. THEY’VE DONE BRAVE WORK TODAY— CELEBRATE IT.

Recap Handling Big Feelings

Reinforce learning from Session 1.2, helping participants reflect on strengths, identity, and values, and see the power of collective contributions.

SESSION 1.2 HIGHLIGHTS

- **Activity 1 – Welcome & Ocean Icebreaker:** Built safety and connection by linking feelings to the ocean and shared island identity.
- **Activity 2 – Feelings Around the World:** Explored universal emotions and how culture shapes how we show and manage them.
- **Activity 3 – Skills: Pause, Name, Act:** Introduced practical tools to respond thoughtfully rather than react.
- **Activity 4 – Mountain & Breeze Breathing:** Practiced calming the body and mind through guided breathing.
- **Activity 5 & 6 – Reflection: Basket of Wisdom & Closing Circle:** Shared personal strategies, affirmed strengths, and closed with collective encouragement.



Session Notes



WHAT WENT WELL?

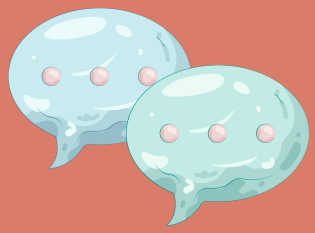
WHAT ACTIVITIES ENGAGED YOUTH THE MOST?

REAL LEARNING MOMENTS OR SKILL DEVELOPMENT OBSERVED:

NOTES / OBSERVATIONS / IDEAS FOR NEXT SESSION:

Communication

Session 1.3





SESSION OBJECTIVE

To equip young people with essential communication skills; listening with respect, speaking with clarity, and choosing kindness; that strengthen relationships in families, schools, and communities.

FACILITATOR NOTE:
"GOOD COMMUNICATION IS NOT JUST ABOUT TALKING. YOU CAN LISTEN WITH RESPECT, SPEAK WITH CLARITY, AND CHOOSE KINDNESS. YOUR WORDS HAVE POWER TO BUILD OR WEAKEN RELATIONSHIPS."

LEARNING OUTCOMES

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

- Recognize that communication is a two-way process: listening and speaking
- Practice active listening skills
- Speak with clarity and kindness
- Understand how words carry power and affect relationships
- Apply these skills in everyday situations at home, school, and in their communities
-

KEY FACILITATOR NOTES

Communication is a key life skill for young people. It helps them build healthy relationships, resolve conflicts, express themselves clearly, listen to others, navigate daily life confidently, and contribute positively to their communities.

FACILITATOR'S ROLE

This is very important: Facilitators should make references to previous sessions. Every activity and the learning are all inter-related and are part of our make-up as human beings.

HOW TO SET A RESPECTFUL, INCLUSIVE TONE:

- Lead with warmth; every voice matters
- Model active listening and attention
- Use encouraging, affirming language
- Emphasize safety and that mistakes are part of learning
- Honor the circle; everyone belongs equally
- Allow “pass” and check in individually if needed

WHY THIS SESSION MATTERS

- When young people learn to communicate with respect, clarity, and kindness, they become bridge-builders who strengthen the connections that hold communities together.
- In Pacific cultures, where respect, community, and relational harmony are deeply valued, these skills honour our ancestors' wisdom while preparing youth for modern challenges.



Facilitator Preparation

Session 1.3

Strong communication skills help young people express themselves clearly, listen with care, and treat others with kindness. When these skills are practiced, misunderstandings are reduced and relationships at home, school, work, and in the community grow stronger.

SESSION 1.3 FLOW

Time	Activity Name	Activities
0-10 min	**Icebreaker – "Telephone with a Twist"**	See Activity 1
10-25 min	**Listening Game – "Back-to-Back Drawing"**	See Activity 2
25-40 min	**Group Discussion – "Kind vs. Unkind Words"**	See Activity 3
40-50 min	**Role Play Everyday Scenarios**	See Activity 4
50-55 min	**Reflection Circle – "One Word Check-In"**	See Activity 5
55-60 min	**Closing Affirmations**	See Activity 6

Total Time: 60 minutes

MATERIALS NEEDED

- ☑ Prepared Phrase Sccenario Cards or Post-it notes for Activity 1 and 3
- ☑ Simple Visual cards for Activity 2: Fale, outrigger canoe, hibiscus, fish, coconut tree.
- ☑ A talking piece is a small object (e.g. stone, shell, woven item, seed pod)
- ☑ Paper, markers, pens and pencils



Pro tip: Remember that young people learn communication not only from activities, but from you; your listening, clarity, and kindness model the standard for the group and can be reinforced in every session that follows. After the session, reflect on who spoke confidently and who stayed quiet, and gently check in with anyone who chose to pass.

Icebreaker: “Telephone with a Twist”



Activity 1

TIME: 10 MINUTES

PURPOSE:

Demonstrate how messages change when listening is weak or speech is unclear, highlighting the importance of careful listening and clear expression.

MATERIALS NEEDED:

- Open space for youth to sit in a circle
- Pre-prepared culturally relevant sentences (3-4 options)
- Optional: Bell or chime to signal start

INSTRUCTIONS:

1. Welcome & Circle: Welcome everyone and remind them we all belong. Sit so everyone can see each other.
2. Introduce Activity: “We’re playing “Telephone with a Twist.” I’ll whisper a sentence around the circle. The last person will say it out loud.”
3. Rules: Whisper once quietly. Do your best if you didn’t hear clearly. No helping or correcting.
4. Demonstrate (if needed)
5. Show whispering close and what “too loud” looks like.
6. Reveal & Reflect
7. The last person shares their sentence. Compare with the original and ask: “What changed?” Invite 2–3 people to share what they heard.

EXAMPLE FACILITATOR MODELLING:

- "Why do you think the message changed?"
- "What does this teach us about real-life communication?"
- "Has this ever happened to you in real life? Someone told you something and by the time it got to you, it was totally different?"
-

KEY MESSAGE FOR THE ACTIVITY

Communication requires both careful listening and clear speaking. When one is missing, messages change and confusion happens. In our families and communities, we can prevent miscommunication by doing both well.

FACILITATION TIPS:

- Keep it fun: laughter is welcome!
- Use Pacific proverbs or familiar sayings.
- Don’t blame: mistakes are learning moments.
- Notice where messages change most.
- Adjust sentence length for age.
- Use local language for engagement.
- Link to real-life miscommunication.

CONNECTION TO PREVIOUS SESSIONS:

"Remember in Session 1.2 when we learned about Pause–Name–Act? The PAUSE is important in communication too. Before you pass on the message, pause and make sure you heard it correctly. Before you speak, pause and think about how to say it clearly."

Back-to-Back Drawing

Activity 2



TIME: 15 MINUTES

PURPOSE:

Demonstrate how effective communication requires both clear instructions and active listening, and how visual assumptions can interfere with understanding.

MATERIALS NEEDED:

- Prepare 6–8 simple picture cards, such as a fale (traditional house), outrigger canoe, hibiscus flower, fish, coconut tree, traditional mat pattern, simple tanoa (kava bowl), or star constellation.
- Blank paper (one per person)
- Pencils or pens
- Optional: Clipboards or hard surfaces for drawing

INSTRUCTIONS:

1. Pair youth back-to-back; give one a picture card, the other paper & pencil.
2. Describer cannot name the object but only describe shapes, features, and details using words only; drawer draws exactly what they hear.
3. No peeking or gestures; work 3–4 minutes, then turn to reveal and compare drawings with originals.
4. Discuss challenges: what was hard to describe or understand, where communication broke down, and how it could be clearer next time.

EXAMPLE FACILITATOR MODELLING:

"In real life, we often communicate without seeing the full picture:just like this activity or "Think about texting, or when someone tells you directions, or when a teacher explains something you can't see."

KEY MESSAGE FOR THE ACTIVITY

"Communication is a partnership. Clear speaking + Active listening + Asking questions = Understanding."
Cultural Note: In Pacific cultures, knowledge is often passed down through oral tradition and demonstration. This activity honors that while showing the challenges when visual learning isn't available.

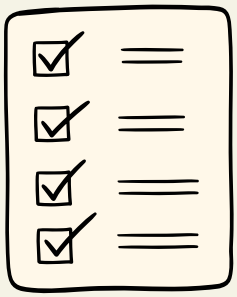
FACILITATION TIPS:

- Keep energy high and encourage effort, not just accuracy.
- Pair youth intentionally: mix skill levels and consider language comfort.
- Avoid best friends who may break rules.
- Adapt difficulty: simple images for younger youth, complex or no-questions for older/advanced groups.

FACILITATOR TOOLBOX NOTE: COMMUNICATION IS A PARTNERSHIP. UNCLEAR INSTRUCTIONS OR DISTRACTED LISTENING CAN CHANGE THE MESSAGE. THIS FUN ACTIVITY SHOWS PACIFIC YOUTH HOW COMMUNICATION AFFECTS HOME, SCHOOL, AND COMMUNITY, WITH THE "REVEAL" OFFERING KEY LEARNING MOMENTS.

Kind vs. Unkind Words

Activity 3





TIME: 15 MINUTES

PURPOSE:

Help youth recognize the emotional power of words and understand how language choices affect relationships, self-esteem, and community harmony.

MATERIALS NEEDED:

- Pre-printed phrase cards (10-20 phrases mixed: kind, unkind short prompts.
- Two large labels: "Kind Words" and "Unkind Words"
- Small baskets or envelopes for each group



INSTRUCTIONS:

1. Split into small groups (3–5 youth) and sit together so everyone can talk easily.
2. Give each group phrase cards; sort them into Kind and Unkind piles. Some may depend on tone or context.
3. Discuss each phrase within the group; note tricky or debated ones.
4. Share 1 Kind and 1 Unkind phrase with the whole group; reflect on why words matter and how tone, intention, and context affect meaning.

EXAMPLE FACILITATOR MODELLING:

- If youth admit using unkind words: "Thank you for honesty. What could you say instead next time?"
- Frame as growth: "Every day is a chance to choose kinder words."

KEY MESSAGE FOR THE ACTIVITY

"Words have power. Choose them carefully. Kind words build people up. Unkind words tear people down. Once spoken, words cannot be taken back:so speak with respect and love."

KIND PHRASES EXAMPLES

"I appreciate your help today."
"You did your best, and that's great."
"Thank you for sharing your ideas."
"I respect your opinion."
"We can solve this together."
"It's okay to ask for help."
"You make our team/family stronger."
"I'm proud of your effort."
"Your kindness matters."
"I believe you can do it."



UNKIND PHRASES EXAMPLES

"Stop talking, you're annoying."
"Why can't you get it right?"
"You always mess things up."
"No one cares what you think."
"You're so lazy."
"You're useless at this."
"Why can't you be more like others?"
"Nobody wants you here."
"You never listen."
"You're wasting everyone's time."



Role Play Everyday Scenarios



Activity 4

TIME: 10 MINUTES

PURPOSE:
Help youth feel grounded and steady, while releasing stress and worry during big feelings.

MATERIALS NEEDED:

- Scenario cards (6-8 different situations)
- Optional: Simple props (e.g., backpack for school scenario, ball for sports scenario)
- Space for groups to practice and perform
- Bell or chime to signal transitions

INSTRUCTIONS:

- Form groups of 3–5 youth and give each a scenario card; choose roles and practice safely.
- Refer to scenario examples for ideas.
- Act it out twice: first unclear/unkind, then clear/kind. Keep it real but respectful. Each group has 2 minutes to role-play their scenes.
- Perform for the group and discuss: What changed? How did tone, words, and listening affect the outcome?
- Reflect: When is clear, kind communication hardest? What helps? Connect to listening, clarity, kindness, and Pacific values of respect and care.

EXAMPLE FACILITATOR MODELLING:

- "Why do you think the message changed?"
- "What does this teach us about real-life communication?"
- "Has this ever happened to you in real life? Someone told you something and by the time it got to you, it was totally different?"

KEY MESSAGE FOR THE ACTIVITY

"You have the power to choose how you communicate. Practice clear, kind communication now so it becomes natural when situations get hard."

FACILITATION TIPS:

- Use scenarios youth actually face in their communities
- Adjust scenarios for age: younger youth need simpler situations, older youth can handle more nuance
- Consider adding a scenario about digital communication (texting/social media) for older groups

SCENAIRO EXAMPLES

- Two friends have a disagreement about borrowed money/items
- Asking a teacher for help when you don't understand
- Telling a sibling to help with chores
- Asking permission from parents/caregivers to go out with friends
- Responding when someone teases or disrespects you
- Apologizing to a family member after an argument
- Asking a friend why they're upset with you

Reflection: One Word Check-In

Activity 5



TIME: 5 MINUTES

PURPOSE:

Provide closure to the session, allow youth to reflect on their learning, and practice expressing feelings in a safe, structured way.

MATERIALS NEEDED:

- Open space for full group circle
- Talking piece (stone, shell, or traditional object to pass around)
- Optional: Soft background music to create calm atmosphere

INSTRUCTIONS:

1. Gather youth into a large circle; create a calm, reflective atmosphere.
2. Explain the activity: each person shares one word about how they feel or what they learned; passing is okay.
3. Model first with your own word and brief explanation.
4. Pass a talking piece (or gesture) and go around the circle, listening without commenting.
5. Offer gentle prompts if someone struggles; honor those who pass.
6. Close by summarizing words, highlighting patterns, and connecting to communication skills and Pacific values.
7. Thank the group for participation and end with a short cultural or group acknowledgment.

EXAMPLE FACILITATOR MODELLING:

“Communication is a gift you give others and yourself. Every time you listen with care, speak with kindness, and express yourself clearly, you make your relationships stronger, your community better.”

KEY MESSAGE FOR THE ACTIVITY

"Your voice matters. Your reflection matters. When we share honestly and listen respectfully, we build community and understanding."

FACILITATION NOTES:

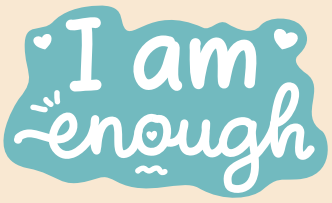
In Pacific cultures, speaking in a circle with a talking piece is traditional. It ensures everyone is heard, no one is interrupted, and the speaker holds the group's full attention. This isn't just a technique: it’s a cultural practice that Honors our ancestors' wisdom.

FACILITATION TIP:
HAVE A CO-FACILITATOR WRITE DOWN WORDS SHARED ON CHART PAPER AND DISPLAY THESE AS A "WORD CLOUD" OF THE SESSION'S IMPACT. YOUTH CAN SEE THEIR COLLECTIVE REFLECTION VISUALLY.

Closing Affirmation

Activity 6

TIME: 5 MINUTES



PURPOSE:

Send youth off with a clear, memorable message that reinforces the session's core learning and connects it to their daily lives.

MATERIALS NEEDED:

- None required
- Optional: Printed affirmation cards for youth to take home
- Optional: Chart paper with key message displayed visually

INSTRUCTIONS:

1. Transition from reflection: thank youth and invite them to stay in the circle.
2. Deliver the affirmation: communication is listening, speaking clearly, and choosing kindness, useful every day.
3. Expand: highlight messages can get confused, words have power, and youth have a choice in how they communicate.
4. Connect to Pacific values: words are sacred, respect matters, and good communication benefits the community.
5. Issue invitation: notice how you communicate, practice one skill this week, and be intentional in conversations.
6. Final blessing/send-off: acknowledge courage and participation, encourage confidence, and close with thanks or group clap/cheer to seal the session.

EXAMPLE FACILITATOR MODELLING:

"In our Pacific cultures, we know that: Words are sacred: once spoken, they cannot be taken back. Respect is fundamental: how we speak shows who we are. Also, when we communicate well, everyone benefits."

KEY MESSAGE FOR THE ACTIVITY

You have everything you need inside you to handle big/strong feelings feelings. You are capable. You are strong. You are not alone.

FACILITATION TIPS:

- Circle Connection: Stay in the circle; the words shared hold the group and carry into daily life.
- Anchor Learning: Keep the message simple, clear, and actionable so youth leave knowing what to use.
- Empower, Don't Pressure: Affirmation should feel like a gift; leave youth encouraged, capable, and confident.

FACILITATOR NOTE:
ACKNOWLEDGE YOUTH FOR THEIR COURAGE AND PARTICIPATION. REMIND THEM THEY CAME READY TO LEARN, PRACTICED THE SKILLS, AND REFLECTED ON THEIR EXPERIENCES: CELEBRATE THIS EFFORT AND GROWTH.

Recap Communication

Reinforce learning from earlier sessions by helping participants reflect on how listening, speaking clearly, and using kind words shape relationships, personal confidence, and group harmony, while highlighting the impact of everyone's contributions to communication.

SESSION 1.3 HIGHLIGHTS

- **Icebreaker – "Telephone with a Twist":** Participants practiced listening and clear expression as messages were whispered around the circle
- **Listening Game – "Back-to-Back Drawing":** Pairs communicated descriptions to recreate images, demonstrating the importance of clear instructions and careful listening.
- **Group Discussion – "Kind vs. Unkind Words":** Youth sorted phrases and explored how words can build up or hurt relationships and self-esteem.
- **Role-Play – Everyday Scenarios:** Small groups practiced unclear/unkind and clear/kind communication in realistic situations.
- **Reflection Circle –** "One Word Check-In": Participants shared one word to express how the session felt, fostering reflection and active listening.
- **Closing Affirmation:** Facilitators reinforced key communication skills and Pacific values, leaving youth with actionable takeaways for daily life.



Session Notes



WHAT WENT WELL?

WHAT ACTIVITIES ENGAGED YOUTH THE MOST?

REAL LEARNING MOMENTS OR SKILL DEVELOPMENT OBSERVED:

NOTES / OBSERVATIONS / IDEAS FOR NEXT SESSION:

Trust Building & Fair Conflict Resolution

Session 1.4

SESSION OBJECTIVE

To help youth understand the importance of trust and fairness in their relationships, and to give them practical tools for resolving conflicts respectfully, without aggression.

LEARNING OUTCOMES

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

- Demonstrate listening and speaking clearly in group activities.
- Use kind words to communicate effectively with peers.
- Practice resolving everyday conflicts respectfully through role-play.
- Recognize how tone, context, and choice of words affect understanding.
- Reflect on their communication habits and identify ways to improve.
- Apply communication skills in school, home, and community settings.

KEY FACILITATOR NOTES

This session involves trust activities; some youth may find them challenging due to past trauma or broken trust.

FACILITATOR'S ROLE

Guide physical and emotional safety during trust activities, facilitate respectful conflict discussions, encourage participation while honoring boundaries, and model vulnerability and trust yourself.

FACILITATOR NOTE: "TRUST IS BUILT THROUGH ACTION, SHOWING SUPPORT, LISTENING, AND GUIDING WITH CARE. WHEN CONFLICTS ARISE, WE CAN RESOLVE THEM FAIRLY BY STAYING CALM, LISTENING DEEPLY, AND FOCUSING ON THE PROBLEM, NOT THE PERSON."

HOW TO SET A STRENGTHS-BASED TONE:

- Lead with consent and choice
- Establish clear physical boundaries
- Acknowledge that trust is earned, not given
- Honor the circle process: Circles represent equality, safety, and belonging

WHY THIS SESSION MATTERS

Trust is the foundation of healthy relationships. With trust, youth feel safe to express themselves and take positive risks; without it, relationships suffer and conflicts grow. For Pacific youth, building trust and resolving conflicts is especially important because:

Facilitator Preparation

Session 1.4

A facilitator toolbox is essential for delivering engaging, culturally grounded trust and conflict activities. Bring all materials; scenario cards, blindfolds, talking pieces, and safe props; so youth can experience the exercises fully and connect them to their real-life experiences in Fiji.

SESSION 1.4 FLOW

Time	Activity Name	Activities
0-10 min	**Trust Circle – "Lean on Me"**	See Activity 1
10-20 min	**Trust Walk – Guided Path**	See Activity 2
20-35 min	**Conflict Resolution Role-Plays**	See Activity 3
35-45 min	**Reflection Circle – "One Word Trust"**	See Activity 4

Total Time: 45 minutes

MATERIALS NEEDED

- ☑ Open, safe space for full-group and paired activities
- ☑ Blindfolds or cloths for guided trust exercises (optional)
- ☑ Scenario cards, handouts, and visual aids for conflict role-plays
- ☑ Optional: talking piece, chart paper, and markers for reflection circle

FACILITATOR NOTE:

▲ REMEMBER ▲

REMIND YOUTH THAT TRUST GROWS THROUGH CONSISTENT, CARING ACTIONS AND CLEAR, KIND COMMUNICATION. CONFLICTS CAN BE RESOLVED RESPECTFULLY WHEN WE LISTEN, STAY CALM, AND FOCUS ON THE ISSUE.

FACILITATOR TOOLBOX NOTE:

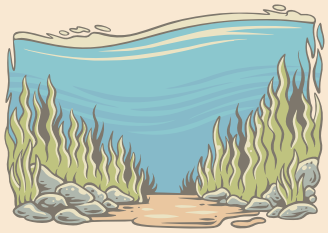
MODEL TRUST AND CARE AND PRIORITIZE SAFETY: ENSURE PHYSICAL TRUST ACTIVITIES ARE DONE IN A SAFE SPACE; WATCH FOR YOUTH WHO MAY BE HESITANT DUE TO PAST EXPERIENCES.



Pro Tip: For Pacific youth, trust and conflict skills matter because family and community well-being depend on strong relationships, respect keeps harmony, youth navigate both cultural and peer expectations, and fair conflict resolution helps prevent aggression or harm.

Trust Circle: Lean on Me

Activity 1



TIME: 10 MINUTES

PURPOSE:

Build physical and emotional trust through supportive group activity, demonstrating that trust grows when people show up for each other with care and consistency.

MATERIALS NEEDED:

- Open, flat space free of obstacles
- Enough room for full group to form a tight circle
- First aid kit nearby (safety precaution)

INSTRUCTIONS:

1. Form circle & set consent: Stand close in a tight circle; explain touch boundaries, emotional safety, and opt-out.
2. Introduce activity: One person stands in the middle, crosses arms, closes eyes if comfortable, and leans while circle catches gently.
3. Demonstrate: Facilitator or confident volunteer models gentle hands and trust in action.
4. Guide participants: Volunteers enter middle one at a time; circle confirms readiness and full attention.
5. Rotate safely: Catch each person back to standing; acknowledge trust and allow brief reflection.
6. Monitor closely: Watch safety, focus, and respect; pause if anyone is rough, scared, or distracted.

EXAMPLE FACILITATOR MODELLING:

- "We touch only shoulders, upper back, and arms: nowhere else."
- "We use gentle, supportive hands so no pushing, grabbing, or roughness."
- "We move slowly and carefully. This is not a game. This is serious."

KEY MESSAGE FOR THE ACTIVITY

Lean on Me' builds physical and emotional trust by showing that trust grows when everyone supports each other safely and consistently; it requires both vulnerability to lean and reliability to catch, reinforcing that trust is a shared responsibility.

FACILITATION TIPS:

- Watch for distress signs: Frozen body, tears, dissociation, panic
- Prioritize safety: If you doubt safety, stop the activity
- Consider gender-specific circles if needed
- If something goes wrong or if someone falls or gets hurt, stop immediately

FACILITATOR TOOLBOX NOTE:
THIS ACTIVITY INVOLVES PHYSICAL TOUCH, VULNERABILITY, AND RISK. IT CAN POWERFULLY BUILD TRUST, BUT IT CAN ALSO TRIGGER TRAUMA OR DISCOMFORT FOR YOUTH WHO HAVE EXPERIENCED BROKEN TRUST OR VIOLATIONS OF SAFETY. SAFETY: PHYSICAL AND EMOTIONAL: MUST BE YOUR ABSOLUTE PRIORITY.

Trust Walk – Guided Path

Activity 2



TIME: 10 MINUTES

PURPOSE:

Demonstrate that trust requires clear communication, patience, and responsibility from both the guide and the person being guided.

MATERIALS NEEDED:

- Open space with room for pairs to move safely
- Blindfolds or cloth strips (optional:youth can close eyes)
- Simple obstacles: chairs, cones, tape lines on floor
- Clear boundaries marking the safe area

INSTRUCTIONS:

1. Form pairs & explain: One person will close their eyes. The guide's job is to safely lead them along a marked path to a designated point in the room or to a specific object using only verbal instructions. No touching.
2. Set expectations: Guides speak clearly, calmly, and kindly. The guided person listens and trusts. Stop if anyone feels unsafe.
3. First round: Guided partner closes eyes; guide directs them step by step to the target. Monitor safety and focus. Briefly share experience afterward.
4. Switch roles: Swap roles and repeat, using strategies that helped in the first round.

EXAMPLE FACILITATOR MODELLING:

- Trust isn't just about action:it's about words matching actions. The guide must give clear, kind instructions. The person being guided must listen carefully and trust those words.

KEY MESSAGE FOR THE ACTIVITY

Trust grows when both people take responsibility: guides provide clear, kind, and consistent directions, while the guided listens carefully and shows vulnerability, giving youth a chance to practice fairness, kindness, and leadership.

FACILITATION TIPS:

- Check space & set boundaries: Remove hazards and mark safe area.
- Adapt obstacles: Simple for 10–12, more complex for 15+ age groups.
- Support comfort: Offer alternatives to blindfolds; never force.
- Monitor guides: Ensure instructions are clear, kind, and attentive.
- Cultural & time considerations: Use same-gender pairs if needed; skip role switch if short on time.

This activity builds on Activity 1's foundation. Where Activity 1 focused on physical support, Activity 2 focuses on verbal guidance. Both are essential components of trust.

Conflict Resolution Role-Plays

Activity 3



TIME: 15 MINUTES

PURPOSE:

Give youth practical tools to resolve conflicts fairly and respectfully, without aggression or harm to relationships.

MATERIALS NEEDED:

- Scenario cards (6-8 different conflicts)
- "How to Resolve Conflict With Others" handout
- "Problem Solving Wheel" visual aid
- Space for groups to practice and perform

INSTRUCTIONS:

1. Form small groups: Count off by threes and sit with your group.
2. Introduce the task: Each group will act out a conflict two ways: the unfair way and the fair way.
3. Explain fair vs. unfair:
4. Unfair: yelling, blaming, not listening.
5. Fair: pause, listen, stay calm, focus on the problem, find a compromise.
6. Give scenarios: Each group receives one conflict scenario to practice.
7. Practice: First act the unfair version, then redo the same conflict using fair resolution.
8. Perform & reflect: Groups share both versions; briefly discuss what changed and which worked better.

EXAMPLE FACILITATOR MODELLING:

"We've practiced building trust. But what happens when trust is tested? When conflicts arise?"

KEY MESSAGE FOR THE ACTIVITY

Key principle: Focus on the problem, not the person. Pacific conflict resolution traditions (bulubulu in iTaukei), emphasize restoring relationships, not punishing people. This activity honors that wisdom.

FACILITATION TIPS:

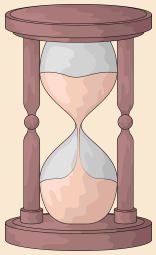
- Keep it real: Use scenarios youth actually face
- Don't shame unfair resolution
- Cultural framing: Reference traditional Pacific conflict resolutions
- If time is short: Have 2-3 groups present instead of all

CONFLICT SCENARIO EXAMPLES

- Conflict on a sports team after a mistake or loss
- Someone feels left out of a group or WhatsApp chat
- Siblings argue over chores or shared responsibilities at home
- A friend borrows something and doesn't return it
- Team members are upset because one person isn't pulling their weight (school or sports)
- Joking or teasing goes too far and hurts feelings

Reflection: One Word Trust

Activity 4



TIME: 10 MINUTES

PURPOSE:

Provide closure to the session, allow youth to reflect on their learning about trust and conflict, and reinforce that every voice matters in the circle.

MATERIALS NEEDED:

- Open space for full group circle
- Optional: Talking piece (shell, stone, or traditional object)
- Optional: Chart paper and marker to record words

INSTRUCTIONS:

1. Bring everyone into one large circle where they can see each other. Pause until the group is settled.
2. “Before we finish, we’ll go around the circle. Each person shares one word about trust, conflict, or what you learned today.”
3. Speak one word clearly. We listen respectfully. No comments. You may say ‘pass’ if you don’t want to share.
4. Facilitator shares one word and a short reason (5–10 seconds), then invites the next person.
5. Each youth shares one word or passes. Acknowledge with a nod or quiet “thank you.”
6. If someone shares more than one word, gently remind: “Thank you; just one word so everyone gets a turn.”

EXAMPLE FACILITATOR MODELLING:

- “I will start; My word is proud hopeful or grateful. I chose this word because I am proud of how seriously you took trust today.”
- Pass the talking piece or gesture to the next person

KEY MESSAGE FOR THE ACTIVITY

Trust is built through action, communication, and consistency. When conflicts arise, we can resolve them fairly by choosing respect, listening, and compromise. You have the power to build strong, healthy relationships.

FACILITATION TIPS:

- Allow each youth to share their word
- Receive each word with a nod, smile, or quiet "thank you"
- Don't comment, explain, or elaborate: just receive
- If someone struggles, offer gentle support: "Take your time. What's one feeling you have?"
- Handle silence with grace:
- Watch for emotional responses:
- Record words (optional): Have co-facilitator write words on chart paper

SELF-CARE REMINDER:

Facilitating trust and conflict work is emotionally demanding. Honor your own feelings. Seek support from co-facilitators if needed.



Recap Trust Building & Fair Conflict Resolution

Reinforces learning from earlier sessions by helping participants reflect on trust, communication, and conflict skills, recognize the importance of mutual support and responsibility, and see how respectful, clear interactions strengthen relationships and community well-being.

SESSION 1.4 HIGHLIGHTS

- **Trust Circle – "Lean on Me":** Participants built physical and emotional trust by supporting each other safely in the circle.
- **Trust Walk – Guided Path:** Youth practiced clear, kind communication while guiding and being guided, learning to listen and rely on each other.
- **Conflict Resolution Role-Plays:** Groups acted out unfair vs. fair ways to resolve conflicts, practicing calm, respectful, and solution-focused communication.
- **Reflection Circle – "One Word Trust":** Each participant shared one word describing their feelings about trust and conflict, reinforcing learning and honoring every voice.



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 1 Conclusion

BRINGING IT ALL TOGETHER

You have now completed Module 1: Know Yourself & Speak Up (Identity, Emotions, Communication). Through four interconnected sessions, young people have explored their identity and values, learned to understand and manage emotions, practiced clear and kind communication, and developed skills in building trust and resolving conflicts fairly.

This module laid the foundation for everything that follows in the Life Skills program. When young people know who they are, understand their emotions, communicate respectfully, and build trust, they are better equipped to navigate relationships, make informed health choices, and handle social challenges safely.

HOW THESE SESSIONS CONNECT?

Module 1 is a connected learning journey:

- Identity & values (1.1): Knowing yourself guides everything else
- Emotional awareness (1.2): Recognize and manage feelings in relationships
- Communication (1.3): Express yourself, build trust, and handle conflict
- Trust & conflict resolution (1.4): Practice all skills in real-life situations

Facilitators highlight how self-awareness, emotions, communication, and relationships are interwoven for youth development.

KEY MESSAGES TO CARRY FORWARD

Before moving to Module 2, take time to reflect on your facilitation of this module:

What went well, and which activities engaged youth most?

Where did you see real learning moments or skill development?

How are you feeling after facilitating this module, and have you had a chance to debrief?

Which facilitation strategies worked well and should be repeated?

Did any participants struggle to engage, and what might have helped?

What connections between sessions did youth recognize?

THANK YOU FOR YOUR COMMITMENT TO THIS WORK. YOUR PREPARATION, PRESENCE, CULTURAL SENSITIVITY, AND CARE MAKE THIS LEARNING POSSIBLE. CONTINUE TO REFLECT, ADAPT, AND GROW AS A FACILITATOR: AND KNOW THAT YOU ARE CONTRIBUTING TO STRONGER, MORE RESILIENT YOUNG PEOPLE, FAMILIES, AND COMMUNITIES ACROSS FIJI.

Module 1 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 1 Notes



ADDITIONAL OBSERVATIONS / NOTES: