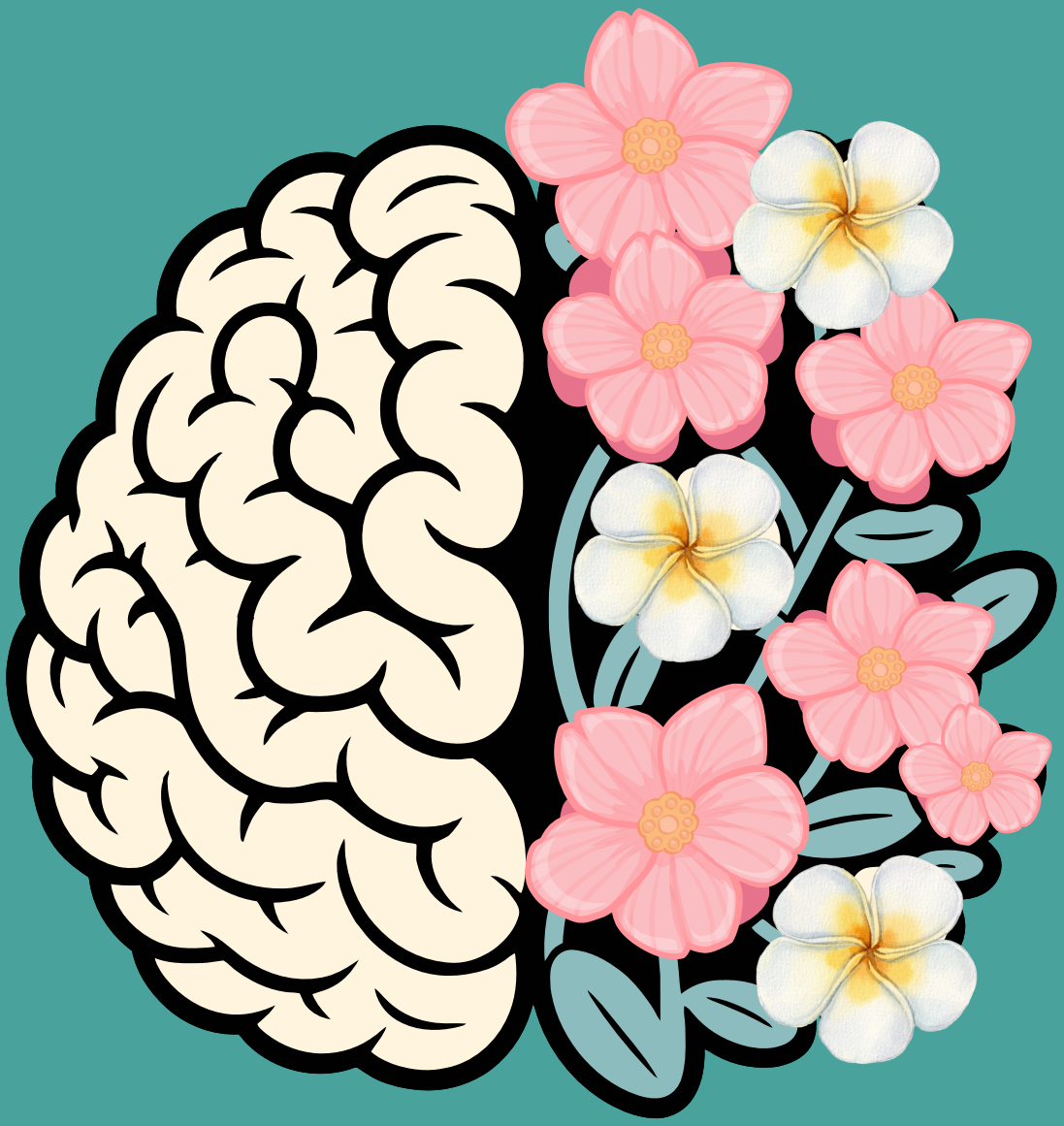
MODULE 2

FEEL WELL, LOVE WELL



WELLBEING & RELATIONSHIPS

Module 2 Overview

PURPOSE OF THIS SECTION

This Module is designed to equip young people with skills to recognize and manage stress and anxiety. *To be able understand the difference between healthy and unhealthy relationships, identify trusted support people, and explore gender equality and inclusion in everyday life.*

2.1 Mental Health Check: Stress, Anxiety, Coping, Getting Help 63

Session Objectives 64

Session 1.1 Activities 65

2.2 Healthy vs. Unhealthy Relationships 73

Session Objectives 74

Session 1.1 Activities 75

2.3 When It's Hard to Talk 83

Session Objectives 84

Session 1.1 Activities 85

2.4 Gender Equality & Inclusion 92

Session Objectives 93

Session 2.4 Activities 94

Module 2 Wrap up | Reflection and Evaluation 102



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

Mental Health Check

Session 2.1

SESSION OBJECTIVE

To equip young people with skills to recognize and manage stress and anxiety, understand the difference between healthy and unhealthy relationships, identify trusted support people, and explore gender equality and inclusion in everyday life.

LEARNING OUTCOMES

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

- Recognize stress and emotions in themselves and others
- Use healthy coping strategies for difficult feelings
- Identify healthy vs. unhealthy relationship behaviours
- Apply conflict resolution skills (Pause-Name-Act)
- Know trusted adults and support services
- Understand and practice gender equality and inclusion
- Challenge harmful stereotypes about gender and disability
- Apply consent and respect (veidokai) in daily interactions

FACILITATOR'S ROLE

Create a safe, non-judgmental space, normalize seeking help, guide respectful discussions on sensitive topics (anger, conflict, gender), model openness and vulnerability, and ensure all youth feel included regardless of gender, ability, or background.

FACILITATORS NOTES:
SHARE APPROPRIATE EXAMPLES: "WHEN I'M STRESSED, I TALK TO A FRIEND" OR "COULD WE TALANOA AFTER CLASS?" AND DEMONSTRATE THE LANGUAGE YOUTH CAN USE: "I'M NOT OKAY OR I NEED ADVICE

HOW TO SET A SAFE, RESPECTFUL TONE:

- Establish a "Safety Line" at the start of every session: "Sometimes we talk about tough feelings or difficult situations. You don't need to share personal stories unless you want to."
- Normalize difficult experiences:
- "Stress visits everyone; coping helps us bend, not break."
- Allow for "pass" and alternatives: Some youth may not be ready to speak or Offer alternatives: anonymous notes, drawing, pointing to cards

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 2.1

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	**Icebreaker – "Stress Scale**	See Activity 1
10-25 min	**Mini-Talk & Story: Understanding Stress**	See Activity 2
25-45 min	**Reflection Activity: My Coconut Tree**	See Activity 3
45-55 min	**Pair & Share – "One Storm, One Branch"**	See Activity 4
55-75 min	**Role-Plays – Stress Scenarios**	See Activity 5
75-90 min	**Resource Map: Getting Help**	See Activity 6

Total Time: 90 minutes

MATERIALS NEEDED

- ☑ Paper, sticky notes, pens, markers, and coloured pencils for drawing, reflections, and notes
- ☑ Flip chart or whiteboard to display scales, examples, and maps
- ☑ Scenario cards, handouts, and resource sheets (e.g., Safety Plan, "Where Can I Go?",
- ☑ Visual aids or props (coconut tree image/branch, optional objects for mini-talk)



Pro tip: Keep linking back to Module 1. Remind youth how skills from identity, communication, and trust (Pause-Name-Act, values, listening, clarity, kindness) connect to managing emotions, resolving conflicts, and building healthy relationships in Module 2.

Icebreaker: Stress Scale

Activity 1



TIME: 10 MINUTES

PURPOSE:

Purpose: Normalize stress by showing that everyone experiences different levels, and create a baseline for discussing mental health openly.

MATERIALS NEEDED:

- Sticky notes and pens (for anonymous option)
- Flip chart or whiteboard to display 0-10 scale

INSTRUCTIONS:

1. Gather the group where everyone can see you.
2. Introduce the stress scale 0 (no stress) → 10 (very stressed); emphasize no right or wrong answer.
3. Offer two sharing options: hold up fingers or write number anonymously on a sticky note.
4. Acknowledge the range of responses and normalize stress as part of life.
5. Ask a quick discussion question: “What causes stress?” or “How does stress feel in your body?”
6. Emphasize that stress is temporary, like waves, and coping tools are available.
7. Remind youth they don’t have to share personal stories and can step out or talk privately if needed.

EXAMPLE FACILITATOR MODELLING:

- There are no "wrong" stress levels. Whether someone is at 2 or 9, their experience is valid.
- What causes stress for young people?" (School, family, peers, money, relationships)
- "Today we'll learn what stress is, practice coping tools, and talk about how to ask for help."

KEY MESSAGE FOR THE ACTIVITY

This opening activity honors the principle that everyone's experience matters. By acknowledging stress levels without judgment, we create space for honest sharing.

FACILITATION TIPS:

- Use sticky notes or model your own stress level if youth are reluctant.
- High stress (7-10): acknowledge, add calming activities, have support ready.
- Low stress (1-3): affirm, frame session as building coping tools.
- Cultural note: stress = honorable responsibility, but everyone needs rest.

CONNECTION TO PREVIOUS SESSIONS:

"Remember Session 1.2: emotions are temporary waves? Stress is the same it rises, but it also falls. Today we're adding more tools to ride those waves."

Mini-Talk & Story



Activity 2



TIME: 15 MINUTES

PURPOSE:

Help youth understand what stress and anxiety are, why they happen, and how coping strategies help us navigate difficult times without breaking.

MATERIALS NEEDED:

- Flip chart or whiteboard
- Markers
- Visual of coconut tree (drawing or image)
- Optional: Actual coconut or coconut tree branch as a prop

INSTRUCTIONS:

1. Ask youth what stress is and explain it as the body and mind's alarm system.
2. Describe common stress signs: physical, emotional, and behavioral.
3. Explain anxiety as persistent worry that sticks around even when danger is gone.
4. Introduce the coconut tree metaphor: roots = supports, winds = stressors, branches = coping strategies.
5. Show how strong roots and flexible branches help us bend, not break, under stress.
6. Prepare youth to draw their own tree to identify personal supports, stressors, and coping tools.

EXAMPLE FACILITATOR MODELLING:

- "You'll identify YOUR roots for example. (what supports you),
- Your winds (what stresses you), and;
- Your branches (how you cope)."

KEY MESSAGE FOR THE ACTIVITY

Stress and anxiety are normal, and our bodies give us signals to pay attention. Like coconut trees, we can bend without breaking by relying on our roots (supports) and using our branches (coping strategies) to manage the winds (stressors). Understanding this helps us stay strong and resilient.

FACILITATION TIPS:

- Use everyday words, avoid jargon or clinical terms.
- Draw the tree and ask youth to name roots, winds, branches.
- Honor culture: use local terms like niu (coconut tree).
- Normalize struggles: "Everyone's tree bends in different winds."
- Avoid toxic positivity; acknowledge stress is real and hard.

"Remember from Session 1.2 when we learned emotions are temporary waves? Stress is also a waveit rises, but it falls. The coconut tree teaches us how to ride that wave without breaking."

Reflection: My Coconut Tree

Activity 3



TIME: 20 MINUTES

PURPOSE:

Help youth identify their personal supports (roots), stressors (winds), and coping strategies (branches) through visual, reflective drawing activity.

MATERIALS NEEDED:

- Paper (one per person) Markers, coloured pencils, or pens
- Pre-drawn coconut tree template (optionalfor those who don't want to draw)
- Flip chart with example tree visible

INSTRUCTIONS:

1. Give each youth paper and pens; optional tree outline. Explain the tree represents supports (roots), stressors (winds), and coping skills (branches).
2. Youth draw or list their roots, winds, and branches quietly for 12–15 minutes. Offer gentle prompts if stuck.
3. Observe for distress; check in privately if concerning content appears.
4. Invite optional sharing: pair share one item, or group share 1–2 volunteers. Affirm all contributions.
5. Guide reflection: notice supports, stresses, coping, and identify one small thing to strengthen or grow.
6. Create a simple in-session support plan: warning signs, coping tools, and contacts to reach out to.
7. Reflect and share

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

Youth build self-awareness by visually identifying their supports, stressors, and coping strategies, recognize areas needing stronger support, and gain practical resources they can revisit when stress rises.

FACILITATION TIPS:

- Don't force sharing; some youth may opt out.
- All "trees" are valid; celebrate differences.
- Check privately if roots are missing or content is concerning.
- Simplify language for younger youth.
- Offer symbols/stickers or scribe for non-writers.
- Encourage keeping trees private for future reflection.

THIS ACTIVITY IS THE HEART OF THE SESSION. YOUTH MOVE FROM ABSTRACT CONCEPTS (STRESS, ANXIETY, COPING) TO CONCRETE SELF-AWARENESS (MY STRESS, MY SUPPORTS, MY COPING TOOLS). THE VISUAL FORMAT MAKES IT ACCESSIBLE FOR ALL LEARNING STYLES AND LITERACY LEVELS.

Pair and Share: One Branch

Activity 4



TIME: 10 MINUTES

PURPOSE:

Encourage youth to identify a stressor (“storm”) and a coping strategy (“branch”), practice sharing respectfully, and develop supportive listening skills.

MATERIALS NEEDED:

- Small slips of paper or cards (optional for notes)
- Pens or pencils (optional)
- Space for pairs to sit or stand comfortably

INSTRUCTIONS:

1. Pair up youth, mixing personalities if possible to encourage diverse sharing.
2. Explain the activity: each person shares one stressor (“storm”) and one coping strategy (“branch”).
3. Partners listen respectfully: no judging, interrupting, or giving advice.
4. Encourage clarifying questions if needed: “Can you tell me more about that?” but keep it supportive.
5. Switch roles so both partners have a turn to share.
6. Debrief briefly as a group: ask, “What did you notice about listening and sharing?

EXAMPLE FACILITATOR MODELLING:

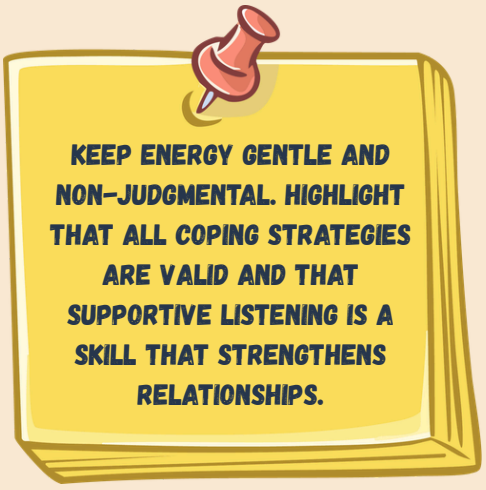
- “I’ll go first. One storm (stressor) for me is feeling anxious before exams. One branch (coping strategy) I use is taking deep breaths and stretching.”

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:

- Emphasize confidentiality: “What is shared here stays here.”
- Encourage patience: “Listen fully before responding.”
- Be mindful of sensitive disclosures; validate feelings but don’t problem-solve unless youth ask.
- Model supportive responses yourself to set the tone



Stress Scenarios Role-Play

Activity 5



TIME: 20 MINUTES

PURPOSE:

Practice identifying stress and applying coping strategies to real-life situations youth face.

MATERIALS NEEDED:

- Scenario cards (3-4 pre-written scenarios)
- Space for small groups to practice

INSTRUCTIONS:

1. Form groups based on number of participants.
2. Distribute scenarios: Give each group a stress scenario (exam, peer drama, family argument, social media).
3. Explain task: Read the scenario, act it out briefly (30 sec), then discuss the stress and possible coping strategies.
4. Prepare: Groups decide roles, key stress moment, and keep it short and clear.
5. Perform: Each group acts out the scenario, then discuss with the facilitator: What's the stress? What coping strategies help? Where could support come from?
6. Affirm learning: Link answers to coconut tree metaphor — stress = winds, coping = branches, support = roots.

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

Role-playing real-life stress situations helps youth recognize their stressors, try out coping strategies safely, and see that different tools can work. It's a low-pressure way to practice managing challenges and build confidence in handling stress.

FACILITATION TIPS:

- Keep it on track: Give time warnings if groups lag.
- Stay serious: Redirect joking with, "These are real stresses you face."
- Make it relevant: Let youth suggest their own stress scenarios.
- Link to earlier learning: "Think of your coconut tree; what branches help here?"
- Simplify for younger youth: Use easy examples like homework, recess, or chore conflicts.

SCENARIO EXAMPLES

- Exam pressure: Big test tomorrow, haven't studied, feel overwhelmed
- Peer drama: Friends arguing, caught in the middle, don't know what to do
- Family argument: Parents fighting about money, feeling scared and helpless
- Social media stress: Seeing everyone's perfect life online, feeling left out or not good enough

Resource Map: Getting Help

Activity 6



TIME: 15 MINUTES

PURPOSE:

Help youth identify people and services they can turn to when stressed, showing support as a layered network from closest to themselves out to the wider community.

MATERIALS NEEDED:

- Flip chart or whiteboard
- Markers
- "Where Can I Go?" handout (one per person or blank paper)
- Fiji Support Helpline numbers
- Pre-prepared list of local resources (optional backup)

INSTRUCTIONS:

1. Draw a small circle in the center: “You are here.”
2. First layer: Add closest supports (family, best friends, cousins).
3. Second layer: Add community supports (school, church, sports leaders).
4. Third layer: Add professional supports (counselor, doctor, helplines).
5. Write important phone numbers on the back of your paper if cards aren’t available.
6. Practice a simple help script with a partner: “I’m stressed, can you help me?”
7. Keep your map for reference — your network is your strength.

EXAMPLE FACILITATOR MODELLING:

Think aloud: Say out loud why you chose each person/number: “I’d call my sister first because she listens, then my teacher if I need advice, and the helpline if I feel overwhelmed.”

KEY MESSAGE FOR THE ACTIVITY

Youth build self-awareness by visually identifying their supports, stressors, and coping strategies, recognize areas needing stronger support, and gain practical resources they can revisit when stress rises.

FACILITATION TIPS:

- Model first: Draw your own Help Map on flip chart to show layers (self, then family then community and professional).
- Keep it simple: Use local terms like “ni sa veiqaravi?” (who helps?) and include church, sports teams, and village leaders.
- Encourage participation or keep it group work focused.
- Invite everyone to call out names; reassure that all suggestions are valid.
- Gender sensitivity: Remind youth it’s okay to include men or women they trust.
- Adapt if no cards: Show they can write numbers on the back of their paper.
- Reinforce action: Emphasize this map is a tool they can use when stressed.

Recap Mental Health Check: Stress, Anxiety, Coping and Getting Help

Reinforce learning from Session 2.1 by helping participants reflect on how their strengths, supports, and coping strategies can help them manage stress and anxiety, and recognize the value of reaching out for help when needed."

SESSION 2.1 HIGHLIGHTS

- **Icebreaker – Stress Scale:** Participants rated their current stress levels on a 0–10 scale, normalizing stress and starting conversation.
- **Mini-Talk & Story – Understanding Stress:** Facilitator explained stress and anxiety using simple language and the coconut tree metaphor.
- **Reflection Activity – My Coconut Tree:** Participants mapped personal supports (roots), stressors (winds), and coping strategies (branches) on paper.
- **Pair & Share – One Storm, One Branch:** Youth shared one personal stressor and one coping strategy with a partner, practicing supportive listening.
- **Role-Play – Stress Scenarios:** Groups acted out common stress situations and applied coping strategies
- **Resource Map – Getting Help:** Facilitator guided youth to create layered maps of trusted people and services in their life and 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:

Healthy vs. Unhealthy Relationships

Session 2.2

SESSION OBJECTIVE

To help young people understand the difference between healthy and unhealthy relationships, practice positive ways to manage anger and conflict, and know where to seek help when relationships become unsafe or harmful.

LEARNING OUTCOMES

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

- Recognize healthy, warning, and harmful behaviours in relationships
- Suggest respectful ways to respond to unhealthy actions
- Give examples across peers, dating, and family contexts
- Identify personal anger signals and use coping strategies
- Apply Pause-Name-Act to manage and repair conflict
- Name serious “red-card” behaviours and know where to get help

FACILITATOR’S ROLE

Create safe space for discussing relationships and conflict, normalize anger as an emotion while teaching healthy management, clearly name harmful behaviours without blaming victims, ensure youth know help is available, and model respectful conflict resolution yourself.

FACILITATORS NOTES:
WHEN YOUTH RECOGNIZE HEALTHY RELATIONSHIPS, MANAGE ANGER RESPECTFULLY, AND SEEK SUPPORT, THEY HELP CREATE SAFER FAMILIES AND COMMUNITIES, HONORING PACIFIC VALUES OF RESPECT (VEIDOKAI, VAKAROKOROKO) , CARE (ALOFA, VEILOMANI), AND COLLECTIVE WELLBEING.

HOW TO SET A SAFE, RESPECTFUL TONE:

- Recognize healthy and unhealthy relationships: Youth learn what respect, trust, and equality look like in practice.
- Manage emotions and conflicts safely: Anger is normal, but violence is not; skills help prevent escalation.
- Prevent violence: Spot warning signs early and promote safe, respectful interactions.

WHY THIS SESSION MATTERS

- Understanding and managing relationships: Pacific youth need skills to recognize healthy vs. unhealthy behaviours, manage anger, and resolve conflicts respectfully.
- Preventing violence and promoting respect: Learning to spot warning signs and practice equality helps prevent gender-based and dating violence.

Facilitator Preparation

Session 2.2

This session is all about helping youth recognize healthy, warning, and harmful behaviours in relationships, understand and manage anger, and practice respectful conflict repair using the Pause-Name-Act method. Through stories, group work, role-plays, and practical activities, participants learn to spot warning signs, use coping strategies, and know where to seek help, building safer relationships at home, with peers, and in dating.

SESSION 2.2 FLOW

Time	Activity Name	Activities
0-10 min	**Kick-off – Which Card? (Traffic Light)**	See Activity 1
10-20 min	**Story & Discussion – "Lisa & Jone "**	See Activity 2
20-30 min	**Group Work – Relationship Cards**	See Activity 3
30-45 min	**Anger Skills – "Signals & Toolbox**	See Activity 4
45-55 min	**Role-Play – "From Blow-Up to Repair**	See Activity 5
55-60 min	**Safety, Help & Wrap-Up**	See Activity 6

Total Time: 60 minutes

MATERIALS NEEDED

- ☑ Paper, sticky notes, pens, markers, and coloured pencils for drawing, reflections, and notes
- ☑ Flip chart or whiteboard to display scales, examples, and maps
- ☑ Scenario cards, for roleplaying or post it notes
- ☑ Visual aids or props (green, yellow and red coloured paper or folded paper for cards



Pro tip: Keep linking back to Module 1. Remind youth how skills from identity, communication, and trust (Pause-Name-Act, values, listening, clarity, kindness) connect to managing emotions, resolving conflicts, and building healthy relationships in Module 2.

Which Card? Traffic Lights

Activity 1

TIME: 10 MINUTES



PURPOSE:

Help youth quickly recognize the difference between healthy (green), warning (yellow), and harmful (red) relationship behaviours using a fast-paced interactive game.

MATERIALS NEEDED:

- Green, yellow, and red cards (one set per person) OR
- Youth can use hand signals: thumbs up (green), sideways (yellow), down (red)
- Pre-prepared list of behaviour statements

INSTRUCTIONS:

1. Give each youth green, yellow, and red cards, or explain hand signals (thumbs up, sideways, down).
2. Explain green means healthy, yellow is a warning, red is harmful or unsafe.
3. Read behaviour statements; youth show the matching card or signal.
4. Briefly affirm responses and discuss differences if needed.
5. Use examples: green = respectful/supportive, yellow = teasing or dismissing, red = threats or abuse.
6. Wrap up: healthy behaviours continue, yellow needs attention, red requires help.

EXAMPLE FACILITATOR MODELLING:

- Today we'll dive deeper into what makes relationships healthy and what to do when they're not."
- Yellow doesn't mean bad relationship it means 'needs attention and change'

KEY MESSAGE FOR THE ACTIVITY

Youth learn to spot healthy, warning, and unsafe relationship behaviours and know when to act or seek help.

OPTIONAL GENDER-SPECIFIC DISCUSSIONS:

For this friendship scenario, mixed-gender discussion usually works well, but you can separate groups if youth seem more comfortable discussing same-gender friendship dynamics first.

FACILITATION TIPS:

- Keep it moving; save long discussions for later.
- Expect some disagreement; use it to show context matters.
- Normalize yellow cards; they mean attention needed, not a bad relationship.
- Clarify red cards; they indicate risk and require help.
- Adapt examples to local culture and youth age.
- Use simpler family/friend examples for 10–12, include dating for 15+.

FACILITATOR TOOLBOX NOTE:

This quick activity sets the tone and introduces the traffic light/rugby card framework that will be used throughout the session. Keep it fast-paced and fun it's an icebreaker, not a deep discussion yet.

Story & Discussion: Lisa & Jone



Activity 2

TIME: 15 MINUTES

PURPOSE:

Help youth identify green, yellow, and red behaviours in a realistic friendship scenario and discuss how characters could respond respectfully.

MATERIALS NEEDED:

- Pre-written story "Lisa & Jone" (printed or on flip chart)
- Flip chart with three columns: Green | Yellow | Red
- Markers
- Optional: Separate spaces for gender-specific small group discussions

INSTRUCTIONS:

1. Introduce story (30 sec): Explain youth will listen for green (healthy), yellow (warning), and red (harmful) behaviours.
2. Read story (2-3 min).
3. Pause (30 sec): Ask: “What behaviours did you notice?”
4. Identify green behaviours (2 min): List supportive, caring actions in Green column.
5. Identify yellow behaviours (2-3 min): List teasing, dismissing, or boundary-crossing in Yellow column.
6. Discuss red behaviours (2 min): Brainstorm what would make the situation unsafe and record in Red column.

EXAMPLE FACILITATOR MODELLING:

"Let's think about what we just heard. What behaviours did you notice in this friendship?"

KEY MESSAGE FOR THE ACTIVITY

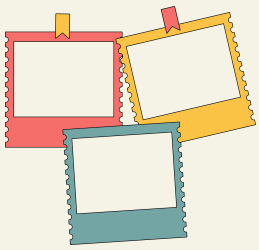
Youth learn to recognize healthy (green), warning (yellow), and harmful (red) behaviours in friendships, understand that even good friends can cross boundaries, and see that respecting feelings and listening when someone says “stop” is essential for caring, respectful relationships.

STORY: LISA AND JONE

- Lisa and Jone have been good friends since primary school. They spend a lot of time together, walking home after school and helping each other with homework.
- Lately, Jone has started teasing Lisa in front of other friends, making jokes about her appearance. At first, Lisa laughed along, but now it makes her feel embarrassed. When she asked Jone to stop, Jone said Lisa was "too sensitive."
- Despite this, Jone also shows care. She checks in with Lisa every few days, reminding her to drink water and rest before exams. When Lisa talks about school stress and pressure, Jone listens and offers support.

Group Work: Relationship Cards

Activity 3



TIME: 20 MINUTES

PURPOSE:

Help youth identify and categorize healthy (green), warning (yellow), and harmful (red) behaviours in different types of relationships while recognizing patterns and reinforcing respect.

MATERIALS NEEDED:

- Pre-prepared Green, Yellow, Red "cards" or coloured paper
- Pens or markers
- Flip chart or whiteboard (for group sharing)
- Optional: sticky notes for group ideas

INSTRUCTIONS:

1. Form small groups of 3–5 participants.
2. Explain the task: list 3–4 examples of Green (healthy), Yellow (warning), and Red (harmful) behaviours in friendships, dating, and family.
3. Groups discuss and write examples on cards or paper.
4. Encourage realistic examples from school, home, or community.
5. Each group shares 1–2 examples per relationship type with the whole group; facilitator captures key ideas.
6. Discuss patterns, surprises, and why recognizing behaviours early matters.

EXAMPLE FACILITATOR MODELLING:

Give an example first:

- Green: "Listening when a friend talks without judging."
- Yellow: "Ignoring someone's feelings occasionally."
- Red: "Threatening or hurting someone to get your way."
- Model respectful discussion: "Thank you for your example, that helps us see the difference between warning and harmful behaviours."

KEY MESSAGE FOR THE ACTIVITY

Youth build self-awareness by visually identifying their supports, stressors, and coping strategies, recognize areas needing stronger support, and gain practical resources they can revisit when stress rises.

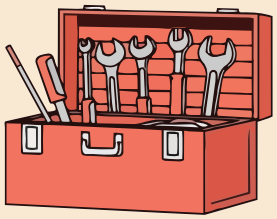
FACILITATION TIPS:

- Encourage youth to think of behaviours in context, not just extremes.
- If groups struggle, prompt: "What's an example you've seen among friends, at home, or at school?"

YOUTH LEARN TO RECOGNIZE PATTERNS OF BEHAVIOUR IN RELATIONSHIPS, UNDERSTAND THE DIFFERENCE BETWEEN HEALTHY, WARNING, AND HARMFUL ACTIONS, AND SEE HOW EARLY AWARENESS AND RESPECTFUL RESPONSES HELP MAINTAIN SAFER AND STRONGER RELATIONSHIPS.

Anger Skills: Signals & Toolbox

Activity 4



TIME: 10 MINUTES

PURPOSE:

Help youth recognize physical and emotional signals of anger and develop personalized coping tools to manage it safely, distinguishing between feeling angry and acting aggressively.

MATERIALS NEEDED:

- Flip chart or whiteboard and Markers
- Paper and pens/pencils for each youth
- Optional: Pre-prepared example “Toolbox” visual

INSTRUCTIONS:

1. Explain that anger is a normal emotion with physical signals (e.g., heat, tense muscles, racing heart).
2. Ask youth to notice and name their own body signals when they feel angry.
3. Introduce coping tools: breathing, walking, talking, listening to music, drawing, prayer, or other strategies.
4. Have each youth create their personal “cooling-down toolbox” listing 3–5 strategies that work for them.
5. Encourage sharing examples in pairs or small groups if comfortable, without judging or comparing.
6. Reinforce that tools help manage anger safely and prevent acting aggressively.

EXAMPLE FACILITATOR MODELLING:

- Demonstrate naming a signal (“I notice my shoulders tighten when I’m angry”) and show using a tool (“I take three deep breaths to calm down”).
- Model calm tone and validate all contributions.

KEY MESSAGE FOR THE ACTIVITY

Recognizing anger signals and using personal coping tools helps youth manage emotions safely, prevent conflict escalation, and maintain respectful relationships.

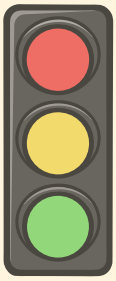
FACILITATION TIPS:

- Normalize anger as a feeling everyone experiences.
- Distinguish between feeling anger and acting aggressively.
- Encourage diverse coping strategies; there is no “one right way.”
- Reinforce confidentiality when sharing personal strategies.
- Adjust examples for age and cultural context.

QUICK CHECK-IN: OBSERVE PARTICIPANTS’ BODY LANGUAGE AND OFFER EXTRA SUPPORT IF SOMEONE SEEMS VERY TENSE OR UPSET.

Role-Play Practice: Green, Yellow and Red

Activity 5



TIME: 25 MINUTES

PURPOSE:

Practice recognizing and responding to green, yellow, and red relationship behaviours through realistic role-play scenarios

MATERIALS NEEDED:

- Scenario cards (pre-written, one per group)
- Space for groups to practice and perform
- Optional: Simple props (chairs, bags, phones)

INSTRUCTIONS:

1. Form groups based on number of participants.
2. Distribute scenarios: Give each group a stress scenario (exam, peer drama, family argument, social media).
3. Explain task: Read the scenario, act it out briefly (30 sec), then discuss the stress and possible coping strategies.
4. Prepare: Groups decide roles, key stress moment, and keep it short and clear.
5. Perform: Each group acts out the scenario, then discuss with the facilitator: What's the stress? What coping strategies help? Where could support come from?
6. Affirm learning: Link answers to Green, Yellow and Red relationship behaviours.

EXAMPLE FACILITATOR MODELLING:

- Some red behaviours may be normalized (corporal punishment, controlling relationships); address gently using Pacific values: "Does this behavior show respect (veidokai)? Does it build or break trust?"

KEY MESSAGE FOR THE ACTIVITY

Youth learn to identify healthy, warning, and harmful behaviours in relationships, use respectful strategies to respond, and know when to act themselves versus seek help, building confidence and supportive bystander skills.

FACILITATION TIPS:

- Keep it safe: Keep it safe, actors can describe actions instead of doing them
- Age-appropriate: Younger youth focus on friendships/family; older youth may include dating, social media, independence.
- Debrief thoroughly: Learning happens in discussion, not just performance
- Lighten heavy scenarios: Praise acting, then focus on lessons learned
- Normalize yellow behaviours: Recognizing them early prevents escalation
- Emphasize red behaviours: Require adult support, counseling, or authorities

FACILITATOR TOOLBOX NOTE:

This moves from identification (Activities 1-3) to action. Youth practice what to do when they see or experience unhealthy behaviours. Role-play reduces pressure "it's just acting "while building real skills.

Wrap-Up Reflection & Closing

Activity 6



TIME: 10 MINUTES

PURPOSE:

Reinforce key learning, help youth commit to applying green/yellow/red framework in their own relationships, and close with empowering affirmation.

MATERIALS NEEDED:

- Flip chart or whiteboard (optional, to record reflections)
- Blank paper or index cards (for youth to create their own Help Sheet)
- Pens or pencils
- Optional: Helpline cards (FWCC, Police, counselling services) to copy information

INSTRUCTIONS:

1. Form small groups of 3–4 and assign roles: 2–3 actors, optional observer/director.
2. Give each group a scenario card (green, yellow, or red) and explain the task: act out the behaviour clearly in under 1 minute.
3. Groups rehearse, deciding who plays which role and focusing on the key behaviour, not long setups.
4. Each group performs (30–60 seconds), showing the scenario to the whole group.
5. After each performance, debrief with the audience: identify card colour, specific behaviours, and how the situation could be handled safely.
6. Repeat for all groups, then summarize key lessons: green = respectful, yellow = warning signs, red = dangerous — know how to respond and seek help.

EXAMPLE FACILITATOR MODELLING:

Strong relationships are like strong rugby teams and vaka crews they move with respect, trust, teamwork, and balance."

KEY MESSAGE FOR THE ACTIVITY

Youth learn to recognize and practice respect, apply the green/yellow/red framework in their relationships, know where to seek help, and leave feeling empowered with practical tools, resources, and a culturally meaningful sense of collective strength.

FACILITATION TIPS:

- End on empowerment: Highlight tools and hope, not just seriousness of red behaviours
- Normalize help-seeking as strength and courage
- Use Pacific metaphors (rugby, vaka) to reinforce collective wellbeing
- Prioritize reflection and resource distribution if time is short
- Stay after for private questions or disclosures; follow safeguarding protocols
- Adjust metaphors for age: simple for 10–14, broader life application for 15–24

FACILITATOR SELF CARE REMINDER:

After facilitating this session on relationship violence, debrief with a co-facilitator, follow up on disclosures, honor your emotions, and seek support if needed.

Recap Healthy vs. Unhealthy Relationships

Reinforce learning from Session 2.2 by helping participants understand stress and anxiety, reflect on their personal strengths and supports, practice coping strategies, and see that asking for help is a sign of strength.

SESSION 2.2 HIGHLIGHTS

- **Kick-off – Which Card? (Traffic Light):** Participants sorted relationship behaviours into green, yellow, and red, learning to quickly recognize healthy, warning, and harmful behaviours.
- **Story & Discussion – "Lisa & Jone":** Participants identified green, yellow, and red behaviours in a friendship story, discussing what respectful and concerning actions look like.
- **Activity 3. Group Work – Relationship Cards:** Small groups listed examples of green, yellow, and red behaviours across friendships, dating, and family, comparing experiences and spotting patterns.
- **Anger Skills – "Signals & Toolbox":** Participants explored physical signs of anger and created personal coping toolboxes to manage emotions safely.
- **Role-Play – "From Blow-Up to Repair":** Groups practiced conflict scenarios, first with unhelpful anger, then using Pause-Name-Act to respond respectfully and repair relationships.
- **Safety, Help & Wrap-Up:** Youth identified serious “red-card” behaviours, discussed trusted support options, and reflected on applying the green/yellow/red framework in daily life.

Module 2 Notes



ADDITIONAL OBSERVATIONS / NOTES:

When It's Hard to Talk, Respect, Repair, Reach Out

Session 2.3

SESSION OBJECTIVE

To help youth practice talking about difficult or taboo topics with empathy and respect, learn how to keep relationships safe across cultural differences, and know where to reach out for support when conversations are hard.

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

- Empathy is a skill: it means listening and caring, not fixing, judging, or giving advice.
- Model simple responses like “That sounds hard,” “I’m here,” and allow silence.
- Use the flow: Ask, Listen, Respect, Check safety to guide supportive conversations.

FACILITATOR'S ROLE

The Challenge of Talking About Hard Topics. Many Pacific youth struggle to talk about mental health, relationships, body and sexual health, bullying, family conflict, and identity concerns.

HOW TO SET A STRENGTHS-BASED TONE:

- Mental health and emotions are often kept silent
- Relationship and family problems can feel unsafe to name
- Identity, body, and peer pressures are hard to talk about

WHY THIS SESSION MATTERS

Create exceptionally safe space for discussing "hard to talk about" topics, normalize difficulty in asking for help, model empathy and non-judgment, validate cultural barriers while providing pathways forward, and ensure youth leave with concrete support contacts.



Facilitator Preparation

Session 2.3

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 2.3 FLOW

Time	Activity Name	Activities
0-10 min	**Warm-Up (Silent Ball)**	See Activity 1
10-20 min	**Story Prompt (What's Hard to Say)**	See Activity 2
20-30 min	**Empathy Practice (Respect the Space)**	See Activity 3
30-45 min	**Building the 'Help Map'**	See Activity 4
50-60 min	**Reflection & Affirmation**	See Activity 5

Total Time: 60 minutes

MATERIALS NEEDED

- ☑ Soft ball or coconut (for icebreaker)
- ☑ Story cards or printed stories (or read aloud)
- ☑ Flip chart or whiteboard and markers
- ☑ Paper and pens for small group work
- ☑ List of local help contacts (written on board if no handouts)

FACILITATOR NOTE:
▲ REMEMBER ▲
PROVIDE CLEAR SUPPORT PATHWAYS: HIGHLIGHT TRUSTED FAMILY, PEERS, SCHOOL, COMMUNITY LEADERS, AND HELPLINES FOR DIFFERENT ISSUES.

Use familiar Pacific metaphors (vaka crew, rugby team, choir) to keep the session culturally grounded and emotionally safe

Warm-Up (Silent Ball)

Activity 1



TIME: 10 MINUTES

PURPOSE:

Show how silence can feel safe, but also limiting setting the stage for discussing why some topics are hard to talk about.

MATERIALS NEEDED:

- Soft ball or coconut husk
- Open space for circle formation

INSTRUCTIONS:

1. Form a circle – Stand where everyone can see each other.
2. Explain the rules – Toss the ball/coconut to someone without speaking. Use gestures or facial expressions only.
3. Start the game – Toss the ball around silently for 3–4 minutes. Let confusion, laughter, or mistakes happen naturally.
4. Observe – Notice how silence affects communication, connection, and teamwork.
5. Pause for reflection – Ask: What was easy? What was hard? How does this relate to staying silent in real life?
6. Share examples – Invite 1–2 quick stories of times they stayed silent when they wanted to speak.
7. Connect with Pacific analogies – Rugby, choir, or vaka crew: show how communication keeps teams, music, and canoes working well together.

EXAMPLE FACILITATOR MODELLING:

- "What was EASY about playing without speaking?"
- What was HARD about playing without speaking?"
- "When have you felt like this in real life wanting to say something but staying silent?"

KEY MESSAGE FOR THE ACTIVITY

"Silence can protect or reflect, but talking with respect, empathy, and courage helps us connect, ask for help, and solve problems."

FACILITATION TIPS:

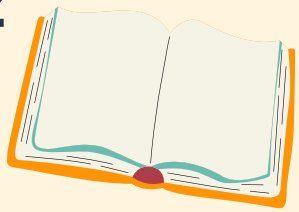
- Keep it light; laughter helps ease tension.
- Let youth experience silence; avoid over-explaining.
- Watch body language; some may feel relief, others frustration.
- Honor Pacific cultural value of silence, but highlight when it prevents help.

REMEMBER: THIS ACTIVITY HELPS PARTICIPANTS FEEL THE IMPACT OF UNSPOKEN COMMUNICATION AND REFLECT ON HOW SILENCE AFFECTS REAL-LIFE SITUATIONS. HOLD THE SPACE GENTLY AND GUIDE REFLECTION WITH CURIOSITY, NOT JUDGMENT.

Story Prompt: What's Hard to Say?

Activity 2

TIME: 15 MINUTES



PURPOSE:

Explore why certain topics are taboo or difficult to discuss, and practice identifying empathetic responses.

MATERIALS NEEDED:

- Pre-written story (printed or on flip chart)
- Flip chart and markers
- Optional: Space for pairs to talk

INSTRUCTIONS:

1. Introduce the activity: "We'll hear short stories about young people facing things that are hard to talk about."
2. Read the two stories aloud, one at a time and consider the gender of the group.
3. Ask the group: "Why do you think these topics are hard to talk about?"
4. Ask: "What would empathy look like for this person?"
5. Form pairs and give 5–6 minutes to discuss both questions.
6. Guide pairs to think about: listening without judgment, offering support, not making jokes, helping find solutions, respecting privacy
7. Invite 1–2 pairs to share insights; affirm respectful listening and support.

FACILITATION TIPS:

Remind them that it's okay to feel awkward or unsure when discussing hard topics; this is part of learning empathy.

EXAMPLE FACILITATOR MODELLING:

- "These are real situations many youth face. Let's explore why these are hard to talk about."
- When someone shares something hard, we don't laugh or judge. We support them, and their voice grows stronger."

KEY MESSAGE FOR THE ACTIVITY

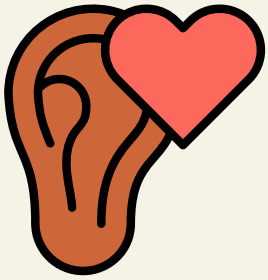
Empathy helps break silence around hard topics and when we listen without judgment and support each other, we create safe spaces for honest conversations, just like a choir lifting a solo voice.

Story 1: Sala and Anxiety
Sala has been feeling anxious for months and can't sleep, worrying all the time. She wants to tell her youth group leader, but she's scared they'll laugh or think she's weak. In her community, people say "just pray harder" or "you're being dramatic." Sala stays quiet, even though the anxiety is getting worse.

Story 2: Litia and Menstruation
Litia got her period at school and didn't have pads. She felt embarrassed and didn't know who to ask. Her friends noticed but didn't say anything. Litia went home early, feeling ashamed. She wishes she could talk to someone at school about periods, but it feels too private and shameful.

Empathy Practice

Activity 3



TIME: 15 MINUTES

PURPOSE:

Practice empathy skills for hard conversations using the Ask → Listen → Respect → Check Safety framework.

MATERIALS NEEDED:

- Topic cards (optional prompts for Speakers)
- Three role cards: "Speaker," "Listener," "Observer"
- Flip Charts, pens and paper

INSTRUCTIONS:

1. Explain the 3 Rs & empathy steps – Respect, Repair, Reach Out; Ask → Listen → Respect → Check Safety. Focus today on Respect.
2. Form trios – Assign roles: Speaker, Listener, Observer; roles will rotate.
3. Speaker shares – A safe “hard-to-talk-about” topic; Listener practices empathy; Observer watches for respect and safety.
4. Rotate roles – Switch roles twice so everyone experiences each part.
5. Circulate and support – Coach listeners to stay quiet, respectful, and check safety; affirm good examples.
6. Debrief in circle – Observers share what kept space safe; speakers share feelings; relate to Pacific analogy: rugby scrum balance

EXAMPLE FACILITATOR MODELLING:

"As the Observer, notice how the Listener protects the va/veiwekani: the sacred space between people. Watch for respectful listening, care, and boundaries, not just what is said. See how a hard conversation can feel safe or unsafe depending on how this space is treated."

KEY MESSAGE FOR THE ACTIVITY

Youth practice listening with respect, see how it feels to be heard, and learn that empathy is a skill that keeps relationships safe and balanced.

FACILITATION TIPS:

Use simpler topics and shorter rounds for 10–14, longer/more complex for 15–24; consider same-gender trios, emphasize Observer role, and praise specific empathetic behaviours.

EXPLAIN THE 3 RS – INTRODUCE RESPECT, REPAIR, AND REACH OUT

- **Respect** means honoring the person, topic, and relationship.
- **Repair** means apologizing and reconnecting if you make a mistake.
- **Reach Out** means knowing when to get help from someone else.
- Teach the empathy steps as:
- **Ask –** check if the person wants to talk;
- **Listen** – give full attention without interrupting; Respect – don’t judge, minimize, or joke and honor privacy;
- **Check Safety** – make sure the person is safe and has help if needed. Focus today on practicing Respect.

Building the "Help Map"

Activity 4



TIME: 15 MINUTES

PURPOSE:

Create a concrete, visual resource showing youth exactly where to reach out when conversations are hard, reducing stigma and barriers to help-seeking.



MATERIALS NEEDED:

- Large flip chart paper or poster board
- Markers (multiple colours)
- Sticky notes (optional for youth to add ideas)
- Pre-made "Help Map" template (optional)

INSTRUCTIONS:

1. Draw a Help Map with three columns: Who can help? Where to find them? How to contact?
2. Explain purpose: Some problems need support from trained or experienced people, not just friends.
3. Brainstorm as a group and fill in categories: Friends/peers, Family/community, School, Faith leaders, Professionals, Helplines.
4. Add local details: Names, locations, opening hours, contact info to make it practical.
5. Discuss what helps or blocks reaching out (trust, privacy vs. fear, gossip, distance) and ways to get help safely (text, helpline, trusted adult).



EXAMPLE FACILITATOR MODELLING:

- "This Help Map is yours. Take a photo, copy it down, remember it. When things get hard, you know where to turn."
- Address stigma directly: "Some people think asking for help means you're weak. That's wrong. It means you're wise enough to know you need support."

KEY MESSAGE FOR THE ACTIVITY

Youth learn there are safe people and places to go for help, understand what makes reaching out easier or harder, and gain practical strategies and a visible Help Map they can use in real life.



FACILITATION TIPS:

- Use real local names, places, and numbers; include culturally appropriate male and female support options.
- Normalize helplines and private support: calling for help is wise, not weak.
- Ensure gender-sensitive access: provide safe options for all youth, acknowledging barriers for boys and girls.

AGE ADAPTATION

- Younger youth (10-14): Focus on family, teachers, school counselorkeep it simple
- Older youth (15-24): Include peer support, youth services, helplines, online resources

Reflection & Affirmation

Activity 5



TIME: 5 MINUTES

PURPOSE:

Close with encouragement, personal commitment, and collective affirmation that honors Pacific values of respect and mutual support.

MATERIALS NEEDED:

- Optional: Small cards or sticky notes for anonymous pledges
- Talking piece (shell, stone, or coconut) for circle share

INSTRUCTIONS:

1. Introduce reflection: Ask youth how they can make it easier for others to talk about hard topics.
2. Personal pledge: Share aloud in circle or write anonymously one commitment to be empathetic and supportive.
3. Affirm commitments: Highlight that small actions make the community safer and stronger.
4. Collective affirmation: Lead call-and-response phrases about courage, respect, empathy, and teamwork.
5. Reinforce tools: Remind youth of empathy skills, Help Maps, and the 3 Rs — Respect, Repair, Reach Out.
6. Optional metaphor: Use “referee’s whistle” to show breaking silence respectfully keeps people safe.

EXAMPLE FACILITATOR MODELLING:

- "We've learned about empathy, practiced respectful conversations, and built a Help Map.”
- “Now let's think about how we can be part of the solution."
- "How can you make it easier for someone else to talk to you about hard things?"

KEY MESSAGE FOR THE ACTIVITY

Youth commit to creating safety for others, feel empowered through collective affirmation, and learn that empathy and speaking up are strengths rooted in Pacific values.

FACILITATION TIPS:

- Speak the affirmation with warmth so youth truly feel it.
- Use simple language for younger youth and more depth for older youth.
- Honor emotions; if youth are moved, acknowledge it gently.
- Use call-and-response to make the affirmation a shared, collective experience.

FACILITATOR TOOLBOX NOTE: THE CLOSING HELPS YOUTH TURN UNDERSTANDING INTO ACTION, COMMITTING TO EMPATHY WHILE FEELING EMPOWERED, SUPPORTED, AND PART OF A COLLECTIVE EFFORT.

Recap Respect, Repair, Reach Out

Reinforce learning from Session 2.3 by helping participants practice talking about difficult topics with empathy and respect, recognize how to keep relationships safe across cultural differences, and identify where to reach out for support when conversations are hard.

SESSION 2.3 HIGHLIGHTS

- **Warm-Up (Silent Ball):** Youth experienced how silence can make connection harder and saw the value of communication.
- **Story Prompt (What's Hard to Say):** Youth identified common barriers to talking about difficult topics and practiced recognizing empathy.
- **Empathy Practice (Respect the Space):** Youth learned how to listen respectfully, protect relational space, and respond with care.
- **Building the Help Map:** Youth discovered concrete people, places, and ways to reach out for support when topics feel too hard.
- **Reflection & Affirmation:** Youth made personal commitments to support others, reinforcing empathy, respect, and collective responsibility.

Session Notes



WHAT WENT WELL?

WHAT ACTIVITIES ENGAGED YOUTH THE MOST?

REAL LEARNING MOMENTS OR SKILL DEVELOPMENT OBSERVED:

NOTES / OBSERVATIONS / IDEAS FOR NEXT SESSION:

Gender Equality & Inclusion

Session 2.4

SESSION OBJECTIVE

To help youth see that equality is shown through everyday respect and care, sharing responsibilities fairly, practicing consent and mutual respect, including peers with disabilities, and addressing sensitive issues like menstruation with dignity, strengthening families, friendships, and communities.

LEARNING OUTCOMES

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

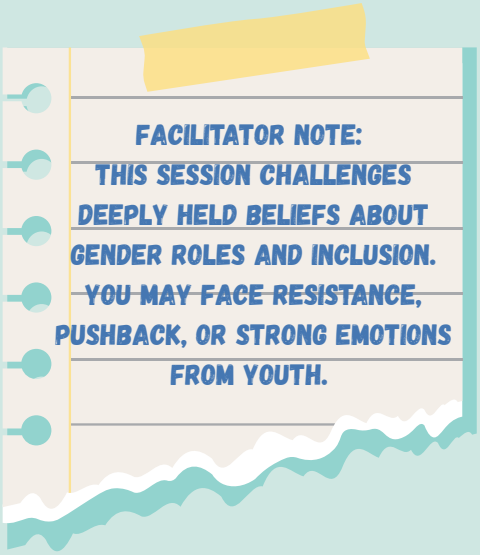
- Understand fairness in daily life.
- Include everyone, regardless of gender, ability, or background.
- Notice and stop disrespectful or hurtful actions.
- Stand up for friends and know where to get help.
- Respect others' boundaries and practice consent.

KEY FACILITATOR NOTES

Facilitate gender and inclusion discussions with cultural respect while upholding clear values, recognizing that some youth and families hold traditional views or limited awareness of accessibility.

FACILITATOR'S ROLE

Create a safe space to discuss gender and inclusion, challenge stereotypes respectfully, model inclusive behavior, and leave youth with practical actions.



HOW TO SET A STRENGTHS-BASED TONE:

- Introduce topic: fairness, equality, and inclusion; invite open minds and respectful listening
- Normalize discomfort: stepping outside is okay if overwhelmed
- Root equality in Pacific values: love/compassion (veilomani/alofa), mutual respect (veirogorogoci), working together (solesolevaki)
- Validate growth: discomfort is normal; aim for a fair, inclusive community.

WHY THIS SESSION MATTERS

- Everyday equality means fairness in sharing responsibilities and power, inclusion removes barriers, consent shows respect for bodies and choices, we can all be allies by standing up for fairness, and small actions build a culture of respect and dignity.

Facilitator Preparation

Session 2.4

When young people understand fairness, practice inclusion, prevent harm, and support others, they become agents of change in their families and communities. Help youth understand fairness and respect in daily life, practice inclusion and consent, notice and prevent harm, and support others by standing up and knowing where to get help.

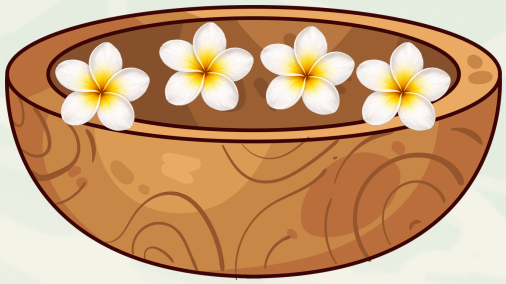
SESSION 2.4 FLOW

Time	Activity Name	Activities
0-10 min	**Warm-Up: Values Line – Fair or Unfair?**	See Activity 1
10-30 min	**Equality at Home – Chores & Choices**	See Activity 2
30-45 min	**Respect in Community Spaces**	See Activity 3
45-55 min	**Consent & Respect Story**	See Activity 4
55-60 min	**Allyship Pledge & Closing Youth**	See Activity 5

Total Time: 60 minutes

MATERIALS NEEDED

- ☑ Large signs, tape/markers, pre-prepared statements (for Values Line activity)
- ☑ Chore cards, group labels, flip chart/markers, optional images (for Equality at Home)
- ☑ Picture prompts/station cards, paper, markers, sticky notes, rotation timer/bell
- ☑ Flip chart with consent framework, scenario cards, role-play space, ***observer checklist,***



Pro tip: This session challenges deeply held beliefs about gender roles and inclusion. You may face resistance, pushback, or strong emotions from youth. Honor your own feelings. Debrief with co-facilitators or supervisors. Celebrate the seeds planted change takes time.

Values Line: Fair or Unfair?

Activity 1



TIME: 10 MINUTES

PURPOSE:

Help youth explore their ideas of fairness and start identifying everyday patterns of inequality at home, school, in sports, and within their communities.

MATERIALS NEEDED:

- Three large signs: "Very Fair," "Unsure," "Unfair"
- Tape or markers to designate three spots in room
- Pre-prepared sample statement list

INSTRUCTIONS:

1. Set up line: Place signs Very Fair, Unsure, Unfair; explain the line shows a fairness spectrum.
2. Introduce activity: Explain statements about home, school, sports, and community; participants move to the spot matching their view.
3. Read statements & move: One at a time; after 2–3 with mixed responses, ask a few participants why they chose their spot.
4. Debrief circle: Gather participants; ask what they noticed and what makes something fair or unfair.
5. Capture key ideas: Note words on flip chart: Respect, Dignity, Equal Opportunity, Shared Responsibility; invite 1–2 examples of surprises.
6. Highlight that Fairness equals respect, dignity, shared responsibility, and inclusion for all.

EXAMPLE FACILITATOR MODELLING:

Frame with Pacific values:

- Veidokai – Respect and consideration
- Vakaturaga – Dignity and good manners
- Vakarokoroko – Reverence and care
- Faka'apa'apa – Respect and courtesy

KEY MESSAGE FOR THE ACTIVITY

Youth explore fairness, discuss different views, question assumptions, and connect fairness to Pacific values like respect, dignity, and shared responsibility.

SAMPLE STATEMENTS EXAMPLES

HOME / CHORES

- Everyone helps with dishes (mostly Fair)
- Only girls cook/clean, only boys do yard/repairs (mixed)
- Older siblings help care for younger ones, regardless of gender (mostly Fair)

SCHOOL

- Equal opportunities for boys and girls as class leaders (mostly Fair)
- Girls sit out of PE during periods (mixed)
- Teachers call on boys and girls equally (mostly Fair)

SPORTS

- Only boys play rugby, only girls play netball (mixed)
- Include youth with disabilities using adapted rules (mostly Fair, some Unsure)

COMMUNITY / CHURCH

- Both girls and boys can speak in youth meetings (mostly Fair)
- Only boys carry heavy items during village clean-up (mixed)

Equality at Home: Chores & Choices



Activity 2

TIME: 20 MINUTES

PURPOSE:

Help youth reflect on and rebalance household chores and decision-making fairly, recognizing that gender-based divisions are learned and can be changed.



MATERIALS NEEDED:

- Chore cards (pre-printed, one set per group)
- Three labels per group: "Anyone," "Only Boys," "Only Girls"
- Flip chart and markers
- Optional: Images of chores for visual learners



INSTRUCTIONS:

1. Groups of 3–5; get chore cards + labels (Anyone, Only Boys, Only Girls).
2. Sort Chores and Place each card under the label that matches what actually happens in your home, village, or church.
3. Tell the circle which chores went where and why. Notice patterns.
4. Challenge Assumptions: Could boys do “girls’ chores” and girls do “boys’ chores”?
5. Discuss skills, care, fairness, and Pacific values. Co-Create Fair-Chores Charter
6. Suggest ways to share chores equally: rotate tasks, teach skills across genders, pair for heavy tasks, include all abilities, value all work.

EXAMPLE FACILITATOR MODELLING:

“Notice how ‘Only Girls’ chores are daily and inside, while ‘Only Boys’ chores are occasional and outside; this means girls carry more daily work and boys miss learning important life skills. Is this fair?”

KEY MESSAGE FOR THE ACTIVITY

Youth learn that chores are often divided by gender rather than ability, that these divisions can change, and that sharing chores benefits everyone; the Fair-Chores Charter offers concrete ways to do this while ensuring inclusion for all abilities.



FACILITATION TIPS:

- Expect pushback: "But boys ARE stronger!"
- Don't shame traditions: "In many families, this is how it's always been done.
- Celebrate flexibility: If youth already share chores in their homes, celebrate

SAMPLE CHORE CARDS:

HOME:
Cook meals, wash dishes, sweep/mop floors, do laundry, care for younger siblings, fetch water, shop for groceries, budget household money

VILLAGE/COMMUNITY:
Harvest crops, plant garden, feed animals, repair house/fences, prepare food for gatherings, organize fundraisers, lead village meetings



CHURCH:
Set up chairs, clean church, prepare communion/food, lead youth group, sing in choir, count offerings

Respect in Community: Picture Prompts

Activity 3



TIME: 15 MINUTES

PURPOSE:

Practice identifying barriers to inclusion in everyday settings (school, sports, church, village) and redesigning spaces to be more accessible, equitable, and respectful.

MATERIALS NEEDED:

- 5-6 picture prompts/station cards (large images or descriptions)
- Markers and paper at each station for groups to write fixes
- Sticky notes (optional, for noting barriers)
- Rotation timer/bell

INSTRUCTIONS:

1. Set up & form groups: Place stations with materials; groups of 3–5 spread out.
2. Spot barriers: Identify who is excluded and why.
3. Redesign for inclusion: Suggest fixes and write ideas on the station paper.
4. Rotate & reflect: Spend ~4 minutes per station; discuss with facilitator prompts.
5. Share a commitment: Each group shares one fix they will try this week.

EXAMPLE FACILITATOR MODELLING:

Demonstrate spotting barriers and suggesting fixes before youth start:

- Point to the image, identify an exclusion, then verbalize a simple fix.

KEY MESSAGE FOR THE ACTIVITY

Youth learn to spot barriers to inclusion in everyday spaces, think of practical ways to make activities fair and accessible, and understand that small changes can make a big difference for everyone.

FACILITATION TIPS:

- Celebrate creativity: Praise ideas, e.g., buddy system for sports.
- Challenge “we can’t”: Ask what they can influence in their group or team.
- Cross-gender sports: Question rigid rules, e.g., “Why is rugby only for boys?”

PICITURE DESCRIPTION PROMPT EXAMPLES

STATION 1: SCHOOL CLASSROOM

- Some students at back can’t see the board.
- Teacher calls only boys for leadership roles.
- Girl leaves class due to period and lack of supplies.

STATION 2: SPORTS FIELD

- Rugby practice is all boys; girls watch.
- Youth with disability sit out.
- Coach praises only aggressive behavior.

STATION 3: CHURCH / YOUTH HALL

- Boys lead prayer and discussion; girls sit quietly.
- Youth with disability blocked by stairs.
- Girls on periods told to stay home.

Consent & Respect: Story Chain

Activity 4



TIME: 10 MINUTES

PURPOSE:

Build consent and respectful relationship skills through scenario analysis, teaching that consent applies to many everyday situations not just physical/sexual contexts.

MATERIALS NEEDED:

- Flip chart with consent framework visible: Ask, Listen, Respect the Answer, Check Safety
- 3-4 pre-written scenario cards (Refer to next page)

INSTRUCTIONS:

1. Introduce Consent: Write on flip chart: CONSENT = Respect for Boundaries; show 4-step framework: Ask, Listen, Respect, Check Safety.
2. Explain Broadly: Consent applies in sports, online, social, family, and touch situations — not just dating or physical interactions.
3. Give Examples: Ask permission, respect "no," notice body language, check safety and comfort.
4. Connect to Pacific Values: Veidokai, Vakarokoroko, Vakaturaga, Adab, Samman, Hanuju = respect, dignity, care, courtesy.
5. Key Message: Practicing consent is practicing respect, fairness, and care for everyone.

EXAMPLE FACILITATOR MODELLING:

- Is this a Yes moment (consent respected), No moment (consent violated), or Not SURE moment (unclear/pressured)?"

KEY MESSAGE FOR THE ACTIVITY

Youth learn that consent applies in everyday situations, can be practiced using the simple 4-step framework, and is about respecting others' boundaries, choices, and dignity.

FACILITATION TIPS:

- Use age-appropriate scenarios: Everyday situations for younger youth; dating, online, and power dynamics for older youth.
- Frame with values: Link consent to respect, dignity, and courtesy (veidokai, vakaturaga, adab).
- Normalize "no": Saying no is okay; respecting no shows care and maturity.
- Name power dynamics: Acknowledge pressure from age, gender, or authority and why free choice matters.
- Support gently: If youth struggle, reassure them safety and wellbeing come first; rotate scenarios if time allows.

FACILITATOR TOOLBOX NOTE:

Consent is often taught only in sexual contexts, but consent is about respect for boundaries in all interactions. This activity broadens understanding: consent applies to sports, friendships, online interactions, family decisions, physical touch of any kind.

Consent & Respect: Story Chain

Activity 4

Scenario Cards

SCENARIO A: SPORTS (COACH PRESSURE)

Tomas plays rugby. During practice, he injures his ankle but keeps playing because the coach says, "Don't be weak. The team needs you." Tomas is in pain but doesn't want to disappoint the coach or his teammates. By the end of practice, his ankle is swollen and he can barely walk.

SCENARIO B: ONLINE (PASSWORD PRESSURE)

Ana's friend Miri keeps asking for Ana's phone password. "If we're real friends, you'd share it," Miri says. Ana feels uncomfortable but doesn't want Miri to think she doesn't trust her. Ana gives the password. Later, Miri reads Ana's messages and shares a private photo Ana sent to another friend.

SCENARIO C: SOCIAL (PHYSICAL TOUCH PRESSURE)

Sione wants to hug his classmate Lani. Lani steps back and says, "I don't really like hugs." Sione laughs and says, "Come on, don't be shy!" and moves in for a hug anyway. Lani feels uncomfortable but doesn't know how to say no more strongly.



Reflection & Allyship: Support Pledge

Activity 5



TIME: 20 MINUTES

PURPOSE:

Reinforce learning by committing to respectful, inclusive, and supportive behaviours moving from knowledge to action.

MATERIALS NEEDED:

- Pledge cards (small cards or paper strips)
- Pens/markers
- Wall space, ibe (woven mat), or flip chart to display pledges
- Optional: Pre-printed pledge template with prompts

INSTRUCTIONS:

1. Pair up: Find a partner you haven't worked with much today.
2. Share commitments: With your partner, share:
    a. One way I will show fairness
    b. One way I will include someone
    c. One way I will support a friend
3. Write your pledge: On a card, start with "I will..." and write one specific, doable action. Be personal and realistic:
4. Choose something true for you and your community.
5. Post your pledge: Place it on the wall/mat to create a shared commitment display.
6. Group affirmation: Stand together and repeat a short commitment to fairness, inclusion, respect, and supporting one another.

EXAMPLE FACILITATOR MODELLING:

- Facilitator: "Strong families and friends move forward like vaka crews with trust, balance, and respect."
    - Youth repeat: "With trust, balance, and respect."
- Facilitator: "We commit to creating equality in our homes, schools, sports, churches, and communities."
    - Youth repeat: "We commit to creating equality."
- Facilitator: "These pledges are our promises. We hold each other accountable. We support each other. We paddle together."
    - Youth: [Clap, cheer, or group affirmation gesture]

KEY MESSAGE FOR THE ACTIVITY

Equality doesn't mean everyone is the same. It means everyone's strengths are valued and woven together. That's how we build strong communities.

FACILITATION TIPS:

- Model specificity: Give a clear example ("I will rotate chores with my brother this week," not "I will be fair").
- Keep it realistic: Encourage small, doable actions rather than big promises.
- Create safety: Remind youth they share only what feels comfortable
- Affirm effort: Thank participants for honest commitments
- Encourage accountability:
- End with energy: Keep the group affirmation strong, positive, and unified.

Recap Gender Equality & Inclusion

Reinforces learning by helping youth reflect on fairness, shared responsibility, consent, and inclusion; recognize the importance of everyday respect, mutual support, and dignity (including around disability and menstruation); and understand how these practices strengthen families, friendships, and communities.

SESSION 2.4 HIGHLIGHTS

Values Line – Fair or Unfair? Participants explored beliefs about fairness by physically positioning themselves along a spectrum and discussing different perspectives.

Equality at Home – Chores & Choices: Participants examined gender-based chore divisions and co-created practical ways to share responsibilities more fairly.

Respect in Community – Picture Prompts: Participants identified barriers to inclusion in everyday spaces and designed simple, realistic solutions to make them more accessible and respectful.

Consent & Respect – Story Chain: Participants practiced recognizing consent in everyday situations using the Ask, Listen, Respect, Check Safety framework.

Reflection & Allyship – Support Pledge: Participants committed to specific actions that promote fairness, inclusion, and mutual support in their homes, schools, and communities.

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 2 Conclusion

BRINGING IT ALL TOGETHER

You have now completed Module 2: Feel Well, Love Well (Wellbeing & Relationships). Through four interconnected sessions, young people have explored mental health and stress management, learned to recognize and build healthy relationships, practiced discussing difficult topics with empathy and respect, and committed to promoting equality and inclusion in their daily lives.

This module built directly on Module 1's foundation of self-awareness and interpersonal skills, applying those skills to wellbeing, relationships, conflict, and fairness. When young people can manage stress, nurture healthy connections, speak up safely, and practice equality, they strengthen not just themselves, but their families, peer groups, and communities.

HOW THESE SESSIONS CONNECT?

Module 2 builds a connected learning journey:

- Wellbeing & stress (2.1): Recognize feelings, manage stress, and ask for help
- Healthy relationships (2.2): Build respect, care, and trust with peers and family
- Difficult conversations (2.3): Talk safely about hard topics with empathy
- Equality & inclusion (2.4): Share responsibilities, respect boundaries, include everyone
-

Facilitators highlight how wellbeing, relationships, communication, and fairness are interwoven for youth development.

KEY MESSAGES TO CARRY FORWARD

Before moving to Module 3, take time to reflect on your facilitation of this module:

What worked best, and which activities captured the youth's interest most?

Where did you notice youth learning or developing new skills?

How do you feel after facilitating this module, and have you had a chance to reflect or debrief?

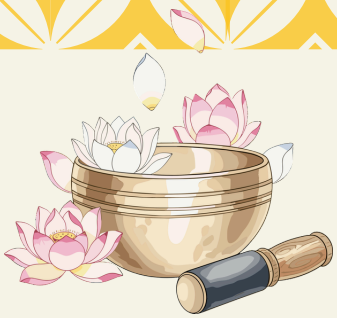
What teaching methods worked well and are worth repeating

Who struggled to participate, and how could we help next time?

What links or connections did youth notice between the sessions?

REMEMBER: FACILITATING WELLBEING AND RELATIONSHIPS CONTENT REQUIRES EXCEPTIONAL EMOTIONAL LABOR. YOU HELD SPACE FOR YOUTH TO BE VULNERABLE, CHALLENGE NORMS, AND PRACTICE NEW SKILLS. YOU MAY HAVE HEARD DIFFICULT DISCLOSURES OR WITNESSED RESISTANCE. HONOR YOUR OWN RESPONSES. SEEK SUPPORT. REST. REFLECT. YOU CANNOT POUR FROM AN EMPTY CUP.

Module 2 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 2 Notes



ADDITIONAL OBSERVATIONS / NOTES: