

OUT OF  
SCHOOL  
YOUTH

# MODULE 2

## HEALTHY RELATIONSHIPS

Facilitator Manual



SAMOA

### **Out-of-school Family Life Education (FLE) resource package**

Published by Family Planning NSW, 8 Holker Street, Newington NSW 2127 Australia  
Website: [www.fpnsw.org.au](http://www.fpnsw.org.au) ABN: 75 000 026 335 © Family Planning NSW 2022  
First Published in 2022

Compiled by: Family Planning NSW

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### **Acknowledgements**

The Facilitator Manual, which includes Facilitator Guidance and modules, was developed by Family Planning NSW based on UNESCO's (2018) International Technical Guidance on Sexuality Education.








The Ministry of Education, Sports and Culture is grateful to the United Nations Population Fund (UNFPA) for its Transformative Agenda for Women, Adolescents and Youth in the Pacific: Towards Zero Unmet Need for Family Planning 2018—2022 for supporting development of the Facilitator Manual.

Special thanks to Family Planning NSW for compiling the Facilitator Manual as well as coordinating inputs from all key stakeholders.

Sincere thanks are extended to the Australian Government Department of Foreign Affairs and Trade (DFAT) funding for the Transformative Agenda for Women, Adolescents and Youth in the Pacific. The production of the Facilitator Manual has benefitted from these funds.

Version 2: August 2022

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# MODULE 2 INTRODUCTION

## Before getting started

The out-of-school (OOS) Family Life Education (FLE) package is an important part of delivering comprehensive sexuality education to young people in out-of-school settings throughout the Pacific. The package has been divided into seven modules to cover topics suggested in the International Technical Guidance on Sexuality Education (ITGSE).<sup>(1)</sup>

Each module is designed as a training tool for youth workers, peer educators and other relevant staff from government and non-government organisations within their community. Prior to facilitating this module, it is important that facilitators have completed the Facilitator Guidance. The Facilitator Guidance provides essential information and guidance to facilitators to support them when designing and facilitating sessions in the community. The guide will aid facilitators to build sessions to suit time schedules and tailor sessions to specific groups of young people.

It is important for facilitators to plan their sessions according to the needs of their audience. Suitability of activities might vary based on where and to whom the facilitators are facilitating the sessions. Literacy levels, access to technology or age ranges should all be considered when adapting sessions.


### Who is this module for?

This module is intended for use with all young people in Samoa. The definition of a 'young person' varies from country-to-country. The World Health Organization (WHO) defines 'young people' as anyone between the age ranges of 10-24 years. The OOS sub-committee in Samoa have defined 'young people' as between 16-35. Whether your audience are adolescents, young parents, families or caregivers, the OOS FLE package will provide them with the knowledge and skills to achieve healthier lives and empower them to advocate for sexual and reproductive health rights across their communities.

**Module 2: Healthy relationships** is the second module of the OOS package and includes topics that explore healthy friendships, families, intimate relationships as well as effective communication and parenting. Understanding and learning the skills to have healthier relationships is an essential part of addressing issues such as peer pressure and bullying as well as relationship or family violence. Healthy relationships education also forms the basis for understanding gender-based violence (GBV). This module empowers young people to realise their rights and advocate for respectful and healthy relationships now and into the future.

### How to use the module

The modules present information in a format which is designed to be reinforced and explored through activities. Each module is designed to deliver information on set topics as reflected in the learning objectives. Module 2 is divided into five topics and each topic is divided into several activities.

Each topic of this module contains '**core activities**'  which cover foundational knowledge and essential learning. It is recommended that when planning sessions in a program, core activities are always included and can be used as building blocks from which facilitators can create the rest of the session plan in a program. More detailed information on how to create a program using the core activities from different modules can be found in the Facilitator Guidance.

Each activity lists a set of **learning objectives**. The facilitator should outline the objectives at the start of the activity. The objectives should be written up and placed for all to see throughout the activity. At the end of the activity the group should be able to refer back to the objectives to determine whether they have been met.



## Module 2 Introduction cont...

Each activity has a suggested **time** in which participants are asked to complete a group discussion, role play, charade, individual work etc. By staying within the times suggested the module will be completed within a suitable timeframe.

Activity feedback is an important part of the learning process. The facilitator should support and encourage the participants in this process through active listening and positive feedback. The participatory nature of the activities reflects the different styles of adult learning techniques and offer the participants the opportunity to link new knowledge learned from this module with their own experience.

The activities provide speech prompts for facilitators to help them guide their delivery. All text written in *italics* can be spoken directly by the facilitator. All discussion questions are underlined and example answers for each question are provided to support the facilitator to prompt discussion.

At the end of each activity, the participants are asked to share something they have learned and the facilitator will also share some of the key messages.

### Using a trauma-informed approach

This module includes topics and activities that discuss sensitive content areas which might trigger any past or current trauma for the participants. What is considered 'triggering' can be specific to each individual, location and group. Facilitators are encouraged to decide when and what to mention when practicing trauma-informed approaches at the beginning of these activities. Each activity under this topic lists areas that may be considered 'sensitive' and these can be used as a guide to help facilitators create a trigger warning at the beginning.

Example of how to start a topic which content sensitive areas:

*In this session, we will be doing a few different activities which include sensitive contents like... As we do these activities, it is important that we practice self-care. During these activities, you might feel uncomfortable or not okay. If you do not feel okay, please feel free to sit and watch without participating, or excuse yourself from the room. One of the facilitators will come and talk to you.*

## MODULE 2

# TOPIC 1

### SUPPORTIVE FRIENDSHIPS (PEER INFLUENCE)

## Topic overview

As we become older and go through puberty, our friends might become more and more important to us. We might be seeking greater independence from our families so understanding how to be a good friend and what supportive friendship looks like can be very important.

Having good friends who show love and support can be really good for one's overall health and happiness.<sup>(2)</sup> However, sometimes friends or peers can be a negative influence on young people's lives and they can experience things like harassment, peer pressure or online bullying. This topic is all about the influence friends or peers can have on young people. It is also helpful to learn how to become a good friend! It is important that young people learn how to identify healthy friendships, understanding how they can positively influence their decisions about sex and learn to speak out against harassment and bullying.

## Topic learning objectives

Facilitator version	Participant version
Define peer pressure/influence	Define peer pressure and peer influence
Recognise the characteristics and behaviours that make a supportive and healthy friendship	Know what makes a healthy friendship
Compare and contrast positive and negative ways peers can influence sexual decisions and behaviour	Name positive and negative ways friends can impact decisions about sex
Demonstrate ways to avoid being negatively influenced by peers, and speaking out when someone else is being bullied or pressured, including using assertiveness skills	Learn how to avoid negative peer pressure and practice speaking out against it
Explain the meaning of harassment and bullying, including cyber bullying, and describe why it is hurtful and disrespectful	Explain what harassment, bullying and online bullying means and their impact
Acknowledge that everyone has a responsibility to speak out against harassment and bullying	State that everyone is responsible for speaking out against harassment and bullying

## Activities

Activity		Time	Page	Handout
1A: Healthy and unhealthy friendship behaviours	!	45 minutes	5	Yes
1B: When friends are not friendly		45 minutes	11	Yes
1C: How do friends influence us?	!	45 minutes	15	Yes
1D: Saying “no”		30 minutes	21	Yes
1E: What is bullying?		60 minutes	26	Yes



## 1A

## Activity: Healthy and unhealthy friendship behaviours<sup>(3)</sup>



### Activity overview:

Learning about healthy relationship behaviours is important for all relationships. There are many different types of relationships including family, friendships, school, work, and intimate or sexual relationships. Relationships can be complex and it is sometimes hard to think about relationships as either 'healthy' or 'unhealthy'; lots of relationships can be somewhere in the middle. This activity will explore healthy and unhealthy behaviours in friendships.

**Age:** All ages

**Time:** 45 minutes

### Learning objectives:

- Define peer pressure/influence
- Recognise the characteristics and behaviours that make a supportive and healthy friendship

**Sensitive areas:** Unhealthy relationships

### Resources:

- Handout 1A
- Butchers paper

### Preparation:

- Photocopy handout 1A for this activity so each participant can have their own copy
- If the group is of lower literacy, you can use the handout to run an interactive quiz instead
- Ask the participants the true or false questions and ask them to stand if they think the answer is true or sit if they think the answer is false

**Group composition:** Whole group together

**Prior learning:** Module 1: Values, rights and sexuality

**Literacy support:** Required – involves small amount of reading required but participants can be assisted if the questions are read out by the facilitator

**Technology:** None



## Activity 1A: Healthy and unhealthy friendship behaviours

### Instructions:

1. Introduce the activity by **saying something like:** *In this activity, we are going to talk about healthy and unhealthy aspects of relationships, including how we can recognise positive aspects and learn to deal with unhealthy aspects. We will explore this particularly in relationships that exist between friends.*
2. Ask participants: What do you think of when I say the word “relationship”?
3. If participants respond with examples relating mostly to dating and romance, ask them whether ‘relationships’ always refer to people dating? Ask what some different kinds of relationships are?

### Example answers:

- Friendships
  - Romantic or intimate relationships
  - Family relationships
  - Work relationships
  - Relationship between children and adults such as doctors, coaches, teachers, pastors etc.
4. Ask participants: What do you know about the term “peer pressure”?

**Example answer:** Peers are usually friends, but peers can be anyone who is similar to you. For example, people who are the same age as you, sports team you are part of, classmates, neighbours who you are close with etc. Peer pressure is when you might feel influenced by those around you to do something you would not normally do. This often occurs because we want to try and fit in and feel accepted by our peers – maybe so we can hang out with them and feel part of the group. And often when we do those things as a result of peer pressure, we might feel guilty, embarrassed or even scared.

5. Write ‘peer pressure’ in the middle of a piece of butchers paper. Ask participants to list different things that they or other young people sometimes feel pressured into doing or changing by their peers. Write these on the butchers paper.

### Example answers:

- The way you dress or do your hair
- Your decisions about using drugs or alcohol
- Who you date
- Who you have sex with and when you have sex
- Who you’re friends with

6. Tell participants that they are going to do a quiz. Handout the handout 1A and ask each participant to fill their own individual sheet by discussing the questions with the person next to them. Give them 10 minutes for this.
7. Go over the quiz answers as a large group and correct any misunderstandings or misinformation.
8. Go through the discussion questions below:

What are some things that friends might do or say that can help a friendship in a healthy way?

**Example answers:**

- Encourage you whether you win or lose at something
- Provide emotional support
- Help you learn a new game or skill
- Don't get upset with you if you cannot do the things that they do
- Include you in games and other activities
- Listen to your ideas
- Take turns in games or deciding what to do
- Be honest with you
- Care about your feelings

What are some things that friends might say or do that can influence a friendship in an unhealthy way?

**Example answers:**

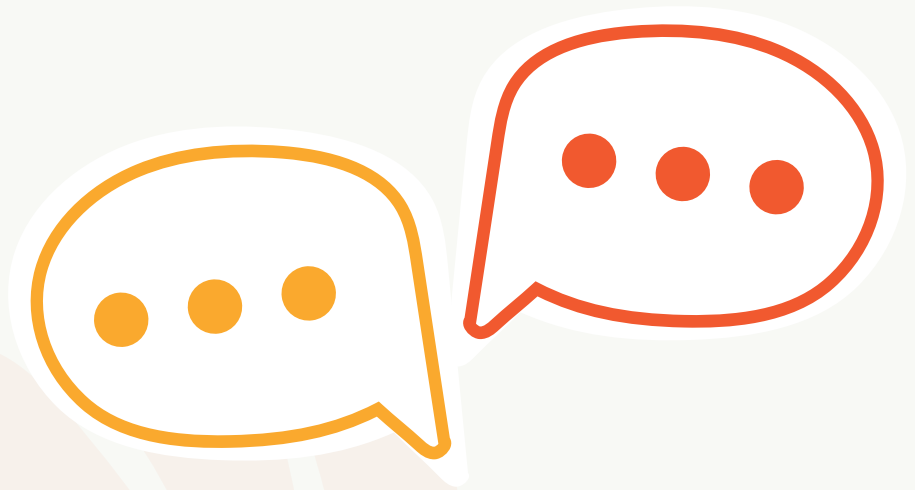
- Get jealous when you spend time with other friends
  - Ignore your feelings
  - Take things from you without asking
  - Hurt your feelings and don't apologise
  - Talk behind your back or start rumours
  - Pressure you to do things you don't want to do
9. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

10. Conclude the activity by reading out the key messages:

- There are many kinds of relationships, friendship is one of them
- Friends in healthy relationships support and encourage each other, listen to and trust each other
- However, friends in healthy relationships don't have to agree on everything; you can 'agree to disagree' and respect your friends' different wishes and opinions
- "Peer pressure" is when you do something you don't really want to, because you want to fit in

11. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 1A: Quiz

### Instructions:

Circle 'true' or 'false' for each question.

True or false: In a healthy friendship, ...			
1	Friends put pressure on each other to do something they may not want to do	True	False
2	Friends are interested in how the other person is feeling, share personal information and trust each other	True	False
3	Friends do what the other person wants so they won't get angry with them	True	False
4	Friends don't get insulted or take it seriously when the other person teases them (like calling them names like stupid or lazy or calling them bad words)	True	False
5	Friends always think the same way and never disagree	True	False
6	Friends do what the other person wants to do even if they don't want to or don't think it's a good idea	True	False
7	Friends support and encourage one another, and support each other if they are being teased or bullied by others	True	False
8	Friends text the other person many times in a row and gets mad if they don't reply to straight way	True	False
9	Friends text to ask the other person if they are on their way to meet them as planned	True	False
10	Friends tell everyone who you are attracted to without your permission	True	False

## Handout 1A: Quiz answer sheet (Facilitator copy)

*In a healthy friendship,...*

**Q1: Friends put pressure on each other to do something they may not want to do.**

**False.** Friends in healthy friendships don't insist that the other person do what they want to do. In a healthy relationship, the power and decision-making should be shared equally between two people.

**Q2: Friends are interested in how the other person is feeling, share personal information and trust each other.**

**True.** Friends in healthy relationships often share personal concerns, stories, and experiences.

**Q3: Friends do what the other person wants so they won't get angry with them.**

**False.** If one person gets angry because the other person won't do what they want, that is not respectful or healthy. Healthy friendships are equal relationships, meaning both people get to decide what they do together, or reach a compromise.

**Q4: Friends don't get insulted or take it seriously when the other person teases them (like calling them names like stupid or lazy or calling them bad words).**

**False.** People in healthy relationships should never call other people names or tease one another with words that can be hurtful. If you are not sure whether someone is upset by joking or teasing, just ask them.

**Q5: Friends always think the same way and never disagree.**

**False.** Some disagreements in a relationship are normal. People in healthy relationships discuss thoughts and feelings to reach a solution together, such as a compromise. Similar to any relationships, disagreements in friendships are normal.

**Q6: Friends do what the other person wants to do even if they don't want to or don't think it's a good idea.**

**False.** It is not healthy to do what another person wants if you don't want to do it yourself. If something sounds like a bad, dangerous, or wrong idea, you shouldn't do it. Remembering your personal values can help you resist peer pressure.

**Q7: Friends support and encourage one another and support each other if they are being teased or bullied by others.**

**True.** Helping a friend when they are facing challenges is very important to a healthy relationship with your friends. If you don't feel comfortable getting involved, it is important to tell a trusted adult who can help.

**Q8: Friends text the other person many times in a row and gets mad if they don't reply to straight way.**

**False.** This could be a warning sign of unhealthy, controlling behaviour. The issue is if the communication becomes one-sided, overwhelming, or one person feels they are being controlled and under surveillance from the other.

**Q9: Friends text to ask the other person if they are on their way to meet them as planned.**

**True.** This would be a normal and sensible text to receive in healthy relationships and friendships.

**Q10: Friends tell everyone who you are attracted to without your permission.**

**False.** Your sexuality is no one else's business and a good friend would not go behind your back to tell people your personal information. This can be very dangerous for people with differing sexual orientation, gender identity and expression (SOGIE).

## 1B

## Activity: When friends are not friendly



### Activity overview:

Unfortunately, not all “friends” always act like good friends should. This activity helps participants identify what is a toxic friendship, and some steps they can take if they think they might be part of a toxic friendship.

**Age:** All ages

**Time:** 45 minutes

### Learning objectives:

- Demonstrate ways to avoid being negatively influenced by peers and speaking out when someone else is being bullied or pressured, including using assertiveness skills
- Recognise the characteristics and behaviours that make a supportive and healthy friendship

**Sensitive areas:** Unhealthy friendships

### Resources:

- Paper
- Pens or pencils
- Handout 1B

### Preparation:

Facilitators can prepare laptops or phones for participants to complete part of this activity online. Otherwise, the facilitator can print handout 1B so each participant has one copy. Facilitators can read out the questions to participants and they can write their own answers on the handout.



**Group composition:** Individual work

**Prior learning:** Module 2, Activity 1A: Healthy and unhealthy friendship behaviours

**Literacy support:** Required— involves reading

**Technology:** Optional

There is an online and offline version of the quiz used in handout 1B in this activity. See Steps 6 – 7 for different options.<sup>(4)</sup>

<https://au.reachout.com/toxic-friendship-quiz>

## Activity 1B: When friends are not friendly

### Instructions:

1. Introduce the activity by **saying something like:** *At their best, friendships can make us feel happy, understood, supported and seen. However, not all friendships have positive impacts on our lives. Sometimes people who say they are our friends don't treat us with respect. Today we will learn some qualities of healthy and unhealthy friendships.*

2. Ask participants:

How does a good friend make you feel?

**Example answers:** Happy, calm, excited, cared for, supported, reassured, respected, understood, valued, joyful, important, relaxed, etc.

What are some qualities of a good friend?

**Example answer:** A good friend is someone who cares about us and listens to us, wants to spend time with us, respects us, makes us laugh, encourages us to try things. A good friend is there to support you through good times and bad, big and small life events. A good friend makes us feel supported, happy and like we can be ourselves.

Does anyone know what a “toxic friendship” is?

**Example answer:** In a toxic friendship, you might spend time together as friends do, but you don't feel true support or respect from your friend. You feel small when they ignore your problems, or when they don't support your good news. Being part of a toxic friendship can be very confusing, because the person may say (and even believe) that they are your friend but don't act like a friend. They may bully or pressure you. However, if a friendship becomes toxic, you do not have to stay friends.

3. Ask participants to think of a friend who they see often. They shouldn't name the person out loud, just think of them in their head. Remind participants about the group agreement of maintaining privacy and confidentiality, and that this is a personal exercise.

4. **Option 1** – online version: Tell participants to go to this website and complete the 'Toxic Friendship' quiz: <https://au.reachout.com/toxic-friendship-quiz>





5. **Option 2** – paper version: Give each participant a copy of handout 1B. Read out the questions in handout 1B. Ask participants to write their answers either ‘yes’ or ‘no’ in the handout to each question when thinking about that friendship.
6. Ask participants to count up their “yes” answers and mention that they don’t have to share their scores. Explain: *If you scored 8, 9 or 10, your friendship is probably healthy. If you scored less than 8, your friendship might be toxic. No one has to stay in a toxic friendship. If you feel that you might be in a toxic friendship, you could ask yourself some questions like:*
- *How much do I value this friendship?*
  - *Will my friend change their behaviour if I tell them how I feel?*
- If you are not comfortable speaking to your friend about their behaviour directly, other options for managing a toxic friendship can be spending less time with them (online or offline) or taking a break from the friendship while you think about what to do. If you don’t know what to do, you can always talk to an adult who you trust. You do not have to stay in a toxic friendship.*
7. Tell participants that they can complete the quiz more than once thinking about different friendships in their lives.
8. To close the activity and encourage reflection **say to participants:** *To reflect on today’s activities, let’s all share one thing we learnt that was new or helpful for us.*
- Facilitators can encourage participants to share, going round in a circle, or “popcorn style” with whoever feels to speak next. Remind participants they have the right to pass also.
9. Conclude the activity by reading out the key messages:
- A friend is someone you want to spend time with because they make your life better in some way. A good friend should be supportive, encouraging, and make you feel valued
  - Some friendships can be toxic, meaning unsupportive, negative or one-sided
  - No one has to stay in a toxic friendship
  - If you are in a toxic friendship, there are several things you can do to improve the situation
  - You can talk to your friend directly about how their behaviour affects you, or you can just see them less or not at all
10. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



**1**

**TOPIC 1 – Supportive friendships (Peer influence) cont...**

**Handout 1B: When friends are not friendly quiz**

**Instructions:**

Think of a friend in your head. As you go through the questions, think about this friend and write Y or N. Do not tell anyone which friend you are thinking of.

	Write Y or N here (‘yes’ or ‘no’)
Does it feel like they like you for who you are?	
Do you have fun when you hang out with them?	
Do you usually look forward to spending time with them?	
Do they make you feel good about yourself?	
Are they there for you when you need them?	
Do you feel recharged after spending time with them?	
Do you feel like they really listen to you?	
Would you trust them with a secret?	
Do you feel like you know them well?	
Do they make an effort to spend time with you?	
Does it feel like they like you for who you are?	

## 1C

Activity: How do friends influence us?<sup>(2,5)</sup>

## Activity overview:

This activity uses scripts and role-plays to highlight how our peers can have both positive and negative influences when making decisions around sexual health. There are two scenarios, each with two characters, and you can ask for volunteers to read out the scripts.

**Age:** All ages

**Time:** 45 minutes

## Learning objectives:

- Compare and contrast positive and negative ways peers can influence sexual decisions and behaviour
- Demonstrate ways to avoid being negatively influenced by peers, and speaking out when someone else is being bullied or pressured, including using assertiveness skills

## Sensitive areas:

- Sex
- Sexual coercion

## Resources:

- Handout 1C

## Preparation:

Print four copies of handout 1C. The case studies can be read out by two pairs of volunteers. If facilitators decide to use the video, a laptop, internet and resources to play the video will need to be organised.

**Group composition:** Whole group together

**Prior learning:** Module 2, Activity 1A: Healthy and unhealthy friendship behaviours

**Literacy support:** Required

**Technology:** Optional

ReachOut video called 'Creative ways to say no to peer pressure' (2 minutes 22 seconds)

<https://parents.au.reachout.com/common-concerns/everyday-issues/things-to-try-peer-pressure/creative-ways-to-say-no-to-peer-pressure>



## Activity 1C: How do friends influence us?

### Instructions:

1. Introduce the activity by **saying something like:** *We have learned that “peer pressure” is when someone pressures you to do something you don’t want to do. However, our friends can also be a positive influence in our lives. In this activity, we will look at how friends can have both positive and negative impacts on important decisions we make, including decisions about our sexual and reproductive health.*

2. Ask: What do we mean by “sexual health” and “reproductive health”?

**“Sexual health”** includes physical, emotional, mental and social well-being in relation to sexuality. It does not only mean sex. Instead, it includes things like using contraception, giving or asking for consent, getting sexual health checks, protecting us from sexually transmitted infections (STIs) and even who we are in a relationship with, and whether those relationships are healthy.

**“Reproductive health”** is a state of physical, mental and social well-being in all matters relating to the parts of the body that make babies. It’s about having safe, enjoyable sex lives and the freedom to decide when to have a baby, not just about being free of disease or sickness.

3. Ask the following questions:

What are some ways our friends or peers can influence us?

#### Example answers:

- Our taste in music, TV shows, books, who we follow on social media
- Our clothing and style
- What sports team we support
- Studying hard or not
- Smoking, drinking alcohol or using other drugs
- Skipping school or work

What are some ways peers can influence our relationships and sexual decision making? These can be in positive or negative ways.

#### Example answers:

- When we need to make decisions about our sexual health
- Whether to date or participate in sexual activities
- Whether to use contraception and what kind of contraception
- When to have children
- Getting tested for STIs including HIV
- How we react to unhealthy relationships

4. Distribute handout 1C to participants and tell them that this activity will be done as one large group.
5. Ask two volunteers to read out scenario 1 – Theo and Samson from handout 1C.
6. Thank the volunteers and then lead a brief discussion about the scenario by asking participants the following questions.

How would you describe Samson as a friend in this scenario?

**Example answers:**

- Pressuring
- Disrespectful
- Not listening to Theo
- Gossiping

How do you think Theo might have felt during this conversation?

**Example answers:**

- Annoyed
- Uncomfortable
- Tense
- Insecure
- Pressured

Is this an example of peer influence? How?

**Example answer:** Yes, it is an example of negative peer influence. Samson was pressuring Theo to have a sexual relationship with Rosie, even though Theo said that they were not ready for that. Samson did this by bringing up rumours and telling Theo to “be a man”. Samson was not respectful of Theo’s decision.

How is this an example of an unhealthy friendship?

**Example answer:** It is not appropriate for Samson to influence Theo and Rosie’s decision to have sex or not. The only people who can make this decision are Rosie and Theo. It is always wrong to pressure someone for sex. That includes pressuring or encouraging friends to have sex with other people. This kind of behaviour from Samson can signal an unhealthy friendship, especially if it becomes a pattern.

7. If possible, play the video from ReachOut ‘Creative ways to say no to peer pressure’ (2 minutes 22 seconds). <https://parents.au.reachout.com/common-concerns/everyday-issues/things-to-try-peer-pressure/creative-ways-to-say-no-to-peer-pressure>. Explain that the video was made for parents, but the messages can be useful for everyone.

8. If you played the video, ask the participants to think about what they watched and answer this question: Using that video as inspiration, what are some ways that Theo could have responded to Samson's pressure?

If you haven't played the video, ask participants: What are some ways that Theo could have responded to Samson's pressure?

**Example answers:**

- Tell Samson it's none of his business
  - Make a joke of it
  - Tell Samson to stop speaking about Rosie like she's just an object
  - Try and change the subject
  - Tell Samson he's not being a very good friend
  - Ask Samson about his own relationship
  - Walk away
9. Explain: *These examples of how Theo could have responded to Samson are all called "refusal skills". Learning how to use refusal skills appropriately can be a very useful way to resist peer pressure. Sometimes, it's hard to stand up to someone and say "no", especially if they are a friend or someone you look up to. That's why it can help to think about some other ways to respond.*
10. Now ask for another two volunteers to read out scenario 2 from handout 1C, which is Alisi and Opeli's scenario.
11. Ask the following questions and have a discussion:

How would you describe Opeli's behaviour as a friend in this scenario?

**Example answers:**

- Listening
- Empathetic
- Offering her support
- Being there for Alisi in tough times
- Cheering Alisi up by making plans together
- Connecting her with professional services

What emotions do you think Alisi might have felt during this conversation?

**Example answers:**

- Motivated
- Grateful
- Relieved
- Happy
- Hopeful
- Supported

What do you think of the friendship between Alisi and Opeli? Was there positive peer influence here?

**Example answers:** Yes, there was positive peer influence there. A good friend is there for a friend in tough times as well as good times. Opeli showed her support by listening to Alisi and being empathetic, and suggesting something fun they could do together. Sometimes, friends will raise an issue that you don't know how to solve, like Alisi and her boyfriend fighting. Friends can't solve everything, and Opeli made a helpful suggestion to connect Alisi with a professional counselling service. This scenario showed us a healthy, positive friendship where both friends are respected.

12. To close the activity and encourage reflection, **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.* Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.
13. Conclude the activity by reading out the key messages:
  - Friends can influence our relationships in positive and negative ways
  - Recognising when a friend might need help and offering support is one way friends can be a positive influence
  - It is never okay to pressure someone into doing something they don't want to do
  - "Peer pressure" can lead people to make decisions about their relationships and sexual health that they are not comfortable with, which can have a negative impact
  - It is also useful to learn ways to stand up to peer pressure yourself
  - Some tips to stand up to peer pressure include: being direct and saying no to the person, making a joke of it, changing the subject, giving an excuse, or walking away
14. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 1C: Scenarios

### Scenario 1 – Theo and Samson

*Theo and Samson are friends from school. Theo is telling Samson about his new relationship with a girl from their class, Rosie.*

**Samson:** What's going on with you and Rosie bro? I saw you together last week.

**Theo:** Not much, it's going well. She's agreed to go to that party with me on Saturday.

**Samson:** Eh, good stuff, she's really hot. Do you think she'll give you any action?

**Theo:** I don't know, we don't know each other very well yet. I don't think we're ready.

**Samson:** Well, everyone knows what happened between her and John last year. You should have a go.

**Theo:** Nah, I don't know if she's ready, she's shy. I don't want to rush things.

**Samson:** It doesn't matter man, girls want you to be a man and take the lead.

**Theo:** We'll see what happens on Saturday.

### Scenario 2 – Alisi and Opeli

*Alisi and Opeli are friends who live in the same village. Alisi is having some relationship worries.*

**Opeli:** What are you doing this weekend Alisi? Do you want to watch the football game together?

**Alisi:** To be honest, I'm not looking forward to the game this weekend. My boyfriend and I have been fighting a lot lately; if his team loses, he will probably get drunk and pick another fight with me.

**Opeli:** That sounds awful that he is behaving like that. Is there anything I can do to help?

**Alisi:** Maybe I could come to your place on Saturday night. It would be better than being at home.

**Opeli:** Yes, come over to my house and we can have dinner together and drink kava.

**Alisi:** Thanks Opeli, I would love that. I'm still worried about us fighting all the time though. He is so hard to understand; I never know what's going to happen. It's stressing me out and I'm finding it hard to sleep.

**Opeli:** I'm sorry, it sounds like you are really going through a tough time. Maybe you should call a counselling service and ask them for advice? I can give you the phone number.

**Alisi:** Thanks Opeli, that's a good idea. I will call them tomorrow.



## 1D

## Activity: Saying "no"



### Activity overview:

In Activity 1C, we looked at refusal skills and how to stand up to peer pressure. This activity gives participants a chance to practice the refusal skills introduced in Activity 1C.

**Age:** All ages

**Time:** 30 minutes

### Learning objectives:

- Demonstrate ways to avoid being negatively influenced by peers, and speaking out when someone else is being bullied or pressured, including using assertiveness skills

### Sensitive areas:

- Sex
- Drugs
- Homophobia

### Resources:

- Butchers paper
- Pens
- Handout 1D



### Preparation:

Take two pieces of butchers paper. Write 'STOP' and 'NICE' going down the page like this, with one word on each page. Print enough copies of handout 1D so there is one for each pair.

**Group composition:** Pairs, group work

**Prior learning:** Module 2, Activity 1C: How do friends influence us?

**Literacy support:** Required – involves reading and writing

**Technology:** None

S	N
T	I
O	C
P	E

## Activity 1D: Saying “no”

### Instructions:

1. Introduce the activity by **saying something like:** *In Activity 1C we looked at some examples of how to resist peer pressure and say ‘no’ to something you don’t want to do. It can sometimes be really hard to say no to our friends, partner or family if they want us to do something. That’s why it is helpful to learn some refusal skills. In this activity, you will have a chance to practice ways to say ‘no’ using the STOP and NICE models.*
2. Put the butchers paper that you have prepared earlier in front of the participants on a wall so everyone can see it.
3. Explain the STOP and NICE models to participants, explaining what each step means. When you are explaining, simultaneously write down on the butchers paper so participant can refer back to them when completing this activity.

#### STOP:

**S:** Say no assertively

**T:** Tell why not

**O:** Offer other ideas

**P:** Promptly leave/Peace out

#### NICE:

**N:** Say No! clearly and assertively “No...”

**I:** Use I (meaning personal) statements: “I don’t like the sound of that”

**C:** Change the subject/situation, “why don’t we play basketball instead?”

**E:** Exit: “I’m going to head to the court/home, see you later”

4. Ask participants if they have any questions about the models or what any of the steps are.
5. Once you have answered any questions, break the participants into pairs and give each pair one scenario from the handout 1D. There are six scenarios in total.
6. Explain the activity: *In pairs, one of you will be person A and one of you will be person B. Person A reads out their prompt, and person B has to think of a way to say no, using either the STOP or NICE model that I have outlined in the butchers paper. You can write the response in your worksheet or just say it out loud. After 5 minutes, you will swap roles. Now Person A will take a turn being Person B. Try and think of a different way of responding to the same scenario. If one person used the STOP model, the other person might want to use the NICE model. Be as creative as you like! There is no wrong or right answer in this activity, just try to follow the steps in the models.*

7. Give participants 10 minutes to prepare their STOP or NICE responses.
8. After 10 minutes, bring the group together and ask the pairs to read out their scenario and responses to the group. If you are not sure about their answers, there are some example answers provided in the facilitator copy of handout 1D at the end of these instructions. However, this activity encourages participants to be creative, so they may have totally different answers. That is okay, as long as they're following the STOP or NICE models.
9. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

10. Conclude the activity by reading out the key messages:
  - **"Refusal skills"** means learning different or creative ways to say no to a request or suggestion
  - Refusal skills can help us resist peer pressure and avoid doing things we don't want to do
  - Refusal skills include: just saying no, explaining your reasons or giving an excuse, changing the subject, or walking away
  - It is a good idea to practice your refusal skills with easy things, before working your way up to more challenging scenarios
11. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 1D: Saying “no” scenarios (Participant copy)

### Scenarios:

1. **Person A:** Glad you made it to the party! Let me put some rum in your juice.  
**Person B:**
2. **Person A:** Let’s try smoking weed, my brother can get us some.  
**Person B:**
3. **Person A:** I think if you aren’t getting laid by now, there must be something wrong with you.  
**Person B:**
4. **Person A:** If you don’t have sex with Alex, they might break up with you.  
**Person B:**
5. **Person A:** We don’t need to use condoms, we are in a serious relationship.  
**Person B:**
6. **Person A:** Check out this TikTok about Xander being gay. It’s so funny, you have to share it!  
**Person B:**

## Handout 1D: Saying “no” scenarios (Facilitator copy)

- Person A:** Glad you made it to the party! Let me put some rum in your juice.

**Person B:** **No thanks. I don't like rum. I'll stick to pineapple juice. Thanks anyway!**
- Person A:** Let's try smoking weed, my brother can get us some.

**Person B:** **Nah, I don't want to do anything like that. We could go hang out at the park instead? Message me later.**
- Person A:** I think if you aren't getting laid by now, there must be something wrong with you.

**Person B:** **No, that is a ridiculous idea. Most people our age are not having sex. Maybe they just haven't met the right person (Person B walks away).**
- Person A:** If you don't have sex with Alex, they might break up with you.

**Person B:** **No, I'm not ready for sex. Alex and I communicate really well with each other anyway. What's happening in your relationship?**
- Person A:** We don't need to use condoms, we are in a serious relationship.

**Person B:** **No way! Condoms protect against STIs and pregnancy. If you don't want to use condoms, we can just not have sex at all. Let me know what you'd prefer.**
- Person A:** Check out this TikTok about Xander for being gay. It's so funny, you have to share it.

**Person B:** **No, it makes me really uncomfortable when you say mean things like that about Xander. I think it's wrong and I don't want to be involved. (Person B walks away).**

## 1E

Activity: What is bullying?<sup>(6,7)</sup>

## Activity overview:

Many young people may experience bullying at some point in their lives, either as a victim, a bystander or a bully themselves. This activity will explore what bullying is, what it might look like and how it can make people feel.

**Age:** All ages

**Time:** 60 minutes

## Learning objectives:

- Demonstrate ways to avoid being negatively influenced by peers, and speaking out when someone else is being bullied or pressured, including using assertiveness skills
- Explain the meaning of harassment and bullying, including cyberbullying, and describe why it is hurtful and disrespectful
- Acknowledge that everyone has a responsibility to speak out against harassment and bullying

## Sensitive areas:

- Bullying, including cyber bullying
- Physical violence
- Suicide
- Image-based abuse

## Resources:

- Handout 1E

## Preparation:

Print out one copy of handout 1E so there are enough for each group. If the group is lower literacy, case studies can be read out by the facilitator to each group.

**Group composition:** Three groups

## Prior learning:

- Module 2, Activity 1A: Healthy and unhealthy friendship behaviours
- Module 2, Activity 1B: When friends are not friendly

**Literacy support:** Required. Small amount of reading required. Case studies can also be read out by the facilitator if assistance is needed.

**Technology:** None



## Activity 1E: What is bullying?

### Instructions:

1. Introduce the topic by **saying something like:** *In this activity we are going to look at bullying. First, we will start off by understanding some key terms that we will use.*

2. Ask participants:

What is bullying?

**Example answer:** “**Bullying**” is when a person or a group are mean to someone over and over again. This might be through words or actions, or both. It can be face to face, or online. Bullying makes someone feel afraid, hurt, or embarrassed, and can have serious, long-lasting consequences for their wellbeing. Unfortunately, even though bullying is very harmful, bullying is also common.

Who or what is a bystander?

**Example answer:** A “**bystander**” is someone who sees something happening, either online or in-person. In this case, it is bullying. Friends, students, peers, teachers, school staff, parents, coaches, and other adults can be bystanders. With cyberbullying, even strangers can be bystanders.

Who or what is a victim (in this situation)?

**Example answer:** A “**victim**” is someone who is the target of bullying. The person doing the bullying does not get to decide if their behaviour is bullying or not. If the victim feels bullied, then it is bullying.

3. Write the following four headings on four pieces of paper, leaving room to list examples under each one: Verbal, Physical, Social, Cyber.

4. Explain: *There are four types of bullying that can happen – Verbal, Physical, Social, Cyber. What kind of behaviour might be included under each type?*

Write their answers on the paper under the correct headings and add any they have missed from the below list.

**Verbal:** Name calling, teasing, putting someone down, threatening to cause someone harm.

**Physical:** Poking, hitting, punching, kicking, spitting, tripping or pushing someone, breaking someone’s things, pulling faces or making rude hand signals.

**Social:** Lying, spreading rumours, playing horrible jokes, leaving someone out on purpose, embarrassing someone in public.

**Cyber:** Using technology to hurt someone by sending hurtful messages, pictures or comments.



5. Lead the group in a discussion about bullying using the following questions as guide. **Ask participants:**

Where does bullying happen?

**Example answers:**

- At school
- Through technology (including social media, texts, phone calls etc.)
- At home
- At work
- On the bus
- In a team
- At a party

Why might people bully others?

**Example answer:**<sup>(6,7)</sup> There are lots of reasons why someone might bully others. Whatever the reasons are, bullying is never okay. Someone who bullies another person might:

- Feel jealous
- Want other people to like them
- Want to feel better about themselves
- Want to fit in with their friends
- Feel angry inside
- Like to be in control or have power over other people or situations
- Have been bullied themselves

What is the role of a bystander in bullying? Do you think bystanders are helpful or unhelpful?

**Example answer:**<sup>(8)</sup> It depends on how the bystander responds. If the bystander does nothing, it can seem like they support the bullying, even if they really don't! The bystander can become an "upstander" (or a really great supporter) by:

- Staying calm
- Interrupting the bullying
- Removing the person being bullied from the situation
- Offering support
- Telling trusted adults

How might bullying impact the victim or victims?



**Example answers:**

- Have trouble sleeping
- Lose appetite
- Have trouble concentrating
- Feel down about themselves
- Find it hard to cope
- Have thoughts of hurting themselves
- Feel suicidal
- Have trouble with schoolwork
- Feel physically sick
- Feel hopeless or powerless
- Feel alone, sad, angry or confused
- Feel unsafe or afraid

What are some positive ways to cope with bullying?**Example answers:**

- Talk about it with someone you trust (e.g. family, friend, teacher, health worker)
- Share your thoughts with an online support group or forum such as Reach out: <https://au.reachout.com/forums>

**i Facilitator note**

Provide examples of such group or forum in Samoa.

- Spend time with friends and family, listen to music or watch YouTube/other videos, be active, read books, doing anything you enjoy
- Ignore their behaviour – walk away, put your headphones on, count to 50 in your head
- Don't use violence or bully them back
- If you are a bystander, offer your support to the victim. If you feel comfortable, stand up to the bully

What can you do to prevent cyber-bullying?**Example answers:**

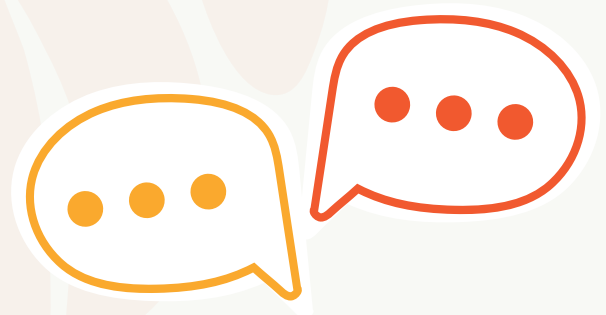
- Block and report the person or people cyber-bullying you
- Stand up for your friends
- If you know a friend is being cyber-bullied, don't be a bystander and say nothing; definitely don't join in the bullying

## 1

## TOPIC 1 – Supportive friendships (Peer influence) cont...

- Stand up to the bully. Tell them directly that you don't like the way you're being treated, and ask them to stop
  - Tell someone who can help support you, like a teacher or parent
6. Divide participants into three groups and give them one case study each from handout 1E.
  7. Tell participants: *I have given you each a bullying case study, adapted from a real-life situation. In your groups, discuss the following questions. You will have 20 minutes to do this.*
    - a. What examples of bullying were seen in this scenario?
    - b. How is this behaviour damaging?
    - c. How would the person being bullied feel? What consequences might it have for them?
    - d. What are some steps that could be taken to prevent future bullying?
  8. As the groups to discuss their questions, move around between the groups and check in to see how they are going. Correct any misinformation or wrong ideas that you hear.
  9. After 20 minutes, bring the whole group back together. Ask each group to read out their case study and share their responses with the bigger group.
  10. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.
  11. Conclude the activity by reading out the key messages:
    - Bullying involves deliberately targeting someone to make them feel embarrassed, upset or afraid
    - There are four main types of bullying: verbal, physical, social and cyber (online)
    - Although bullying is very common, it has serious harmful effects and it should not be dismissed as a joke
    - Bystanders can become upstanders by supporting the victim or helping to stop the bullying
    - If someone is being bullied, there are positive ways to cope; these include reporting it, standing up to the bully, talking to a friend, doing activities you enjoy, and ignoring the behaviour
  12. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 1E: Bullying case studies

### Case Study 1 – Anisi at the bakery

Anisi is 18 years old and has started a new job at a bakery. A few weeks into the job, his boss started calling him gay and using offensive language towards him. The boss started encouraging other employees to call him names and would ask inappropriate questions about his personal life.

One day, his boss took Anisi's mobile phone and pretended to call his parents and tell them some terrible news. Another time at work, one of the other team members put a live mouse down the back of his shirt and all the others laughed. His boss would call his 'useless' and 'a waste of oxygen' in front of other team members and customers. His boss often shoves Anisi when saying these things.

For months, Anisi felt too afraid of losing his job to complain about what happened. Because of the bullying behaviours by his boss, he began having nightmares, experiencing anxiety and depression, and felt physically sick every time he had to come to work.

- a. What examples of bullying were seen in this scenario?
  
- b. How is this behaviour damaging?
  
- c. How would the person being bullied feel? What consequences might it have for them?
  
- d. What are some steps that could be taken to prevent future bullying?

## Case Study 2 – Salote and the volleyball team

Salote is a talented new player on the volleyball team. Some of the other players on the team are jealous of Salote and decide to 'put her in her place'. One day they make up a fake email address pretending to be the coach, telling Salote that she is a terrible player and that she's off the team.

The next day, the players upload a photo of the team at practice but they deliberately crop Salote out of the photo. They post a poll on social media asking people to vote on 'Salote's worst feature'. At practice, the players start referring to Salote by a code name, but when she asks what it means, they won't tell her. Salote feels confused and hurt because sometimes the players call her their friend, and tell her what they're doing is 'just a joke'.

- a. What examples of bullying were seen in this scenario?
- b. How is this behaviour damaging?
- c. How would the person being bullied feel? What consequences might it have for them?
- d. What are some steps that could be taken to prevent future bullying?

### Case study 3 – Fasi’s revenge

Ono breaks up with Fasi after they have been dating for a few months. Fasi finds out that Ono has a new boyfriend and becomes jealous.

Fasi is very angry and decides to share a nude photo that Ono sent him during their relationship. He uploads the photo to a group chat with his mates on the soccer team. Ono then starts receiving unwanted messages from the soccer guys on social media, including photos of their private bits, and rude sexual comments. Ono suspects that Fasi shared the photo but is too scared and embarrassed to confront him.

- a. What examples of bullying were seen in this scenario?
  
- b. How is this behaviour damaging?
  
- c. How would the person being bullied feel? What consequences might it have for them?
  
- d. What are some steps that could be taken to prevent future bullying?

## Topic 1: Supportive friendships (Peer influence)

### Key messages of this topic:

- There are many kinds of relationships, friendship is one of them
- People in healthy friendships should support and encourage each other, listen to and trust each other
- People in healthy friendships don't have to agree on everything; you can 'agree to disagree' and respect each other's different wishes and opinions
- Friends can influence our lives and relationships in positive and negative ways; sometimes friends can influence us to have healthy behaviours, for example, encouraging us get health checks
- However, sometimes friends can create "peer pressure"
- It is never okay to pressure someone into doing something they don't want to do
- It is also useful to recognise when a friend is pressuring you, and practice using refusal skills to say no if you don't want to do something
- You can use the NICE or STOP models to practice saying no
- A good friend is someone who supports and respects you, someone you want to spend time with because they make your life better in some way
- Some friendships may become unhealthy or toxic; no one has to stay in a friendship that is unhealthy
- Bullying involves deliberately targeting someone to make them feel embarrassed, upset or afraid
- Bullying can happen in person or online
- Bullying has serious harmful effects and it should not be dismissed as a joke
- Bystanders can become upstanders by supporting the victim or helping to stop the bullying
- If someone is being bullied, there are positive ways to cope; these include reporting it, standing up to the bully, talking to a friend, doing activities you enjoy, and ignoring the behaviour



## Topic overview

The relationships we experience with the people around us, including our family, can have a great influence on our wellbeing. Our family is usually our first form of social interaction and where we first learn all about behaviour, relationships, language, emotions and health. Strong, positive relationships with our families can help us build trust and feel supported.<sup>(9)</sup>

The definition of ‘family’ can be very different from person-to-person. There are many different types of family structures and every individual within a family can have different roles, responsibilities, relationships and values.

Families give us a model for behaviour throughout our lives. When children learn positive relationships and communication skills from their families, they can practice these skills when they meet new people. However, families are never perfect. All families can experience conflict, misunderstanding or other kinds of difficulties. That’s why it is important to recognise the difference between normal, healthy conflict and abuse. Like any relationship, family relationships can be unhealthy, and any abusive behaviour is never acceptable.

## Topic learning objectives



Facilitator version	Participant version
Define the word ‘family’ and what that means to each individual	Define what ‘family’ means to each person
Identify characteristics of healthy family functioning and explain their importance	Name what makes a family healthy and why healthy families are important
Recognise diverse types of family structures	Recognise that every family is different
Appreciate the role of the family in role modelling and values development	Appreciate how family members teach us values and can be role models
List values that young people and their families care about	List values that young people and their families care about
List ways family can support gender equality through roles and responsibilities	List how a family can support gender equality
Identify conflicts and misunderstandings that commonly occur between parents/guardians and children, especially related to diverse expressions of sexuality, including by young people with disability	Identify how conflicts can happen within a family, specially related to sexual expressions of young people, including young people with disability
Recognise that unhealthy family relationships can involve abusive behaviours, and recognise that abuse is never acceptable	Recognise that abuse can happen in unhealthy family relationships and is never okay

## 2

## TOPIC 2 – Families cont...

Facilitator version	Participant version
Identify and apply strategies for resolving conflict and misunderstandings with parents/guardians	Learn how to overcome conflict in a family
Identify and examine new responsibilities individuals have for themselves and others as they grow up	Name the kinds of responsibilities you might have as you grow older

## Activities

Activity		Time	Page	Handout
2A: My family		20 minutes	37	No
2B: When families become unsafe		60 minutes	40	Yes
2C: Gender and family expectations		20 minutes (without video) 40 minutes (with video)	46	No
2D: Family role models		45 minutes	49	Yes



## 2A

## Activity: My Family

**Activity overview:**

This topic is all about families, what they look like, what makes them healthy and how they can support us.

**Age:** All ages

**Time:** 20 minutes

**Learning objectives:**

- Define the word 'family' and what that means to each individual
- Recognise diverse types of family structures

**Sensitive areas:** None

**Resources:**

- Papers
- Markers
- Tape
- 11 pieces of paper numbered (0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10+)



**Preparation:** Number 11 pieces of paper from 1-10+

**Group composition:** Individual, group work

**Prior learning:** None

**Literacy support:** Not required

**Technology:** None

## Activity 2A: My family

### Instructions:

1. Introduce the activity by **saying something like:** *The world we live in is becoming more and more diverse. This is the same with families. As time goes on, more young people are being raised by grandparents, older siblings, uncles or aunts, single parents, same-sex parents, adoptive parents, carers or in group homes or by families with mixed race, religion and ethnicity.*
2. Ask participants to brainstorm the definition of 'family'. Give them 5 minutes to discuss as a large group and come up with a group definition. Remember to keep participants on track by emphasising how diverse families can be.

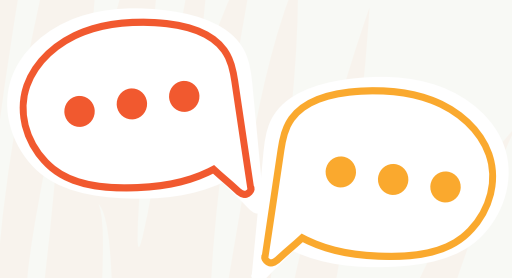
### Some definitions include:

- A group of people going through the world together, often an adult or adults and the children they care for<sup>(9,10)</sup>
  - A group of two or more people that are related by blood, marriage, de-facto (when partners live together as a couple but are not married) adoption, step or fostering, and who usually live together in the same household<sup>(11)</sup>
  - A family can be made up of anyone a person considers to be their family
  - A family shares emotional bonds, common values, goals and responsibilities and family members contribute significantly to the wellbeing of each other<sup>(9)</sup>
3. **Say something like:** *Diverse family structures means there are many different types of families that exist in the world.*
  4. Ask young people to list any examples of different types of families they have heard of. These are just labels that people sometimes use to describe families and may not be used as much by your group. (Have a quick 5-minute discussion)

### Example answers:

- Nuclear family: a 'nuclear family' is a family that has two parents and their children (this may not be a well-known concept and may be more Western)
- Extended family: this can include grandparents and other relatives like aunts, uncles, cousins etc.
- A step-family: when separate families join
- A single-parent family: when children are being raised by a single parent
- Childless family: adult couples without children
- Blended family: when families become mixed, i.e. adult couples with children they have had together and their children from previous relationships

5. Place numbered paper around the room and stick them to the walls and ask participants to stand up.
6. Tell participants: *These numbers on the papers are representing the total number of family members one might have. Stand under the number that represents the number of people in your family.*  
Each young person might have a different definition of who is in their 'family'. Some might think immediate family, extended family, tribal families... these are all fine.
7. Get participants to look around the room and comment on the different family sizes around the room.
8. Repeat this process for the following instructions:
  - Stand under the sign for the number of adults in your household
  - Stand under the sign for the number of children in your household
  - Stand under the sign for the number of siblings they have (this can include half siblings, etc.)
9. Ask all participants to sit down and **say something like:** *Hopefully you stood up each time because every one of these describes a family! Each of us can have our own definition of family. To some people, our family represents the people we are related to. To others, it is the people who love and support us. Every family is unique!*
10. Give participants 10 minutes to draw a picture of their families using a piece of paper. The picture can look any way they want. They can draw a tree, with themselves at the bottom and family extended like branches and leaves. Or they can put themselves in the centre and draw their family around them like a spider web. Tell participants to hold on to their artwork as we will need it later.
11. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*  
Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.
12. Conclude the activity by reading out the key messages:
  - Families are all different – no two families are exactly the same!
  - Families can have different structures
  - Your family may be defined by blood, marriage, or who you live with. It may be big, small, traditional, modern, or a mix!
  - Family can include formal and informal adoptions
  - Some people consider their friends to be their family
13. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## 2B

Activity: When families become unsafe<sup>(9,10,12)</sup>**Activity overview:**

This activity talks about how families can be a strength of support, but also a source of conflict and even abuse.

**Age:** All ages

**Time:** 60 minutes

**Learning objectives:**

- Identify characteristics of healthy family functioning and justify their importance
- List values that young people and their families care about
- Identify conflicts and misunderstandings that commonly occur between parents/guardians and children, especially related to diverse expressions of sexuality, including by young people with disability
- Identify and apply strategies for resolving conflict and misunderstandings with parents/guardians
- Recognise that unhealthy families can involve abusive behaviours and recognise that abuse is never acceptable

**Sensitive areas:**

- Unhealthy relationships
- Child abuse
- Sexual abuse
- Violence

**Resources:**

- Butchers paper
- Post-it/sticky notes
- Pens, pencils and markers
- Handout 2B

**Preparation:** Print enough copies of handout 2B for each person or to share in pairs

**Group composition:** Whole group together, pairs

**Prior learning:** None

**Literacy support:** Required – involves some reading and writing

**Technology:** None

## Activity 2B: When families become unsafe

### Instructions:

1. Introduce the activity by **saying something like:** *Today we will be talking about how families can be a source of strength and support, we will also be talking about how abuse can happen within families, and what impact it can have. This activity includes topics such as child abuse, sexual abuse and other forms of violence. If you feel upset or uncomfortable at any point during the activity, feel free to take some time out.*
2. Hand each participant three sticky notes or small pieces of paper with tape on the top.
3. On a large piece of butchers paper or on a board, write the phrase: 'A family...'
4. Read the phrase to the group and tell them to use their sticky notes to finish the sentence using the phrase 'A family..'. It can be one word or a series of words to describe the qualities of a healthy family. Examples answers 'is supportive', 'is trustworthy', 'is my safe place', 'can be complicated', 'is happy', 'is different from the next', 'can be diverse', etc.
5. Ask participants to stick their words around the phrase 'A family...'
6. Thank participants for contributing and say that their words were all great examples of healthy family qualities.
7. Go through the discussion questions below:

We looked at some qualities of a healthy family, why do you think these are important?

**Example answer:** Families are groups of people we can rely on for protection, safety and support. Healthy families can provide us a safe place to go to when we have questions, when we need role models or guidance and can help educate us about values that are important in our lives. Our families are our first introduction to relationships, and they can play a big role in teaching us what love, respect, support and care look like.

What are some values that you and your families care about?

**Example answers:** Love, religion, culture, celebrating important milestones, support and protection, loyalty, honesty, pride etc.

Can healthy families still have conflict?

**Example answer:** Yes. All families can have some conflict, and that is normal. Conflict is normal as long as it is dealt with in a healthy way. For example, if parents think a teenager should come straight home after school every day, but the teenager wants to visit their friend, they could reach a compromise where the teenager is allowed to go to their friend's house after school on Friday only.

What would be some of the main reasons for conflict between a teenager and their parent or guardian? Why might this conflict happen?

**Example answer:** Common sources of conflict could be mobile phone use, internet use, friends, household work or chores, studies, or money. There could also be conflict over different personal values among different family members. For example, if a young person wants to start dating, an older family member might not understand why they are doing this and might feel confused or upset. This can also happen to young people with disabilities. There could be conflict about that young person wanting to explore their sexuality. But remember, it is okay to have different values within a family.

Teenagers are on their way towards independence as they transition through to adulthood and parents/guardians may worry that their children are not mature enough. They might worry their children are not making the right decisions. They do it because they want the best for their children. However, it is normal that as young people become adults they have more independence and also more responsibilities.

How can we reduce conflict in a family?

**Example answer:** Stay calm and avoid anger. Communicate and think about how to compromise. Listen to the other person. Take some time out to gather your thoughts or calm down. Put yourself in their position.

8. Explain to participants: *We've thought about some qualities of healthy families, including what might be normal types of conflict in a family. Unfortunately, not everything that can happen in families is healthy. We will now look at some short case studies to look at different types of abuse that can sometimes happen within families. We will be looking at four types of abuse: physical, emotional, sexual and neglect. Remember, anyone can leave the room before or during this activity if you feel uncomfortable.*
9. Divide participants in pairs and distribute one copy of handout 2B to each pair. Ask each pair to read through each scenario, and then decide which type of abuse they think is happening in that scenario. They should match the scenarios with the right types of abuse by drawing a line to connect them. Give participants 10 minutes to complete this.

10. After 10 minutes, bring the group back together. Ask for a volunteer to share their answers. Explain that the correct answer is:

- Scenario 1 = neglect
- Scenario 2 = emotional or psychological harm
- Scenario 3 = physical abuse
- Scenario 4 = sexual abuse

11. Lead a short discussion based on the following questions. Ask participants:

Why might abuse in a family be harmful?

Example answers:

- Home/family meant to be a safe place when you are protected
- Abuse can cause many forms of harm (often more than just one)
- Abuse is done by loved ones (grandparents, uncles/aunts, cousins, and siblings, parents/step-parents)
- Abuse sets a bad example for children who may learn the behaviour and repeat it
- Abuse is a choice made by the abuser. It is never the fault of the victim. However, some abusers will try and blame the victim and make them feel guilty. This can be especially true when the abuser has much more power than the victim (e.g. adult and child)

Why might young people find it hard to speak up about abuse in families?

Example answers:

- They are scared, embarrassed or ashamed
- They think nothing will be done if they report it
- People want to protect their family/keep family together
- They fear reporting the issue will lead to further abuse at home
- Someone threatens them or tells them not to report it
- Other people in their family are ignoring or denying the abuse
- "Victim-blaming" attitudes in the family or community (e.g. the attitude that the victim was "asking for it")
- Lack of support outside family (could be financial, housing, emotional etc.)
- The victim might be disabled and rely on their families for care
- Community believes that "family business is private"
- Worried they will not be believed

What can children and young people do if there is abuse in their family?

**Example answers:** There are programs in the community that can help vulnerable people, including children and young people. If someone is experiencing abuse within their family, they should contact a professional service (e.g. women and children support service) for support. Police or child protective services might also need to be contacted, depending on the situation.

**i Facilitator note**

Facilitators should provide young people with the details of local services that they can go to about abuse.

12. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

13. Conclude the activity by reading out the key messages:

- Families can be a strength of support, but also a source of conflict and even abuse
- Healthy conflict is normal
- Conflict can be dealt with by staying calm, using communication and listening
- Abuse can come in different forms – including physical, verbal, sexual, or emotional/psychological
- Child abuse is a very serious issue and often a criminal offence
- Abuse of children and young people is an issue that the whole community should take seriously. This can include; speaking out against abuse that happens in the home, advocating for child protection laws and policies, and making action plans to address child abuse
- There may be many reasons why a child or young person might feel scared to report abuse in their family
- If someone reports child abuse to you, do not be dismissive or tell them to keep quiet; it is very important to help this person get support

14. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.





## Handout 2B: Unhealthy family relationship scenarios

### Instructions:

On the left are unhealthy scenarios which can happen in a family. On the right are the different types of abuse describing each of the scenarios, however, they are in the wrong order. Read through all the descriptions, and then draw a line matching the scenario to the type of abuse.

#### Scenario 1

When an uncle has to look after his disabled nephew, he will leave them at home for several hours by themselves.

#### Scenario 2

A grandmother, who is the main guardian of her grandson, repeatedly tells him that he is nothing but another mouth to feed and constantly threatens to kick him out if he does not behave.

#### Scenario 3

A father hits his child who has a learning disability with a belt if they fail to do a chore or do well at school.

#### Scenario 4

An uncle tells his young niece, who is 14, to touch his private parts (penis). He tells her it is "their secret" and that if she tells anyone she will get in big trouble.

#### Physical abuse

Deliberate injury to a child or young person or child, can include using objects like a stick or shoe to hit them, beating, slapping, punching, kicking, whipping, cigarette burns, etc.

#### Sexual abuse

Someone in a family abuses their power to involve a child or young person in sexual activity. Sometimes young people and children are bribed or threatened (physically or psychologically) to participate.

#### Neglect

A parent or carer can't provide for a child's basic needs, such as food, clothing, love, shelter, warmth, medical care, or supervision.

#### Emotional or psychological harm

Behaviour of a parent or carer that causes psychological harm. This can include a range of behaviours such as excessive criticism, withholding affection, exposure to domestic violence, intimidation or threatening behaviour.

## 2C

Activity: Gender and family expectations<sup>(12)</sup>

## Activity overview:

This activity explores the different roles, responsibilities or expectations that you might face in a family depending on your gender. Participants can use this activity to think about the expectations that may exist in their own families and how these may change according to their gender.

**Age:** All ages

**Time:** 20 – 40 minutes (40 minutes if videos are used)

## Learning objectives:

- List ways family can support gender equality through roles and responsibilities
- Identify and examine new responsibilities individuals have for themselves and others as they grow up

**Sensitive areas:** None

## Resources:

- Butchers paper
- Markers
- Participants can use their family drawings from Activity 2A or draw their families as part of this activity if 2A was not completed.

## Preparation:

There are two online videos that can be used in this activity if access to the internet is possible. Check for internet access and the ability to use a TV or projector to play the videos.

**Group composition:** Whole group together

**Prior learning:** Module 2, Activity 2A: My family

**Literacy support:** Not required

**Technology:** Optional

- Tedx Talks video called 'Rethinking the Fijian Man' (12 minutes 46 seconds)  
[https://www.youtube.com/watch?v=qh\\_ClbaSVTs](https://www.youtube.com/watch?v=qh_ClbaSVTs)
- Eccles Health Sciences Library Digital Publishing video called 'Pacific Islander Gender roles' (2 minutes 41 seconds)  
<https://www.youtube.com/watch?v=n9talCzbeF4>



## Activity 2C: Gender and family expectations

### Instructions:

1. Introduce the activity by **saying something like:** *In this activity we will explore the differences in roles between males and females in our families. When we introduced the family topic, you all probably thought about who you consider to be in your own family. I want you to think about all the people you have in your family and the different roles, expectations or 'jobs' that each person in your family has based on their gender.*
2. If possible, play both videos.
3. Draw a line down the middle of the butchers paper/board at the front of the room and write 'males' on one side at the top, and 'females' on the other side. Remind participants that they can think about all males and females in their family, not just parents.
4. Encourage participants to think about the roles or responsibilities that each person has in their family based on their gender. They can also think about the examples of the roles given to the people in the videos (if videos were played) as they grew up in a Pacific home. Ask participants to share their answers and write these on the board/butchers paper under the correct heading.

Some examples can include:

Males	Females
<ul style="list-style-type: none"> <li>• Go out to work and earn money</li> <li>• Fix broken things around the house</li> <li>• Spend time with friends or be out later at night</li> <li>• Be strong and not cry</li> <li>• Drink alcohol or kava, or smoke with friends</li> <li>• Discipline the children or be 'the head' or 'leader' of the family</li> <li>• In charge of family money</li> </ul>	<ul style="list-style-type: none"> <li>• Cook the family's food</li> <li>• Clean the house</li> <li>• Help with housework</li> <li>• Be weak and sensitive</li> <li>• Look after children or babies</li> <li>• Wash the family's clothes</li> <li>• Support the males to attend school or work</li> </ul>

5. Ask participants to reflect on what their family responsibilities were growing up. Facilitate a discussion using the following discussion questions.

### Discussion questions:

How old were you when you started having responsibilities at home?

What are some of the rules that you are supposed to follow in your family?

Are these rules the same for all the children or young people in your family? Why or why not?

Did you look after yourself (for example, washing your own clothes, doing your own dishes) or did someone else do things for you?

Does this feel fair?

6. Now, cross out the headings 'Males' and 'Females' in the butchers paper/blackboard and swap them. Meaning, the male column now says 'female' and the female column now says 'male'.

7. Ask participant the following questions:

What tasks would be impossible under the new headings?

**Example answer:** Is it impossible for males to cook food or for females to fix broken things around the house? No, of course not. If the group list has things like growing a beard, getting pregnant or other things related to biology, these are the only examples where it might be impossible for the other sex.

How do you think household chores might relate to gender expectations?

**Example answer:** As we grow older, we are all given new and different responsibilities at home. This is a normal part of helping our families. However, the way tasks are divided in a family is often unfair, with women and girls often given more responsibilities at home than men and boys. Society expects men to be strong and aggressive and the main income earner, and women to look after the home and family and do unpaid household chores. This can create inequality within families. Instead, if men and women could do what would make them happy and shared roles and responsibilities, it would reduce the pressure on both and make more equal and fair families.

8. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

9. Conclude the activity by reading out the key messages:

- Household chores are often an example of gender roles, with men expected to earn money and women expected to do household chores
- There is no special reason why women should do household chores and men should earn money
- Given the opportunity, men and women are capable of doing most things equally well
- Gender roles and expectations change over time and even from family to family
- By dividing household chores fairly between men and women, we can create more equal families and reduce gender inequality

10. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## 2D

## Activity: Family role models



### Activity overview:

This activity uses roleplays through which participants will explore positive or negative examples of role modelling in a family.

**Age:** All ages

**Time:** 45 minutes

### Learning objectives:

- Identify characteristics of healthy family functioning and justify their importance
- Appreciate the role of the family in role modelling and values development

**Sensitive areas:** Physical abuse

### Resources:

- Handout 2D

### Preparation:

Print handout 2D and cut out each case study to give to each pair. This activity uses eight role plays. There will be two people assigned to each role play. If you have more than 16 people in the group, you can create your own roleplays or ask participants to create their own roleplays that show either positive or negative examples of role modelling in a family.

**Group composition:** Pairs

**Prior learning:** None required

**Literacy support:** Required – involves some basic reading

**Technology:** None



## Activity 2D: Family role models

### Instructions:

1. Introduce the activity by **saying something like:** *Today we will think about how our families are some of our most important role models, and what kind of behaviours we can teach each other.*
2. Ask: Who is a role model?  
**Example answer:** A role model is someone whose behaviour and beliefs influence other people. People often think of sports stars or celebrities as role models. However, it is often people who are close to us who really influence our behaviours and attitudes. For example, a celebrity may inspire our new hairstyle, but our parents, older siblings or grandparents may be our main role models who teach us important values and good behaviours.
3. Ask: What kind of things do we learn from role models?  
**Example answer:** Both positive and negative behaviours and beliefs can be passed on by role models. For example, how we treat other people, how we spend our free time, and whether or not we are careful with money are the things we might learn from family role models.
4. Divide the group into pairs. Give each pair handout 2D.
5. Secretly give each pair a random number from the list mentioned in the handout. Tell them not to reveal their number to the other participants.
6. Explain the activity: *In pairs, you are going to act out a 2-minute scene demonstrating the family behaviour you and your partner are assigned. Each pair will have a turn acting out the scene. The other participants can ask questions after the performance or add any other ideas.*
7. Give the pairs 5 minutes to prepare their scene.
8. Ask each pair to act out their card (don't start at number 1, just chose a random pair).
9. After each pair has completed the activity, bring the group together and lead a discussion based on the following questions:

Did we see a positive or a negative role modelling in the roleplay?

**Example answer:** We saw a mixture of both positive and negative behaviours. This is realistic because we might learn unhealthy behaviours and attitudes from our families as well as positive ones.

How can this activity help us if we have our own children?

**Example answer:** It is good to remember that children and young people often copy their family members' actions, as well as their words. Often, just saying something is not enough, you also have to 'prove it' by showing that behaviour yourself. It is important to be aware of this and role model positive behaviours in our own families, such as not drinking and driving, or sharing the housework!

Is it always older people who are the role models? Or can younger people influence their older family members?

**Example answer:** It is often the case that young people learn behaviours and attitudes from older people in their families, as we saw in the activity. However, it is also possible for younger people to influence their parents or grandparents. As beliefs and values change, often it is the young people who are most in touch with the changes. This is especially true for beliefs that change across generations, such as more positive attitudes towards differing SOGIE or disability.

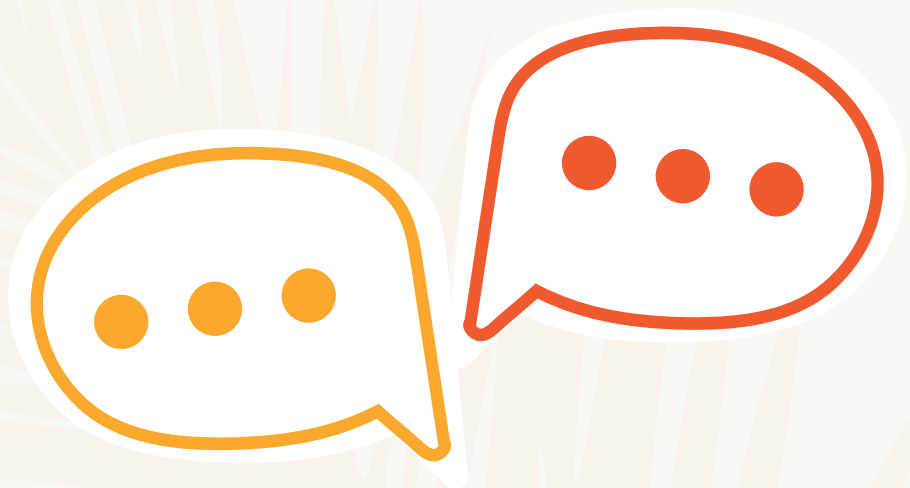
10. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

11. Conclude the activity by reading out the key messages:

- Older family members can be great role models for children and young people to learn positive behaviours
- However, children and young people can also learn negative behaviours from their families
- Often, actions speak louder than words, so it is important that role models behave in ways that are consistent with what we teach our children
- Young people can also be role models for their parents and grandparents, especially by advocating for changing attitudes in our community

12. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 2D: Family behaviours

1. Parent yelling and threatening their child with a belt
2. Sister holding younger brother's hand to cross the road
3. Uncle drink-driving home from a friend's house
4. Parent taking child to church on Sunday morning
5. Child talking positively to parent about their friend who has diverse SOGIE
6. Grandparent sharing traditional cultural stories with grandchild
7. Parents sharing the cooking duties at home
8. Brother encouraging sister to throw rocks at a cat



## Topic 2: Families

### Key messages of this topic:

- There are many different types of families – large and small, living separately or together, married or divorced, one parent or two
- All families are equally valid
- A role model is someone who we look up to who teaches us values, behaviours and attitudes
- Family members are often important role models
- Role models can influence us in positive and negative ways
- As a role model, what you do is as important as what you say
- Often, role models are older people; however young people can also influence older family members, for example by role-modelling changing attitudes about sexuality, relationships and gender roles
- As we get older, we have more responsibilities to look after ourselves and our families; however women are often given more responsibilities at home than men, which is not fair
- Women and men may be given different jobs and tasks within a family because of gender roles
- Gender roles are made up by society and we don't have to stick to them
- Gender roles limit men's and women's opportunities; we can support greater gender equality by challenging gender roles
- Families can also include relationships that are unhealthy or abusive; it is never okay for anyone to disrespect or abuse you, even if they are part of your family
- It can be difficult to stand up to a family member who is being abusive for many reasons; however, there are support services that can help





## MODULE 2

### TOPIC 3

## RESPECTFUL INTIMATE RELATIONSHIPS

### Topic overview



Respect is about treating both ourselves and other people with dignity and care. It is essential that all relationships, including intimate and romantic relationships, are based on respect.

This topic includes information and knowledge that is necessary to have conversations about consent and sexual decision-making.

### Topic learning objectives

Facilitator version	Participant version
Distinguish between emotions associated with love, friendship, infatuation and sexual attraction	Explain the differences between love, friendship, passion and sexual attraction
Acknowledge that all relationships should be based on respect	Recognise that every relationship should be based on respect
Acknowledge that all young people, including young people with disability and young people who have diverse sexuality and gender, have rights in relationships (e.g. to end a relationship, to privacy etc.)	Acknowledge that all young people have rights in a relationship
Compare characteristics of healthy and unhealthy sexual relationships	Compare what makes a sexual relationship healthy or unhealthy
Recognise the importance of gender equality in respectful relationships	Recognise how men and women are equal in respectful relationships
Analyse how inequality and differences in power can negatively affect intimate/romantic relationships and how more equitable roles between people can contribute to healthy relationships	Analyse how power differences and inequality can affect relationships
Recognise that sexual behaviour is not a requirement for expressing love	Recognise that you don't need to have sex or do sexual things to love someone
Describe a range of ways to express affection within healthy sexual relationships	List ways to show affection in a healthy sexual relationship

## Activities

Activity	Time	Page	Handout
3A: Understanding intimacy and respect	15 minutes	54	No
3B: My ideal partner	20 minutes	57	Yes
3C: Is it love?	45 minutes	61	Yes
<b>3D:</b> Is it abuse if...? 	45 minutes	64	No
<b>3E:</b> Relationship traffic lights 	45 minutes	70	Yes
3F: Love troubles	60 minutes	77	Yes
3G: When relationships end	60 minutes	88	Yes

## 3A

## Activity: Understanding intimacy and respect



### Activity overview:

This activity helps introduce the concepts of healthy and unhealthy intimate relationships and that respect is one of the main characteristics of healthy intimate relationships. Healthy and unhealthy are terms that are used in this topic so it is a good idea that participants are given time to decide what these mean to them.

It is also important for facilitators to allow space for individual differences. Everyone may have slightly different ideas about what makes a relationship respectful or disrespectful, but it is important that participants know what their own boundaries and expectations are in an intimate relationship.

**Age:** All ages

**Time:** 15 minutes

### Learning objectives:

- Acknowledge that all relationships should be based on respect
- Compare characteristics of healthy and unhealthy sexual relationships
- Recognise the importance of gender equality in respectful relationships
- Recognise that sexual behaviour is not a requirement for expressing love

### Sensitive areas:

- Unhealthy relationships
- Abuse
- GBV

**Resources:** None

### Preparation:

This short activity provides some examples of statistics in Samoa relating to GBV.

**Group composition:** Pairs

### Prior learning:

- Module 2, Activity 1A: Healthy and unhealthy friendship behaviours
- Module 2, Activity 2A: My family

**Literacy support:** Not required

**Technology:** None



## Activity 3A: Understanding intimacy and respect

### Instructions:

1. Introduce the topic by telling participants that this activity is all about respectful intimate relationships.  
**Say something like:** *We have looked at two different relationships in Topic 1 (Supportive friendships) and Topic 2 (Families). Now we will be looking at another type of relationships, which is intimate relationships.*
2. Ask participants to get into pairs to discuss the following questions. Pairs will have 2 minutes to discuss the question before the facilitator will ask pairs to share their answers and have a group discussion.

What is an intimate relationship? What does intimacy mean?

**Example answers:** (Reminder that it is important that young people are reminded that sexual behaviour or having sex is not a requirement for expressing love or intimacy.)

- Relationships base on love, trust and support
- Being close to someone
- Involving physical or emotional connection
- A close or private relationship
- May involve sexual connection (but this is not a requirement)
- May involve romantic connection

What are the differences between a healthy intimate relationship and an unhealthy intimate relationship?

**Example answer:** An intimate relationship can be categorised as healthy or unhealthy. In a healthy intimate relationship, partners (boyfriend/girlfriend/husband/wife) have mutual respect and trust, honesty, effective communication, they enjoy each other's company and pleasure, and make each other feel good about themselves. On the other hand, unhealthy intimate relationships could be those with physical and emotional abuse, and where partners do not feel good about sharing each other's company, there is no respect and trust. Sometimes, it can even be difficult to work out whether a relationship is healthy or unhealthy. Sometimes it can be in the middle, but it's important that we know what the signs of unhealthy intimate relationships are.

Should all intimate and romantic relationships be based on respect?

**Example answer:** Yes! Mutual respect is a core component of healthy intimate relationships. Respect means that each partner values the other partner as who they are and understands the other partner's boundaries. You are always entitled to respect within a relationship. Unhealthy intimate relationships can be hurtful, damaging because they lack mutual respect and even breach your rights.

Why is it important that we learn how to recognise and challenge disrespectful behaviour in an intimate relationship?

**Example answer:** Disrespect is a key driver of violence in intimate relationships. When people don't respect others, especially due to gender inequality, this can lead to violence behaviours and abuse in a relationship. By challenging gender inequality and disrespect in relationships, young people can play an important role in preventing violence both now and into the future.

3. If appropriate, you can introduce some statistics about GBV in Samoa. Since a large majority of violence happens by men against women and children, understanding the importance of gender equality in relationships is essential.

**Examples:**

- 46% of women in Samoa disclosed experiences of physical or sexual violence, or both, by an intimate partner in their lifetime
  - 22% had experienced this violence in the last 12 months<sup>(13)</sup>
  - 97% of women who were victims of domestic violence did not report it to the police
  - 36% felt it was a private matter
  - 8% felt it was a minor offence
  - 96% of perpetrators were the women's husbands.<sup>(14)</sup>
4. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*  
Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.
  5. Conclude the activity by reading out the key messages:
    - All relationships should be based on respect
    - Sexual behaviour is not a requirement for expressing love
    - Gender equality is an important part of respectful intimate relationships
  6. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## 3B

## Activity: My ideal partner



### Activity overview:

This activity asks participants to think about their own values to help them decide what qualities are important to them in a partner. It is important to remind participants that one person may not have all of their ideal qualities, but it is important that we know what qualities we will or will not compromise on.

Even if some qualities can be compromised or changed, there are some parts of a relationship that are non-negotiable because they are our rights. This activity also gets participants to think about what their rights are in an intimate relationship.

**Age:** All ages

**Time:** 20 minutes

### Learning objectives:

- Acknowledge that all young people, including young people with disability and young people who have diverse sexuality and gender, have rights in relationships (e.g. to end a relationship, to privacy etc.)
- Recognise the importance of gender equality in respectful relationships

### Sensitive areas:

- Unhealthy relationships
- Violence and abuse

### Resources:

- Handout 3B
- Pens or pencils

### Preparation:

Print a copy of Handout 3B, enough so that each participant has one copy

**Group composition:** Individual work

### Prior learning:

- Module 2, Activity 1A: Healthy and unhealthy friendship behaviours
- Module 2, Activity 3A: Understanding intimacy and respect

**Literacy support:** Required – involves writing

**Technology:** None



## Activity 3B: My ideal partner

### Instructions:

1. Hand all participants a copy of handout 3B.
2. Explain that everyone needs to fill out their worksheet with qualities that they look for in another person who they may want to be romantic or intimate with in the future.
3. **Say something like:** *It is important to think about the qualities that are important to us in a partner. Often, what we think is important in a partner is based on our own values or beliefs. The qualities we might think are important in a partner can be about their own values, their interests, hobbies, attitudes, behaviours and physical looks. It may be hard to find a person that matches every ideal we have for a partner, but it is important to have some clear ideas of what values are important to us. This can help us to decide what we will and will not compromise on. Remember that your answers are unique to you, and not everyone will write down the same thing. For example, one person might want their partner to be sporty and active, but that might not be important to someone else. It is also okay to not feel any desire or attraction towards other people. Some people can have different hobbies and priorities at different stages of their lives, and that is okay.*
4. Tell participants that on the inside of the figure, they should write down all of the inner qualities that they value in a partner. These can be words like 'kind', 'religious', 'trustworthy', 'funny', 'respectful', 'non-judgemental', 'family-oriented'.

Tell participants that on the outside of the figure, they should write down all of the behaviours or actions of their 'ideal partner'. These can be words like 'patient', 'likes holding my hand', 'treats me equally', 'listens to me' etc.

5. Give participants 10 minutes to fill in their handout.
6. After 10 minutes, **say something like:** *Now that we have looked at all the qualities that are important to us, we also need to remember our rights in a relationship. Our rights are non-negotiable, and we should have them in a relationship no matter what. They apply to everyone including people who are LGBTI+ or have differing sexuality, gender identity or expression, and young people with disabilities.*
7. Ask the following questions:

Can anyone give examples of our rights in a relationship? (Have a group discussion and tell participants to write down some examples at the bottom of their 'ideal partner' worksheet.)

### Example answers:

- Right to privacy (both online and offline)
- Right to choose if, when, where and who you will have sex with
- Right to say no to anything you're not comfortable with (drugs, alcohol or sexting)
- Right to spend time with friends and family without your partner
- Right to end a relationship



- Right to choose who to be in a relationship with
- Right to be free from any form of violence
- Right to choose appropriate contraception and access health services
- Right to equality between both partners

Who has these rights in a relationship?

**Example answer:** Everyone! All people have relationship rights including people with a disability and young people with diverse sexual orientation, gender identity and expression.

8. Ask the group if anyone would like to share some of their qualities that they wrote down on the handout.
9. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

10. Conclude the activity by reading out the key messages:
  - It's a good idea to think carefully about the qualities you want in a partner; there are some qualities, like trust and respect, that are universally important
  - There may also be qualities that are special to you, such as 'goes to the same church' or 'likes dancing'
  - When looking for an ideal partner, remember that no one is "perfect", but you can find someone whose inner values align with yours
  - You always have rights, even in a relationship; this includes the right to privacy, respect, to be free from violence and to end a relationship
  - Everyone has relationship rights, including people with a disability and young people with diverse sexual orientation, gender identity and expression
11. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 3B: My ideal partner

### Instructions:

Inside the figure: write or draw all of the inner qualities that you value in a partner. These can be words like 'kind', 'religious', 'trustworthy', 'funny', 'respectful', 'non-judgemental', 'family-oriented'.

Outside the figure: write or draw all of the behaviours or actions of your 'ideal partner'. These can be words like 'patient', 'likes holding my hand', 'treats me equally', 'listens to me' etc.

### My Relationship Rights:

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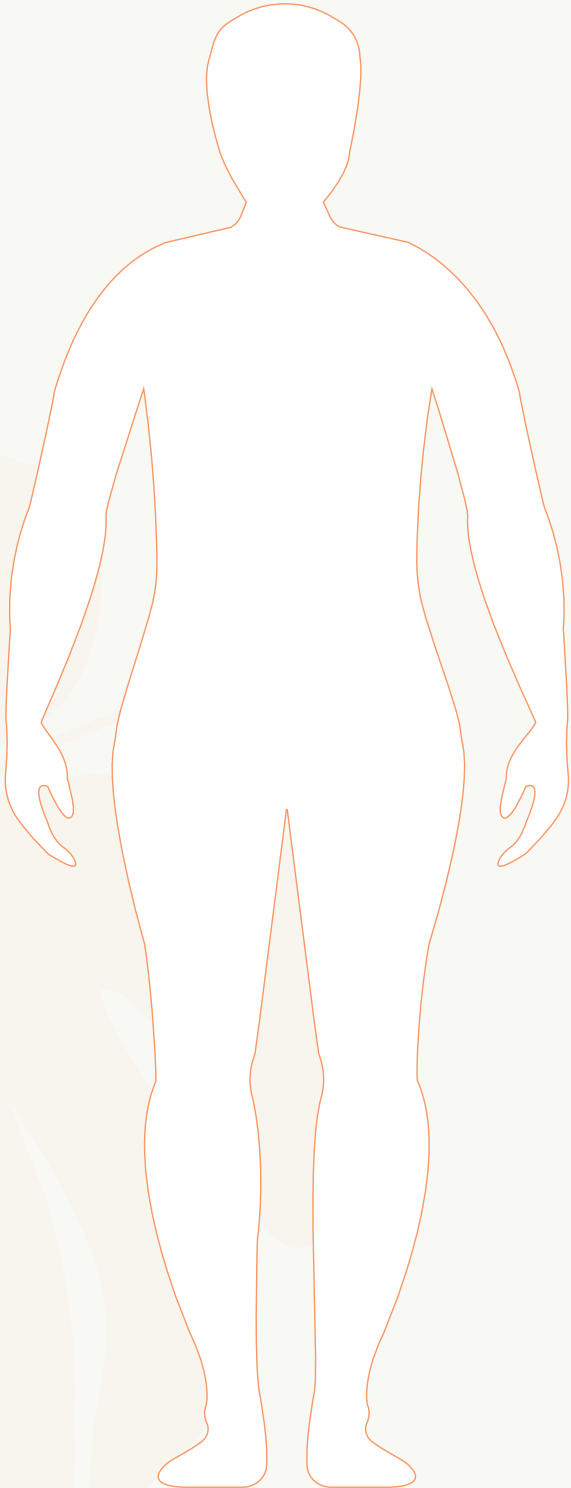
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## 3C

Activity: Is it love?<sup>(3)</sup>

### Activity overview:

Sometimes, movies, TV shows and popular culture can disguise jealous, insecure and controlling behaviours as love and romance. It is important for young people to have clear definitions of different relationships so that they can set boundaries in their own relationships.

**Age:** All ages

**Time:** 45 minutes

### Learning objectives:

- Distinguish between emotions associated with love, friendship, infatuation and sexual attraction
- Recognise that sexual behaviour is not a requirement for expressing love

**Sensitive areas:** None

### Resources:

- Butchers paper
- Markers
- Handout 3C

### Preparation:

Print out and cut the six 'Is it love' cards from handout 3C. Alternatively, you can write them down on six slips of paper.

**Group composition:** Group work, individual work.

### Prior learning:

- Module 2, Activity 1A: Healthy and unhealthy friendship behaviours
- Module 2, Activity 3A: Understanding intimacy and respect

**Literacy support:** Required – involves writing

**Technology:** None



## Activity 3C: Is it love?

### Instructions:

1. Introduce the activity by **saying something like:** *Sometimes we get messages and ideas about love and relationships from movies, TV shows and social media. These places may be where we learn a lot about what kind of behaviour is common or expected in relationships. However, sometimes the media can make jealous, insecure and controlling behaviours look like love and romance. It is important for us to have clear definitions of relationship types so that we can set boundaries in our own relationships.*
2. Divide the participants into six groups. Ask each group to pick one of the slips of paper you have prepared from handout 3C.
3. On the board/butchers paper, write “What is the difference between love and \_\_\_\_\_?”
4. Ask the groups to take out the handout card they have been given and copy the sentence on the board, filling in the blank with the word from their slip of paper. Ask them to discuss their question, and to write down their response.
5. After about 5 minutes, ask one group to read their question and present their response. The following questions can guide a brief discussion:

Does anyone want to disagree or comment?

Does our culture give girls and boys equal permission to experience this feeling?

Can you give an example of when someone confuses this feeling with love? What happens if this feeling is confused with love?

Can this feeling be a part of love?

6. Repeat Step 5 for the remaining five groups.
7. Reserve 10 minutes to discuss the following questions.

Where do young people develop their impressions about love and romance?

**Example answer:** Many young people will form their impressions of love and relationships from what they see around them growing up, and through external channels such as the media, stories, movies and online.

Do movies and social media provide a realistic picture of these feelings? If not, what effect do you think they have on young people's expectations?

**Example answer:** Love and romance is often shown in a narrow and stereotypical way in the media. For example, movies or stories on the TV often show that two people in love are doing specific actions when they are in love, e.g. the female partner is filling a room with flower petals, the male partner is buying expensive gifts. Most people know deep down that 'romance' on TV shows is not realistic. However, if we grow up watching such interpretations of love and romance over a long period of time, they can impact our expectations about what love and romance should be. We do not need roses or expensive gifts to be in a happy, healthy relationship or to express love. It is more important to look for qualities like respect, trust and shared values.

Why is it important to figure out your own beliefs about the difference between love and these other feelings?

**Example answer:** Throughout your life, you might experience all or some of these emotions and they may be with different people. It is important to understand our own feelings so we can make decisions about what kind of different relationships we want, and who we want them with. It is also important to have realistic expectations about love, to help us maintain self-respect and enforce boundaries.

8. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

9. Conclude the activity by reading out the key messages:

- Often relationships in the media or online are not realistic, and focus on dramatic and unrealistic scenarios, rather than everyday life
- This can give people unrealistic expectations about love
- Inaccurate gender stereotypes are common in movies and TV shows; for example, the stereotype that women want love and marriage, but men are only interested in sex
- These stereotypes are unhelpful and often do not represent how men and women really feel

10. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 3C: Is it love?

HAVING A  
CRUSH

BEING 'IN  
LOVE'

ROMANCE

SEXUAL  
ATTRACTION

JEALOUSY

FRIENDSHIP

## 3D

Activity: Is it abuse if...?<sup>(15)</sup>

### Activity overview:

This activity is about helping young people to identify signs of abuse in a relationship, including the role of a bystander. The activity explains different types of abuse, and then gives participants an opportunity to identify them using case studies. This activity can be adapted for lower literacy groups.

**Age:** All ages

**Time:** 45 minutes

### Learning objectives:

- Acknowledge that all relationships should be based on respect

### Sensitive areas:

- Unhealthy relationships
- Violence and abuse

### Resources:

- Handout 3D
- Butchers paper or board
- Markers



### Preparation:

After deciding on the literacy level of the group, facilitators can choose to either read handout 3D or give the handout to each group to read themselves.

**Group composition:** Two groups

**Prior learning:** None

**Literacy support:** Required – involves reading

**Technology:** Care Vanuatu video called 'Control' (6 minutes 53 seconds):

<https://www.youtube.com/watch?v=Ziqy70inl2U> (Bislama)

<https://www.youtube.com/watch?v=LYh5W03JSpY> (English)



## Activity 3D: Is it abuse if...?

### Instructions:

1. Introduce the activity by **saying something like:** *There are a lot of myths out there about sexuality and relationships – particularly as it relates to young people. One myth is that relationship abuse doesn't happen in young relationships. Actually, research shows that relationship abuse of all kinds is as common in young relationships as it is in adult relationships. Often, people can't always tell whether their relationship is abusive or whether they're just going through a rough time with a partner. This may also be true of people who grew up around unhealthy relationships as a child. Understanding what abuse looks like can help us prevent or call it out when we see it happening.*
2. **Say something like:** *First we are going to watch a story about a relationship that becomes abusive over time. As you watch the video, think about what kind of behaviours might be considered abusive.*
3. Play the video 'Control' by Care Vanuatu.
4. Ask: What kind of abusive behaviours did you notice in this video?

### Example answers:

- Andrew got jealous and angry when she spoke to other men
  - Andrew did not give her money for food they needed
  - Andrew did not want her spending time with friends
  - Andrew demanded she give him money she made at the markets
  - Andrew used physical violence against her by pushing her to the floor
5. Ask: Did the relationship start off as abusive? How might the young woman have felt as Siaoisi's behaviour changed?

**Example answer:** In the beginning, we did not see any signs of abuse in the relationship. When they first met, Andrew was kind, loving and respectful, helping out with cooking and cleaning at home. They had fun together. What we saw was abusive behaviours developing and getting worse over time. Because this young woman had also seen Andrew's positive side, she probably felt confused and unsure of how he was going to behave. This is a common problem in abusive relationships. They are often not abusive 100% of the time, so victims feel confused and do not know what to think. They might think "but sometimes he is kind to me" and excuse or ignore the harmful behaviour.

6. Explain: *It is important for both men and women to recognise signs of abusive behaviours, like the ones we have just discussed. Sometimes, we might notice a friend, family member, or other person in the community who is in this type of relationship. We might feel worried or confused about how to help them, and not sure if it is our business to say something. This is when it is important to consider the role of "bystanders".*



7. Ask: Does anyone know what a “bystander” is?

**Example answer:** A “bystander” is someone who sees or knows something is happening, either in person or online. Friends, students, peers, teachers, school staff, parents, coaches, and other adults can be bystanders. (You can remind participants that we learned about bystanders in Activity 1E on bullying if you have completed this activity with them previously.)

8. Ask participants if they can name any kinds of abuse? As they call them out, write them on the board or butchers paper with a brief definition.

**Types of abuse and their definitions:**

- **Physical:** Hurting someone physically in some way or damaging someone’s things
  - **Emotional/psychological:** Making someone feel bad about themselves by taking away their self-esteem, or using threats or intimidation to frighten someone or make them feel like they’re losing touch with reality or ‘going crazy’
  - **Sexual:** Making someone do sexual things they do not want to do
  - **Financial:** Where money in a relationship is controlled by one person
  - **Social:** Isolating someone and not letting them spend time with other people
  - **Digital/online abuse:** The use of technologies such as texting and social networking to bully, harass, stalk or intimidate
  - **Reproductive coercion:** Interfering with someone’s ability to make decisions about their own reproductive health
9. Divide the participants into two groups, A and B. Try to include mixed genders in each group.
10. Distribute handout 3D to participants and give Message A to group A and Message B to group B.
11. Explain the task is to review each message as a group and identify whether abuse may be occurring. Ask them to discuss the following questions in groups. Give the groups 15 minutes to work on this activity.

Underline anything that might be abusive. What kind of abuse could it be?

**Example answers:**

**Message A:** financial, sexual and psychological abuse may be occurring.

**Message B:** physical abuse and reproductive coercion may be occurring.

Were there any bystanders in the messages? What role did the bystanders play?

**Example answer:** The mother in Message A could be considered a bystander, as she knows about the abuse but is not directly involved. Unfortunately, she is upholding the abuse by telling her daughter to “stop complaining and do her duties” as a wife. This is unhealthy behaviour and bystanders should never encourage victims to be abused.

In both cases, the person receiving the messages also becomes a bystander, as they are now aware of the abuse which is happening. This means those people receive the messages have the opportunity and a responsibility to help end the abuse.

12. After 15 minutes, bring the whole group back together and lead a discussion for 10 minutes based on the following questions:

Do you think the types of abuse seen in the messages could happen in our community?

**Example answer:** Sadly, abuse that happens within intimate relationships is one of the most common forms of abuse in the world. Around 1 in 3 women are physically or sexually abused in their lifetime. It is most often women abused by men, but abuse can also happen in same-sex relationships or other types of relationships, such as parent/child. Abusive behaviour comes in many different forms, but it is universally harmful.

What are some reasons people who are being abused may not speak up?

**Example answer:** There are many reasons why people may not mention being abused. They may feel ashamed, scared, guilty or any number of other feelings. They might have limited other options to support themselves, for example if they are financially dependent on their partner. There are societal reasons, such as society thinking the abusive behaviour is a “normal” family issue or blaming the victim for complaining. Everyone has a responsibility to recognise that abuse is never acceptable, and to support victims of abuse to seek help.

What can bystanders do to help if they think someone might be in an abusive relationship?

**Example answers:**

- Approach the person respectfully – “Is everything okay at home?”
- Listen without judging – don’t rush to offer advice at first, listen patiently as it can be very difficult for someone to share their story
- Support them – reassure them the abuse is not their fault
- Help them find a domestic violence support service
- Help them stay safe – make a safety plan. There is an activity for making a safety plan in Module 4 (Safety: yours, mine and ours) Topic 3 (Preventing and responding to violence).
- If you see an assault, call the police
- Remember that ultimately, it is their decision; you cannot control the person, or demand that they end their relationship

- To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

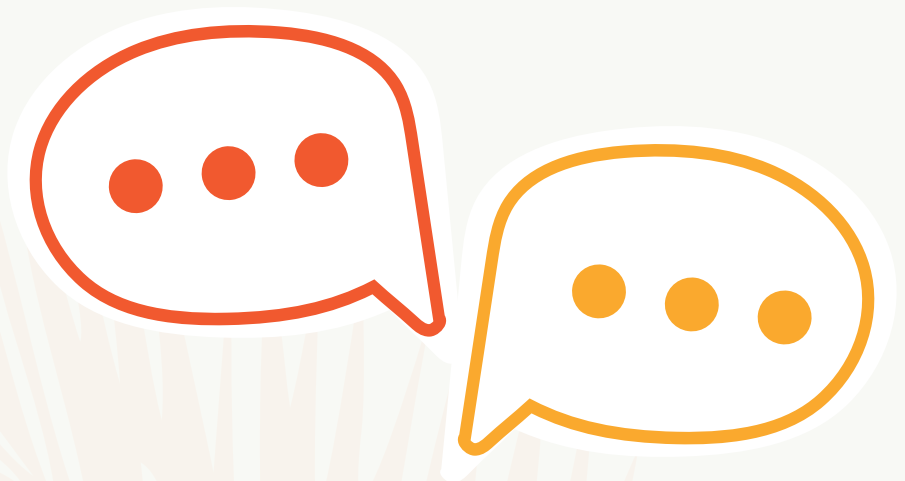
13. Conclude the activity by reading out the key messages:

- Abuse that happens within relationships often gets worse over time
- People in abusive relationships can feel confused about what is going on, especially if their abusive partner is sometimes nice to them
- It can be difficult to spot the signs of abuse, or to speak up if you suspect abuse is taking place
- However, everyone deserves to live lives free from abuse, and it is important to have the courage to speak up if you suspect something is wrong
- It is helpful to be familiar with what behaviours may be considered abuse, so you are aware of your rights and the rights of other people
- Contacting a professional service that deals with abuse is a good step

**i** Facilitator note

Facilitators should provide participants with the contact details for professional services.

14. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 3D: Message A (Facilitator copy)

### The scenario:

You live in the city, and you've received a text over Messenger from an old friend who lives on a remote island. Listen to how she describes her life and identify any abusive behaviour.

*Hi, it was great to hear from you about life in the city and how your children are growing up. I can't believe you have three already! As for me, the markets are going well because I've been selling some good crops this season. I like seeing the other women at the markets, we always talk and they are kind to me. My husband is causing problems though. He insists I give him all the money that I make selling crops, I can't keep any for myself even if I need it for medical expenses or to buy clothes for baby (financial abuse). If I complain, he tells me I'm a bad wife and threatens to leave us (emotional abuse). Sometimes when he has been out late he comes home and forces himself on me sexually (sexual abuse). I told my mother and she told me not to complain and that I must perform my duties as a wife (unhealthy bystander). What do you think?*

## Handout 3D: Message B (Facilitator copy)

### The scenario:

You moved to New Zealand for work two years ago, and you receive a text from your brother in your village at home.

*Hey bro,*

*Our business is recovering well since the flooding last year, so I can't complain about that, but my wife is being a pain. She didn't have any food prepared on Sunday when our parents visited, and she even talked back to me when I called her lazy. I'd had a bit to drink and I put her in her place (physical abuse) – she needs to remember that I'm the boss of the house. She was also getting ideas that she doesn't want another kid and wants to go on family planning, but I forbid her from going to the doctor without me (reproductive coercion). Women eh! I can't believe how much we have to put up with.*

## Handout 3D: Message A (Participant copy)

### Instructions:

You live in the city, and you've received a text over Messenger from an old friend who lives on a remote island. Read about her life and identify any signs of abusive behaviour.

*Hi, it was great to hear from you about life in the city and how your children are growing up. I can't believe you have 3 already! As for me, the markets are going well because I've been selling some good crops this season. I like seeing the other women at the markets, we always talk and they are kind to me. My husband is causing problems though. He insists I give him all the money that I make selling crops, I can't keep any for myself even if I need it for medical expenses or to buy clothes for baby. If I complain, he tells me I'm a bad wife and threatens to leave us. Sometimes when he has been out late he comes home and forces himself on me sexually. I told my mother and she told me not to complain and that I have to do my duties as a wife. What do you think?*

## Handout 3D: Message B (Participant copy)

### Instructions:

You moved to New Zealand for work two years ago, and you receive a message from your brother in your village at home. Read about his life and identify any signs of abusive behaviour.

*Hey bro,*

*Our business is recovering well since the flooding last year, so I can't complain about that, but my wife is being a pain. She didn't have any food prepared on Sunday when our parents visited, and she even talked back to me when I called her lazy. I'd had a bit to drink and I put her in her place – she needs to remember that I'm the boss of the house. She was also getting ideas that she wants to go on family planning, but I forbid her from going to the doctor without me. Women eh! I can't believe how much we men have to put up with.*

## 3E

Activity: Relationship traffic lights<sup>(16)</sup>

## Activity overview:

This activity uses traffic light colours to help young people label different kinds of behaviour in a relationship as either okay and healthy or not okay and unhealthy. Even if participants can identify whether particular behaviour is abusive, it is important that conversations and language never judge a person for staying in an abusive relationship.

**Age:** All ages

**Time:** 45 minutes

## Learning objectives:

- Acknowledge that all relationships should be based on respect
- Compare characteristics of healthy and unhealthy sexual relationships
- Recognise the importance of gender equality in respectful relationships
- Analyse how inequality and differences in power can negatively affect intimate/romantic relationships and how more equitable roles between people can contribute to healthy relationships
- Describe a range of ways to express affection within healthy sexual relationships

**Sensitive areas:** Abusive behaviour

## Resources:

- Handout 3E (two pages)
- Scissors

## Preparation:

Print one copy of handout 3E. The cards from page 1 and page 2 will need to be cut out. Place the RED, YELLOW and RED cards from page 1 on the ground in a continuum with YELLOW in the middle.

**Group composition:** Individual work

## Prior learning:

- Module 2, Activity 1A: Healthy and unhealthy friendship behaviours
- Module 2, Activity 3D: Is it abuse if...?

**Literacy support:** Required – involves reading and writing

**Technology:** None



## Activity 3E: Relationship traffic lights

### Instructions:

1. Introduce the activity by **saying something like:** *It can be relatively easy to list behaviours of what abuse could look like – especially when we're not in the relationship in the moment. However, sometimes abusive situations aren't so clear. We're going to explore some examples of situations that can happen in relationships. For each one, decide if you think this is an example of abuse or not. Think of this like traffic lights – the red light means abuse is happening, the green light means you have no concerns and the orange light can be a warning of unhealthy behaviour that might lead to abuse in the future.*
2. Ask everyone to stand.
3. Place the 'GREEN', 'RED' and 'YELLOW' cards from handout 3E on the ground and explain what they mean.  
 GREEN (Go!) = healthy behaviour  
 YELLOW (Wait) = warning sign, slow down  
 RED (Stop!) = unhealthy behaviour, stop
4. The cards will go in a continuum on the ground like this:  
 GREEN (Go!) – YELLOW (Wait) – RED (Stop!)
5. Hand out all of the behaviour cards from page 2 so that each participant has some. It doesn't matter if some people have one two or three cards. Just make sure everyone has at least one.
6. Ask participants to think about the behaviour they have been given. They need to think about whether this behaviour is healthy or unhealthy.
7. Tell participants to place the behaviour cards along the 'GREEN/RED /YELLOW' spectrum. Encourage them to ask each other if they are unsure where to put their cards.
8. After everyone has finished, invite the entire group to walk around the room looking at the placement of everyone's cards.
9. Discuss the unclear answers as a group, letting participants share their ideas on where it should be placed and why.
10. Discuss the questions below as a large group:

### Discussion questions:

Why you think it was or wasn't unhealthy behaviour? What could each partner have done differently to resolve the situation in a healthy and respectful way, or to seek help if abuse is occurring?

Which of the behaviours might be early traffic lights and the relationship could be dangerous to stay in?

**Example answers:**

- Calls to check where you are all the time
- Texts you all the time to ask what you are doing
- Asks you to keep secrets from your friends
- Is much older than you
- Hurts you, then says sorry

Why can it be hard to leave a relationship that is unhealthy or even abusive?

**Example answers:**

- You might have been socially isolated and not have any friends or family to turn to
- Your family or culture might not believe in divorce or might pressure you to stay with them
- They have made you feel worthless and that you will never be happy without them
- They may be controlling your finances
- You might be financially dependent on them
- You might worry that no one will believe you
- You might feel unsafe to leave
- You might still love that person
- They might be nice to you sometimes, and abusive at other times, which can be confusing. However, this does NOT make abuse okay

11. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

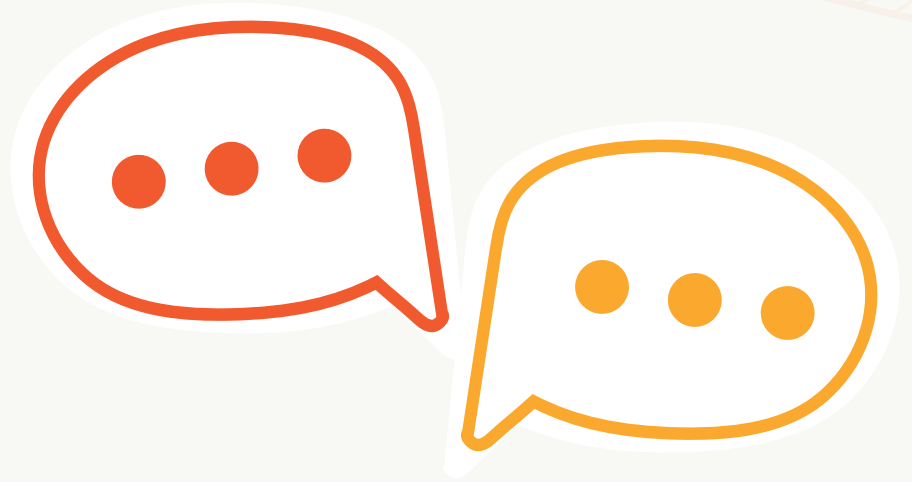
12. Conclude the activity by reading out the key messages:

- Relationships should always be based on respect and equality
- There is no excuse for relationship violence
- There are some clues you can look out for that which tells you whether a relationship might be healthy or unhealthy
- Sometimes, it can be hard to identify unhealthy behaviours. The abuser might be nice to you sometimes, and abusive at other times, which can be confusing; however this does NOT make the abuse okay



- Leaving an unhealthy relationship can be really difficult and people often need support and understanding to do this

13. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.

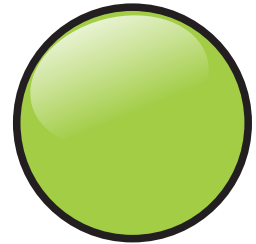


## Handout 3E: Relationship traffic lights

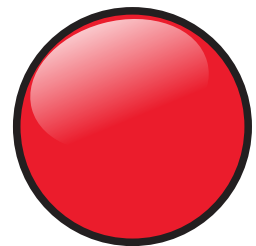
## Instructions:

Cut these out and place them on the floor like a continuum with yellow light in the middle.

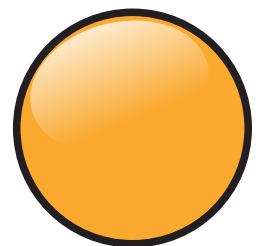
GREEN (Go!)  
Healthy



RED (Stop!)  
Unhealthy



YELLOW (Wait)  
Not sure/  
early traffic lights  
/slow down



## Handout 3E: Relationship traffic lights behaviour cards

### Instructions:

Make one copy of this handout for each group and make sure the cards are all cut out.

<i>Says mean things about your hair, clothing and body</i>	<i>Says bad things to you about others</i>	<i>Will not let you use contraception</i>	<i>Buys you gifts</i>	<i>Doesn't get upset when you talk to other people</i>
<i>Frequently says things that make you feel sad or hurt</i>	<i>Doesn't let you go to school or work</i>	<i>Demands sex or other sexual activity when you do not want to</i>	<i>Is always respectful of your culture</i>	<i>Is proud being seen with you</i>
<i>Physically hurts you, then says sorry</i>	<i>Accuses you of cheating when you haven't</i>	<i>Will not get an STI test</i>	<i>Is always respectful of your family</i>	<i>Treats you with respect</i>
<i>Is much older than you</i>	<i>Ignores what you want to do</i>	<i>Pressures you to send naked photos</i>	<i>You have talked together about contraception and both agree</i>	<i>Always makes you feel special</i>
<i>Makes all the decisions</i>	<i>Keeps you away from friends and family</i>	<i>Checks your messages or social media account without your consent</i>	<i>Tells you how good you look</i>	<i>Talks nicely and listens to your ideas</i>
<i>Asks you to keep secrets from friends</i>	<i>Will not use a condom</i>	<i>Tells you what you can and can't wear</i>	<i>Is happy when you spend time with friends and family</i>	<i>Respects your friends</i>
<i>Calls to check where you are all the time</i>	<i>Texts you all the time to ask what you are doing</i>	<i>Asks you to keep secrets from your friends</i>	<i>Is much older than you</i>	<i>Hurts you, then says sorry</i>

## Handout 3E: Facilitator answer sheet

Unhealthy/Not okay	Traffic lights/needs extra discussion	Healthy/Okay
Says mean things about your hair, clothing and body	Calls to check where you are all the time	Buys you gifts
Frequently says things that make you feel sad or hurt	Texts you all the time to ask what you are doing	Is always respectful of your culture
Physically hurts you, then says sorry	Asks you to keep secrets from your friends	Is always respectful of your family
Is much older than you	Is much older than you	You have talked together about contraception and both agree
Makes all the decisions	Hurts you, then says sorry	Tells you how good you look
Asks you to keep secrets from friends		Is happy when you spend time with friends and family
Says bad things to you about others		Doesn't get upset when you talk to other people
Doesn't let you go to school or work		Is proud being seen with you
Accuses you of cheating when you haven't		Treats you with respect
Ignores what you want to do		Always makes you feel special
Keeps you away from friends and family		Talks nicely and listens to your ideas
Will not use a condom		Respects your friends
Will not let you use contraception		
Demands sex or other sexual activity when you do not want to		
Will not get an STI test		
Pressures you to send naked photos		
Checks your messages or social media account without your consent		
Tells you what you can and can't wear		

## 3F

Activity: Love troubles<sup>(3)</sup>

### Activity overview:

This activity allows participants to explore problems in relationships, relationship conflict and how to identify any power imbalances.

**Age:** All ages

**Time:** 60 minutes

### Learning objectives:

- Acknowledge that all relationships should be based on respect
- Compare characteristics of healthy and unhealthy sexual relationships
- Recognise the importance of gender equality in respectful relationships
- Analyse how inequality and differences in power can negatively affect intimate/romantic relationships and how more equitable roles between people can contribute to healthy relationships
- Recognise that sexual behaviour is not a requirement for expressing love
- Describe a range of ways to express affection within healthy sexual relationships

### Sensitive areas:

- Unhealthy relationships
- Violence and abuse
- Sexting and pornography

### Resources:

- Handout 3Fa (Participant copy)
- Handout 3Fb (Facilitator copy)

### Preparation:

Print handout 3Fa and cut out each roleplay so that one can be given to each group. Handout 3Fb is just guidance for the facilitator so does not need to be copied. It is also important that facilitators have service and referral information available if participants need support for violence relationships.

**Group composition:** Four groups

**Prior learning:** Module 2, Activity 1A: Healthy and unhealthy friendship behaviours

**Literacy support:** Required – involves reading

**Technology:** None



## Activity 3F: Love troubles

### Instructions

1. Introduce the activity by **saying something like:** *Today we will explore different problems in relationships, how couples deal with conflicts and identify any power imbalances.*
2. Divide the participants into four groups.
3. Explain: *I will give each group the beginning of a story about a relationship. Each group must decide how to complete the story. Decide what this couple should do in light of what would be possible. Prepare to act out your ending in a roleplay in less than five minutes. As you are working, imagine and act out the couple's conversation.*
4. Two people in each group should take the roles of the two partners, and the other participants should give input or can take on other roles, for example, of family members.
5. Give each group a relationship situation and 10 minutes to prepare.
6. Ask one group to act out its roleplay. After each group performs their roleplay, ask the questions listed on the facilitator's copy of the handout. Take a few minutes for all participants to discuss the questions.
7. Proceed with the other roleplays in the same way. Allow about 15 minutes per group (roleplay plus discussion).
8. Once all groups have shared their roleplays and discussion, lead a discussion using the following questions:

What are some signs of abuse in a relationship we need to look out for?

**Example answer:** It is normal and healthy not to agree with your partner on every single thing, and to disagree in a respectful way. However, it is not healthy if disagreement turns into abuse. Abuse can include physical, emotional, verbal, sexual, digital and financial actions that are intended to control, hurt or frighten someone.

When conflict does happen, relationships where one person has more power than the other are more likely to become abusive. Some factors that can contribute to a power imbalance in a couple are gender inequality, age difference, financial dependence, one partner having a disability, or one partner having a position of power in the community such as a police officer.

Where can a person who is at risk of violence in a relationship turn for help?

#### Facilitator note

Facilitators should have information available of local services and support available to young people.

9. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

10. Conclude the activity by reading out the key messages:

- Relationships should always be based on respect and equality
- There is no excuse for relationship violence
- Every couple has issues they disagree on and argue. Sometimes, it can be hard to identify unhealthy behaviours
- However, it is not healthy if disagreement turns into abuse
- Abuse can include physical, emotional, verbal, digital, sexual and financial actions that are intended to control, hurt or frighten someone
- Abusing someone within a relationship is a violation of their human right to safety
- Abuse is not only an issue of men against women; people in same-sex relationships can also experience abuse
- Men can also experience abuse by women, but this is much less common
- It can be very difficult to leave an abusive relationship, and people often need to be supported to do it
- Support services are available to help people leave abusive relationships

11. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 3Fa: Love troubles case studies (Participant copy)

### Instructions:

Make a copy and cut up these case studies and give one to every participant group.

**Ailini and Manu** have been married for a year. Ailini lives with a physical disability and Manu is her main caregiver. Every day, he helps her shower, use transport and cook. They often have stormy arguments, but they had never come to blows until about a month ago. They had a big fight about Ailini's family, and Manu slapped her a couple of times. The next day he was very apologetic, and brought her a gift, promising it would never happen again. But last night it did. This morning when Ailini woke up, her eye was black and swollen shut.

**Martin and Pepe** have been dating for several years. They used to have a great time together; they laughed a lot, talked about everything, and had an intense physical relationship. Now it seems that they are too used to each other. They mostly drink kava and hardly talk anymore. Even their sex life has become routine and infrequent. Martin wonders, "What happened to the love I used to feel?"

**Kisa and Falani** started going out about a year ago. Kisa is 17 and is getting close to finishing school, and Falani is 25 and working. Kisa loves school and is really excited about sitting her final exams and graduating next year. Falani is feeling that he is ready to settle down and start a family. He thinks he'd like to marry Kisa. He mentioned marriage recently and was stunned at Kisa's reaction. She looked at him like he was crazy and said, "I am just finishing school. I want to enjoy life right now and focus on doing well, not get married!"



**Eli and Sera** have been partners for more than a year. They both work and like to go out with their friends. Last night, they went to a party. Sera talked, laughed, and danced with her girlfriends and other people they met at the party. Eli danced a little but mostly sat at a table with some of the other guys and kept an eye on Sera. Sera had a great time, but when they got home, Eli was angry. He said, "I saw the way you were looking at that guy you were dancing with. Don't tell me you weren't interested in him! And the way you were dancing, you looked like a slut, trying to attract the attention of everyone in the place!"

**Kiki**, a university student, works part time, but doesn't earn much. She was kicked out of home when she was 16 and was staying on her cousin's floor before meeting **Lisa**. Lisa has a professional job and earns a good salary, so she pays most of their expenses. Kiki and Lisa agreed that Kiki would try to buy groceries or contribute to the rent, but this rarely happens. When Kiki buys herself clothing, she buys expensive things. This annoys Lisa because she feels this is unnecessary. Last week, Kiki got paid for some work she did over the holidays and spent most of the money on a new phone without discussing it with Lisa. When she came home with the phone, Lisa became very angry.

**Mema and Soti** are married and have three children, aged one, three, and six. Soti works on another island and only comes home every few months to visit. When Mema's menstrual period was late, she is worried that she could be pregnant. With Soti away most of the time, all the caring is left to her and money is tight already. She is feeling desperate and also angry. She thinks that she might be pregnant because last time he was home, Soti came home drunk and did not use a condom. She told Soti that she wanted them to always use contraception. Soti said, "I know you are worried about having another baby, but I'm sure it will be fine."

## Handout 3Fb: Love troubles case studies (Facilitator copy)

**Ailini and Manu** have been married for a year. Ailini lives with a physical disability and Manu is her main caregiver. Every day, he helps her shower, use transport and cook. They often have stormy arguments, but they had never come to blows until about a month ago. They had a big fight about Ailini's family, and Manu slapped her a couple of times. The next day he was very apologetic, and brought her a gift, promising it would never happen again. But last night it did. This morning when Ailini woke up, her eye was black and swollen shut.

### Discussion questions and example answers:

What problems or conflict does this couple have?

Manu is using physical violence. Whilst the relationship sounds unhealthy and there are a lot of arguments between them, there is no excuse for Manu using physical violence.

How did they deal with their problems?

Manu used physical violence which is unacceptable, even if he is experiencing frustration, stress or is drunk/ or under the influence of other drugs. There is no excuse for violent behaviour.

Can you notice any power imbalances between the couple? Why might this be an issue?

Ailini has a physical disability. As the story suggests, she is very reliant on Manu to care for her and help her with day-to-day activities. Therefore, Manu is already in a position of power over her and is taking advantage of her additional vulnerability.

What are some barriers that the characters might face when trying to leave their relationship or get help?

Ailini may experience significant difficulty trying to get help. She relies on Manu for transport and day-to-day activities. If Manu is her main caregiver, it might be very hard for her to leave their home. She might also face a lot of community stigma for trying to leave their relationship. People may not believe her or excuse Manu's behaviour.

**For facilitator reflection:** What do you think about how the group resolved the situation? How realistic was this outcome?

## Handout 3Fb: Love troubles case studies (Facilitator copy)

**Martin and Pepe** have been dating for several years. They used to have a great time together – they laughed a lot, talked about everything, and had an intense physical relationship. Now it seems that they are too used to each other. They mostly watch TV and hardly talk anymore. Even their sex life has become routine and infrequent. Martin wonders, “What happened to the love I used to feel?”

### Discussion questions and example answers:

What problems or conflict does this couple have?

Martin is worried that the passion or love in their relationship has been lost over the years.

How did they deal with their problems?

They did not deal with their problems in the story. But they can potentially have an honest conversation with one another to voice their concerns, listen to one another respectfully and potentially come up with a compromise. Remember that to show love and intimacy, two people do not have to rely on sex or physical touch.

#### **i** Facilitator note

Keep an eye out for how participants choose to progress with this story ensure that you reiterate the key message ‘to show love and intimacy, two people do not have to rely on sex or physical touch’.

Can you notice any power imbalances between the couple? Why might this be an issue?

Not from the initial storyline.

What are some barriers that the characters might face when trying to leave their relationship or get help?

Martin might be unhappy and want to leave but he may face barriers in doing so. He might still really love Pepe and he might not feel comfortable talking to others about problems in his same-sex relationship because he is afraid that people will be critical and say “I told you so”. There might not be any violence or abuse but both partners always have the right to end a relationship that they are not happy in.

**For facilitator reflection:** What do you think about how the group resolved the situation? How realistic was this outcome?

## Handout 3Fb: Love troubles case studies (Facilitator copy)

**Kisa and Falani** started going out about a year ago. Kisa is 17 and is getting close to finishing school, and Falani is 25 and working. Kisa loves school and is really excited about sitting her final exams and graduating next year. Falani is feeling that he is ready to settle down and start a family. He thinks he'd like to marry Kisa. He mentioned marriage recently and was stunned at Kisa's reaction. She looked at him like he was crazy and said, "I am just finishing school. I want to enjoy life right now and focus on doing well, not get married!"

### Discussion questions and example answers:

What problems or conflict does this couple have?

Falani wants to settle down and have children but Kisa is still very young and wants to pursue her education, career and social life.

How did they deal with their problems?

#### **i** Facilitator note

Watch how the group progresses with this story. Is Falani accepting and happy for Kisa to pursue her future or is he being emotionally or socially abusive by making Kisa feel guilty about her choices and trying to prevent her from making any decisions?

Are there power imbalances between the couple? Why might this be an issue?

Yes, there is a power imbalance. Falani is more than 10 years older than Kisa. Falani might use his age to tell Kisa that he knows better, or that he has more experience. Age can cause a significant power imbalance which can prevent Kisa making choices that are free from influence from Falani.

**For facilitator reflection:** What do you think about how the group resolved the situation? How realistic was this outcome?

## Handout 3Fb: Love troubles case studies (Facilitator copy)

**Eli and Sera** have been partners for more than a year. They both work and like to go out to with their friends. Last night, they went to a party. Sera talked, laughed, and danced with her girlfriends and other people they met at the party. Eli danced a little but mostly sat at a table with some of the other guys and kept an eye on Sera. Sera had a great time, but when they got home, Eli was angry. He said, "I saw the way you were looking at that guy you were dancing with. Don't tell me you weren't interested in him! And the way you were dancing, you looked like a slut, trying to attract the attention of everyone in the place!"

### Discussion questions and example answers:

What problems or conflict does this couple have?

Eli is being verbally and emotionally abusive. He is accusing Sera of talking to another guy and criticising the way she danced and the clothes she wore.

How did they deal with their problems?

Eli felt jealous and used verbal and emotional abuse to deal with it. This is not acceptable. Sera is allowed to dance and dress any way she wants and her actions or clothing are no excuse for Eli treating her like that.

Are there any power imbalances between the couple? Why might this be an issue?

Gender imbalance. Unfortunately, Sera has been shamed and verbally abused by Eli for her behaviour. This is an example of gender inequality and sexism. The use of the word 'slut' is used to embarrass, scorn and demonise women who behave in sexual ways, or in ways that men do not agree with. This is unfair and shows the gender imbalance between Eli and Sera.

What are some barriers that the characters might face when trying to leave their relationship or get help?

This may not be the first time Eli is emotionally and verbally abusive. Sometimes, abusers can make their partner feel worthless, stupid and may isolate them from friends and family. Sera might avoid ever going out with friends again to avoid abuse and upsetting Eli. Eli might also turn the friends against her and shame her as an excuse for his behaviour.

**For facilitator reflection:** What do you think about how the group resolved the situation? How realistic was this outcome?

## Handout 3Fb: Love troubles case studies (Facilitator copy)

**Kiki**, a university student, works part time, but doesn't earn much. She was kicked out of home when she was 16 and was staying on her cousin's floor before meeting **Lisa**. Lisa has a professional job and earns a good salary, so she pays most of their expenses. Kiki and Lisa agreed that Kiki would try to buy groceries or contribute to the rent, but this rarely happens. When Kiki buys herself clothing, she buys expensive things. This annoys Lisa because she feels this is unnecessary. Last week, Kiki got paid for some work she did over the holidays, and spent most of the money on a new phone without discussing it with Lisa. When she came home with the phone, Lisa became very angry.

### Discussion questions and example answers:

What problems or conflict does this couple have?

Conflict over financial decisions and control over finances.

How did they deal with their problems?

Lisa apparently becomes very angry but there is no indication whether she becomes aggressive or abusive. However, Lisa's actions could be seen as financial abuse if she is dictating or controlling what Kiki can spend her money on. On the other hand, there may be financial abuse if Kiki continually expects Lisa to pay for everything essential.

Can you notice any power imbalances between the couple? Why might this be an issue?

Kiki is still very young and at university. She doesn't have the same financial freedom as Lisa. Also, Kiki was homeless before living with Lisa so it's very likely that she is largely dependent on Lisa for financial assistance and shelter.

What are some barriers that the characters might face when trying to leave their relationship or get help?

If Kiki doesn't have anywhere to go she might find it hard to leave the relationship or might fear she will become homeless again.

**For facilitator reflection:** What do you think about how the group resolved the situation? How realistic was this outcome?

#### **i** Facilitator note

Do the participant's acting out the role-play have a mature and adult conversation about money, or does it become controlling and potentially financially abusive?

## Handout 3Fb: Love troubles case studies (Facilitator copy)

Mema and Soti are married and have three children, aged one, three, and six. Soti works on another island and only comes home every few months to visit. When Mema's menstrual period was late, she is worried that she could be pregnant. With Soti away most of the time, all the caring is left to her and money is tight already. She is feeling desperate and also angry. She thinks that she might be pregnant because last time he was home, Soti came home drunk one night and did not use a condom. She told Soti that she wanted them to always use contraception. Soti disagreed and said, "I know you are worried about having another baby, but I'm sure it will be fine."

### Discussion questions and example answers:

What problems or conflict does this couple have?

Conflict over contraceptive decisions and family planning. This has the potential to lead to reproductive coercion and control.

How did they deal with their problems?

Mema became angry, and Soti did not listen to her concerns.

Can you notice any power imbalances between the couple? Why might this be an issue?

Gender imbalance. Mema is the primary carer of the children and responsible for all household chores. She has the largest burden when it comes to carrying a pregnancy, giving birth and raising children, especially as Soti is gone for months. Also, Soti is the only one earning income which gives him more power.

What are some barriers that the characters might face when trying to leave their relationship or get help?

Mema has three young children which can make accessing support very difficult. She might also face cultural, legal and religious barriers to accessing contraceptive services. She also faces her partner's opposition to contraception which means he is preventing her from exercising her rights and having bodily autonomy. This is difficult on a personal level and may also cause problems when she is trying to seek reproductive health services.

For facilitator reflection: What do you think about how the group resolved the situation? How realistic was this outcome?

#### **i** Facilitator note

Do the participants have a constructive conversation about contraception, listen to one another and support Mema's choice? Or does the scenario result in control and restricting Mema's right to access contraceptive?

## 3G

Activity: When relationships end<sup>(15,16)</sup>

### Activity overview:

Relationships ending is a part of life but can be tricky to navigate. This activity introduces participants to healthy and unhealthy ways of coping when a relationship ends. Relationships ending can also be an unsafe time for people who are in abusive relationships. This activity uses roleplays and discussion to help participants identify healthy and unhealthy responses to relationship breakups, and what to do if they or someone else is feeling unsafe.

**Age:** All ages

**Time:** 60 minutes

### Learning objectives:

- Acknowledge that all relationships should be based on respect
- Recognise the importance of gender equality in respectful relationships
- Analyse how inequality and differences in power can negatively affect intimate/romantic relationships and how more equitable roles between people can contribute to healthy relationship

### Sensitive areas:

- Unhealthy relationships
- Violence and abuse

### Resources:

- Handout 3G

### Preparation:

- Facilitators should research some local services that can support people who are seeking help for violent or abusive relationships. You will need to provide these details to participants during the activity
- Print out a copy of roleplay 3G and cut out the role cards

**Group composition:** Groups of two or three, and whole group together.

### Prior learning:

- Module 2, Activity 3A: Understanding intimacy and respect
- Module 2, Activity 3D: Is it abuse if..?
- Module 2, Activity 3E: Relationship traffic lights

**Literacy support:** This activity involves reading. For participants with low literacy, or who do not want to do a roleplay, facilitators can read the case studies aloud.

**Technology:** None





## Activity 3G: When relationships end

### Instructions:

1. Introduce the topic by **saying something like:** *Relationships begin and end all the time, for many different reasons. Although breakups can feel hard to deal with, especially at first, the bad feelings won't last forever and you will feel better as time passes. Ending a relationship can also be a dangerous time for people in abusive or unsafe relationships. In this activity, we will look at healthy ways of coping when a relationship ends, and what to do if you are feeling unsafe about a breakup.*

2. Ask participants:

What kind of emotions are normal to feel during a breakup? How do people often express these emotions?

**Example answer:** It is normal to feel lots of different emotions if a relationship ends, such as sadness, shock, confusion, disappointment, relief, anger, or any other emotions. Try not to be too hard on yourself, however you are feeling!

Who experiences breakups?

**Example answer:** Anyone can experience a breakup! It is important to remember that a relationship ending does not mean you or the other person are "not good enough" or "not trying". Breakups are a very common human experience. Sometimes a breakup might happen after a few weeks, or even a 20-year marriage could break up. Although it can be sad or hard, going through a breakup does not mean there is anything wrong with you.

What are some healthy or positive ways of coping with a breakup?

**Example answer:**

- Talk it over with trusted friends or family – it's okay to express the way you feel openly
- Give yourself time to heal – be patient and don't expect to feel better straight away
- Distract yourself! Try something new like a new sport or set a weekly catch up with a friend
- Do something fun, like going to the movies or getting a haircut
- Trying to see it as a new opportunity rather than a loss
- Seek professional help such as counselling if you are feeling unsafe or struggling to cope with daily life

What are some unhealthy or negative ways of coping with a breakup?

Example answer:

- Using violence, or threatening to use violence
- Stalking or making unwanted contact with your ex-partner
- Refusing to accept the breakup
- Saying mean or harmful things about your ex-partner to “get revenge”
- Sharing intimate photos or videos of your ex-partner without their consent; this is called image-based abuse

#### **i** Facilitator note

Image-based abuse is discussed more in Module 4.

- Misusing drugs or alcohol
  - Spreading rumours about your ex-partner
3. Explain the next part of the activity: *Although a breakup can be difficult to experience, it is very important that both people express their emotions in a healthy way, such as using the positive coping skills we talked about. This is true for people of all genders, including men and boys. Sometimes when a relationship ends, some people behave in a way that is threatening or abusive to their ex-partner. For this activity, we will roleplay some relationship breakups, and identify whether the characters’ responses are healthy or unhealthy.*
  4. Ask for volunteers to act out roleplays about relationships ending.

#### **i** Facilitator note

If the group does not want to do a roleplay or has low literacy, you can read out each scenario to the group instead.

- Roleplay 1: Two people
  - Roleplay 2: Three people
  - Roleplay 3: Three people
  - Roleplay 4: Two people
  - Roleplay 5: Two people
  - Roleplay 6: Two people
5. Hand out the roleplay cards you printed earlier and give each group/pair 5 – 10 minutes to prepare their scene.
  6. Before the roleplays begin, explain to the group: *We are now going to see some roleplays about breakups, and what happens during and after a relationship ends. As you are watching each roleplay, think about: How are the characters responding? Are their reactions healthy or unhealthy?*

7. Ask each group to perform their roleplay and thank them for acting out the scenes. When everyone performed, bring the whole group back together and lead a discussion using the following questions:

Which characters showed healthy responses to their breakups?

**Example answer:**

- Pesa. Even though Pesa may have been feeling hurt or even angry by Sera's decision, he demonstrated a healthy response by talking to his friends about his feelings. It is often a good idea to un-follow someone on social media after you break up too.
- Tala. Her breakup left her with mixed feelings of happiness and sadness, which is common. She decided to take up a new hobby to keep her mind off the breakup and get active.
- Ena. Ena was struggling to get over her breakup, so she decided to tell her mum about it and also talk to a counsellor. Both of these are helpful strategies!

Which characters showed unhealthy responses to their breakups?

- Chris. Chris was threatening to tell Michael's family about their relationship without Michael's consent (also called "outing" someone). This is a form of coercion or intimidation also known as "emotional blackmail" and it is never acceptable behaviour.
- Mose. Mose threatened Nia because he did not want Nia to leave him. This is never okay. Everyone has the right to feel safe and feeling angry or upset over a breakup is never an excuse to use violence.
- Noa. It was not okay that Noa kept texting and calling Tima after she broke up with him. Repeated, unwanted contact is a form of harassment and may be considered stalking or abuse.

Did you notice any common themes between the healthy and unhealthy responses?

**Example answer:** The characters with healthy responses all respected the other person's decision to end the relationship. Remember, everyone has the right to end a relationship at any time, and this choice must be respected.

On the other hand, the characters with unhealthy responses did not respect their partner's choice to end the relationship. They used pressure, threats or violence against their partners, which is an abuse of power. It is never okay to threaten or hurt someone because you are feeling angry or upset, or because they break up with you.

What does gender equality have to do with relationships ending?

**Example answer:** In relationships with gender equality, both people respect each other and power is shared between people. For example, the characters of Pesa, Tala and Ena all respected their partners' decisions, which is a sign they had more equal relationships. The characters of Chris, Mose and Noa did not respect their partner's decisions, which is a sign of gender inequality. Relationships without gender equality are more likely to be abusive or violent.

In a relationship where someone (or their children) depends on their partner for food, money, shelter and so on, this can make a relationship unequal. This is because the dependent person may not feel they can safely leave their relationship, since they will not have access to the food/money/shelter they (or their children) need.

Are there any risks that people could face when they end relationships?

**Example answer:** For people in abusive relationships, ending a relationship can be a dangerous time where the risk of GBV increases. It is important to remember that just telling someone “just leave” is not always a safe option, and victims of violence should not be blamed for staying in an unsafe relationship.

How can we support people who may feel unsafe or threatened by their partner or ex-partner?

**Example answer:** Checking in regularly, listening to them and showing that you believe them, and connecting them with support services can all help people who are feeling unsafe about ending a relationship. Consider making a safety plan (see Module 4: Activity 3E) and find out what local services may be able to help (**Facilitators to provide local support services for participants**). Finally, remember that you cannot “make” someone leave their partner, even if they are abusive, but you can offer them your support.

8. To close the activity and encourage reflection **say to participants:** *To reflect on today’s activities, let’s all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or “popcorn style” with whoever feels to speak next. Remind participants they have the right to pass also.

9. Conclude the activity by reading out the key messages:
- Everyone has the right to end a relationship, for any reason
  - If someone ends a relationship, the other person must accept it
  - It is never acceptable to threaten, abuse or harass someone because they end a relationship with you
  - Gender equality means both people in a relationship respect each other and respect their decisions
  - The end of a relationship can be a dangerous time for some people; if you are worried for your safety, make a safety plan and reach out to support services

**i Facilitator note**

There is an activity for making a safety plan in Module 4 (Safety: yours, mine and ours) Topic 3 (Preventing and responding to violence)

- Remember that you cannot “make” someone leave an abusive relationship, but you can support them

10. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 3G: When relationships end

### Instructions:

Each group will have one to two minutes to act out the scenario on your card. You can read it out, act it out, perform a dance, or use any other creative way to tell the story.

### Scenario 1: Michael and Chris

Michael and Chris have been dating for 6 months. Chris is openly gay, but Michael's family does not know he is in a same-sex relationship. Michael tries to break up with Chris, but Chris says if he does, he will tell Michael's brother about their relationship.

### Scenario 2: Sera, Pesa and Sua

Sera and Pesa were dating for 2 months. Sera texts Pesa to say she wants to break up with him, admitting that she has feelings for someone else. Pesa feels hurt and upset about this. Pesa tells his friend Sua and they talk about how he feels. He unfollows Sera on social media.

### Scenario 3: Ena, Siasi and Ena's mum

Ena and Siasi dated for 3 months before Siasi broke up with Ena. She cried and they had a long talk about it, but Siasi said his mind was made up.

Two weeks later, Ena is feeling very sad and doesn't want to go to work or see her friends. She tells her mum, who suggests her talk to a counsellor. Ena agrees to try it.

### Scenario 4: Tala and Joy

Tala and Joy have been together for one year. Joy feels they have outgrown their romantic relationship and would be better off as friends. Tala feels confused because this decision makes her feel both sad but also a bit happy. She takes up swimming as a sport to keep herself busy and get fitter.

### Scenario 5: Mose and Nia

Mose and Nia are married with 3 children. Mose often goes out drinking and comes home angry, blaming Nia for all their problems. One day Nia decides to leave Mose and begins packing her things. Mose comes home while she is packing and becomes aggressive and verbally abusive. He tells her no one will look after her and threatens to beat her if she leaves.

### Scenario 6: Tima and Noa

Tima and Noa have been together for 2 years. Noa always thought they had a great relationship, but one day Tima tells him that she feels they have drifted apart and she wants to end their relationship. Noa is shocked and decides to text and call Tima non-stop for days because he really wants her to change her mind.

## Topic 3: Respectful intimate relationships

### Key messages of this topic:

- Healthy relationships are based on equality, respect for one another, and open communication
- Being in a healthy intimate relationship can increase your sense of self-worth, belonging, give you confidence and support you to try new things
- Intimate relationships take effort and work from both partners to stay healthy; this includes saying sorry when you are wrong, showing appreciation for your partner and making the relationship a priority
- You can strengthen your relationship by developing shared interests, supporting each other in tough times, celebrating together in good times, and making plans together for the future
- Every couple has disagreements; it's important to disagree in a respectful way
- It is not healthy if disagreement in a relationship turns into abuse; abuse can include physical, verbal, psychological, digital, sexual and financial actions that are intended to control, hurt or frighten someone
- Relationships where someone has more power are more likely to become abusive
- No one should take advantage of their power to control, hurt or frighten their power
- There are some clues or "traffic lights" you can look out for that tells you whether a relationship might be healthy or unhealthy
- Sometimes, it can be hard to identify unhealthy behaviours. The abuser might be nice to you sometimes, and abusive at other times, which can be confusing. However, this does NOT make the abuse okay!





## Topic overview

Communication skills are very important in creating and maintaining healthy, respectful relationships. This topic will teach participants about different communication styles including what it means to be passive, aggressive and assertive. This topic will also teach them skills to assert themselves, negotiation and refusal skills, including their personal boundaries, needs, and wishes, understand active listening, and appreciate how communication contributes to sexual health outcomes.

## Topic learning objectives

Facilitator version	Participant version
Describe characteristics of, and analyse examples of, effective and ineffective verbal and non-verbal communication (i.e. active listening, expressing feelings)	Practice examples of good and bad ways to communicate verbally and with body language
Perceive the importance of being able to express wishes, needs and personal boundaries, and understand those of others	Learn how to tell another person about your personal needs, wants and boundaries and also respect someone else's.
Recognise that negotiation requires mutual respect, cooperation and often compromise from everyone involved	Recognise that negotiation requires respect and understanding from both people
Demonstrate with confidence, effective ways to communicate wishes, needs and personal boundaries, and listen and show respect for that of others	Demonstrate with confidence, ways to set boundaries, communicate our desires and listen to the boundaries and desires of others
Demonstrate confidence using negotiation, assertiveness and refusal skills with an intimate partner	Demonstrate how to talk to a partner about what you do or don't want, and to say no, with confidence
List the benefits of effective communication for personal, family, work and intimate relationships, including for consensual and safer sex	List reasons why it is important to have good communication with friends, family, people at work and romantic partners, especially to have safer sex
Illustrate examples of giving and not giving consent, and listening for sexual consent	Give examples of when consent has or has not happened
Recognise and practice use of "assertive" (or "I") statements to manage relationship conflict	Practice how to manage conflict effectively in a relationship

## Activities

Activity		Time	Page	Handout
4A: Did I say that?		45 minutes	101	Yes
4B: Using assertive statements		20 minutes	107	Yes
4C: Active listening		60 minutes	111	Yes
4D: Intimacy and consent		60 minutes	118	Yes
4E: Talking about sex and sexual health		60 minutes	127	Yes



## 4A

Activity: Did I say that?<sup>(3)</sup>

### Activity overview:

This activity introduces participants to three different communication styles: passive, assertive and aggressive. This activity will help participants to recognise effective and ineffective ways to express themselves verbally and non-verbally.

**Age:** All ages

**Time:** 45 minutes

### Learning objectives:

- Describe characteristics of, and analyse examples of, effective and ineffective verbal and non-verbal communication (i.e. active listening, expressing feelings)
- Perceive the importance of being able to express wishes, needs and personal boundaries, and understand those of others
- Recognise that negotiation requires mutual respect, cooperation and often compromise from everyone involved

**Sensitive areas:** None

### Resources:

- Handout 4A
- Butchers paper
- Markers

### Preparation:

Prepare a butchers paper with 'passive' 'assertive' 'aggressive' written on top as headings. Review the list of specific behaviours in Step 4 and modify if acceptable behaviours vary in your culture (for example, eye contact is not considered polite in some settings). Make copies of the handout. Otherwise, prepare to read them.

**Group composition:** Individual work, pairs, group work

**Prior learning:** None

**Literacy Support:** Required

**Technology:** None



## Activity 4A: Did I say that?

### Instructions:

1. Introduce the topic by **saying something like:** *Today we will be focusing on practicing communication skills. This activity will help us recognise effective and ineffective ways to express ourselves verbally and non-verbally.*
2. Ask participants: Why is communication important for relationships?

#### Example answers:<sup>(12)</sup>

- It ensures that people are free to consent
  - People can negotiate safer sex practices
  - It helps people tell their partner what they want and what feels good
  - To ensure sex and relationships are pleasurable and enjoyable
  - It helps to affirm people's rights and empower them to make healthier decisions
  - It helps people to speak to health care workers and seek information or advice
  - It helps people to discuss difficult topics with their partner and compare their options
  - It helps to resolve conflict at work, at home or with our friends in healthy ways
  - It helps people assert themselves at work (i.e. asking for higher wages or a promotion)
3. On a piece of butchers paper write three headings, **Passive**, **Assertive**, and **Aggressive** and put it at the front of the room.
  4. Ask participants: Has anyone heard about these three different communication styles? (pause for answers) We can communicate in a passive, assertive, or aggressive way. Can anyone explain what they mean or give an example?

#### Facilitator note

Write their answers on the paper or use the examples below. Note that what is 'passive', 'aggressive', or 'assertive' may be different in Samoa. Feel free to use your own examples instead.

#### Example answers:<sup>(12)</sup>

- **Passive:** apologising all the time, allowing others to make the decision, not interested to get involved, not giving your own opinion, not disagreeing, agree very easily, looking away or speaking softly.
- **Aggressive:** yelling, threatening, giving orders, pressuring someone.
- **Assertive:** confident, using a calm but direct voice, giving opinions without forcing them on others, asking questions to understand, listening attentively, justifying ideas with facts.

5. Ask participants: What are some reasons people might have trouble expressing their wishes or views?

**Example answers:**

- Someone might not know how to express themselves clearly
  - They are afraid to disagree with the other person
  - They are afraid that they won't be listened to
  - They are afraid or know the other person might get angry
  - They might have an intellectual disability or hearing impairment and other people don't know how to effectively communicate with them
  - There might be a large power imbalance between two people talking so one person feels they can't express their opinion
  - If violence or intimidation is involved, it can be hard to speak up
6. Ask for three volunteers to come to the front of the room. Assign each person as either 'passive', 'assertive' or 'aggressive'. Ask volunteers, using their communication style to communicate about the following topics:
- Wanting to borrow a friend's mobile phone
  - Being upset that your friend wrote a rumour about you online
  - Telling your parents you don't think your chores are fair
7. Thank volunteers for acting out examples of the different communication styles.
8. Ask all participants to form pairs and pass around handout 4Aa "Did I say that?"
9. **Explain:** *With your partner, read the description of the conflict situation in the left column. Then read the various responses in the next column. For each response, check off whether that response is aggressive, passive, or assertive. For conflict 5, make up a conflict-situation statement and different kinds of responses.*
10. Review each conflict and ask students to provide the correct answers and to comment on how it feels to hear the aggressive response compared with the assertive one.

**Answers:**

<b>a.</b>	Aggressive	<b>e.</b>	Assertive	<b>i.</b>	Aggressive
<b>b.</b>	Assertive	<b>f.</b>	Aggressive	<b>j.</b>	Assertive
<b>c.</b>	Passive	<b>g.</b>	Assertive	<b>k.</b>	Aggressive
<b>d.</b>	Passive	<b>h.</b>	Passive	<b>l.</b>	Passive

11. Ask participants: After completing that activity, what do you think effective communication is based on?

Example answers:

- Using a calm but direct voice
- Offering opinions respectfully
- Asking questions
- Listening attentively
- Justifying ideas with facts
- Acknowledging different opinions
- Speaking up and sharing your thoughts.

12. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

13. Conclude the activity by reading out the key messages:

- Key elements of effective communication are mutual respect, cooperation, good listening, equality, compromise and assertiveness
- Benefits of assertive communication include looking after your own needs while also respecting others' needs
- It can take practice to become an assertive communicator, especially if you do not usually speak this way
- It might feel uncomfortable at first, but the good news is, being assertive is a skill that you can develop; the more you use it, the better you will get

14. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 4A: Did I say that?

### Instructions:

Read each conflict and response, and decide which answer is passive, assertive, or aggressive by ticking the box. In the bottom row, come up with your own example of a conflict and write down three different responses (passive, assertive, aggressive).

Conflict	Response	Passive	Assertive	Aggressive
1 Two people are going to have sex for the first time, but they don't have condoms. One of them says:	a. For all I know, you could have an STI! You're a stupid idiot.			
	b. I also want to have sex, but only if we use condoms. I know where we can get them.			
	c. Oh. Okay, I guess.			
2 A boy is upset that the girl he is with, was talking to another boy at a party. He says:	d. That was a boring party.			
	e. When you were talking to that guy, I felt a bit jealous, but I trust you and I know I have no reason to worry.			
	f. I saw that! How dare you talk to that other guy when you went to the party with me?			
3 A boy asks another boy to go out with him. He does not want to. He says:	g. Thank you, but I do not want to. Sorry.			
	h. Um.... Okay. Maybe sometime?			
	i. I would never go out with someone like you. Get away from me.			
4 A girl is upset that her friend Ame has been making fun of her to Ula. She says:	j. Ame, I'm upset that you were making fun of me.			
	k. Ame, you're the dumbest person in the world and I'm going to spread stories about you!			
	l. (Says nothing).			

**4**

**TOPIC 4 – Communication skills cont...**

Conflict	Response	Passive	Assertive	Aggressive
<p>Think of another conflict situation. Write it here, and then write three responses in the column to the right.</p>				

## 4B

Activity: Using assertive statements<sup>(12)</sup>

### Activity overview:

This activity helps participants practice their assertive communication skills using 'I' statements, meaning personal statements. 'I' statements may not be used much at all in Pijin or in local English. That is okay, if this sentence structure doesn't make sense for your audience, you can practice assertive statements in other ways.

**Age:** All ages

**Time:** 20 minutes

### Learning objectives:

- Describe characteristics of, and analyse examples of, effective and ineffective verbal and non-verbal communication (i.e. active listening, expressing feelings)
- Perceive the importance of being able to express wishes, needs and personal boundaries, and understand those of others
- Recognise and practice use of "assertive" (or "I") statements to manage relationship conflict
- Demonstrate with confidence, effective ways to communicate wishes, needs and personal boundaries, and listen and show respect for that of others
- Demonstrate confidence using negotiation, assertiveness and refusal skills with an intimate partner
- List the benefits of effective communication to personal, family work and intimate relationships, including for consensual and safer sex

### Sensitive areas:

- Sex
- Contraception

### Resources:

- Handout 4B

**Preparation:** Print handout 4B, enough copies for each participant.

**Group composition:** Pairs

**Prior learning:** Module 2, Activity 4A: Did I say that?

**Literacy support:** Required – involves some reading and writing

**Technology:** None



## Activity 4B: Using assertive statements

### Instructions:

1. Introduce the activity by **saying something like:** *When we are dealing with stress or with relationship challenges, it is helpful to be able to tell people how we feel whilst still controlling the way we express our emotions. This can be done in a respectful way through an 'I' statement or being assertive about how we are feeling. In an 'I' statement, we own the feeling, explain the feeling, and make any requests. There are three parts to this kind of statement.*

- a. *Describing the action the person is doing/has done or what is happening to you;*
- b. *Explaining why it is a problem or annoying to you; and*
- c. *Requesting the person with what you wish them to do*

*When we are assertive, we respectfully stand our ground and tell our friend or partner what our views, desires or concerns are. Assertive communication is important for making sure we make healthy decisions. Being assertive can be used to set boundaries, encourage safer sex and demand respect.*

2. Give participants examples of how 'I' statements work. Explain that you can either start with the feeling OR the situation.

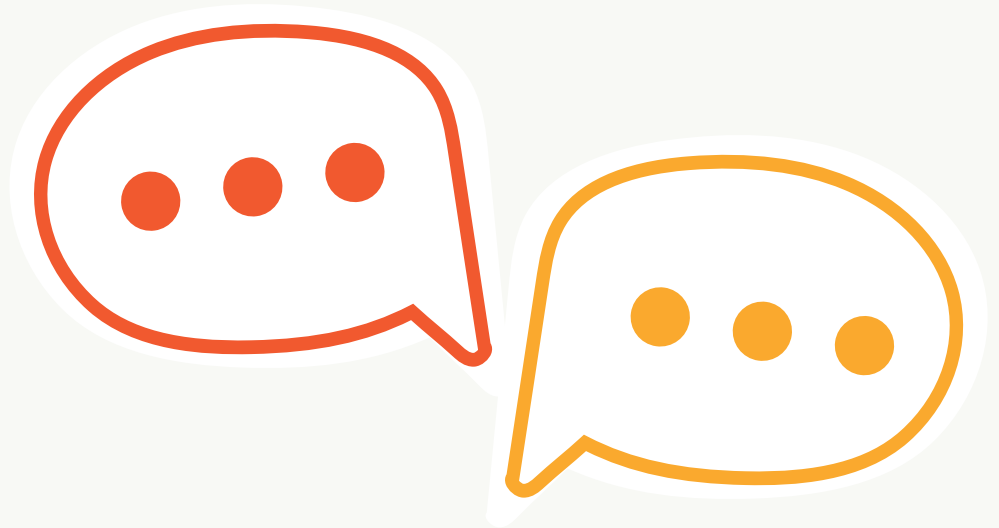
Examples	
Feeling first	Situation first
<p>"I feel" (say how you feel) "when" (say what is happening) "so" (make a request)</p> <p>Example: "I feel that you don't care how things affect me when you don't listen to my side of the story, so can you please let me explain what was happening from my side"</p>	<p>"When" (say what is happening) "I feel" (say how you feel) "so" (make a request)</p> <p>Example: "When you drive so fast, I feel scared we are going to crash, so can you please slow down."</p>

4. Give each participant a copy of handout 4B.
5. Divide participants into pairs and ask them to go through the handout. Using the prompts, they should develop an assertive response and share it with their partner.
6. After 10 minutes, ask some pairs to share their responses and discuss how they might be changed or improved.
7. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.



8. Conclude the activity by reading out the key messages:
  - 'I' statements or assertive statements help us to take ownership of our feelings; it can take practice to learn to express yourself in this way
  - There are three parts to an assertive statement; they are – describe the action or event, explain how you feel, and make your request
  - If you find it difficult, try starting with easy statements, and then build up your skills to more challenging conversations
9. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 4B: Using assertive statements

### Instructions:

Using assertive statements, respond to some of these situations in an assertive way. You can write down your responses or just say them out loud to your partner. The first one is given as an example.

### Two ways to use “assertive” statements

#### 1. Feeling first

“I feel” (say how you feel) “when” (say what is happening) “so” (make a request)

#### 2. Situation first

“When” (say what is happening) “I feel” (say how you feel) “so” (make a request)

- a. You and your cousin work together. Your cousin is too hungover from partying last night to go to work, and asks you to lie to your boss and say he is sick.

**Example response:** *I feel uncomfortable when you ask me to lie to our boss. Please don't ask me to do this again, I will not cover for you if you are too hungover to work.*

- b. Respond assertively to a friend who borrowed your phone charger and lost it.
- 

- c. Tell your partner that you didn't like the way they made fun of you in front of their friends.
- 

- d. You and your partner are talking about having sex for the first time. Respond assertively to your partner, who is telling you not to worry about contraception.
- 

- e. Respond assertively to your partner who is pressuring you to stay the night but you want to go home.
- 

- f. Tell an older family member that you will not get in their car as they have been drinking.
-

## 4C

Activity: Active listening<sup>(3)</sup>

### Activity overview:

Effective communication is about more than just talking in effective ways. We also need to learn helpful ways to listen! This activity discusses ways we can actively listen and gives participants the opportunity to practice their active listening skills.

**Age:** All ages

**Time:** 60 minutes

### Learning objectives:

- Describe characteristics of, and analyse examples of, effective and ineffective verbal and non-verbal communication (i.e. active listening, expressing feelings)
- Perceive the importance of being able to express wishes, needs and personal boundaries, and understand those of others
- Recognise that negotiation requires mutual respect, cooperation and often compromise from everyone involved
- Demonstrate with confidence, effective ways to communicate wishes, needs and personal boundaries, and listen and show respect for that of others

**Sensitive areas:** None

### Resources:

- Board or butchers paper
- Markers
- Handout 4C

**Preparation:** Print Handout 4C (two copies of 'Roleplay 1' and two copies of 'Roleplay 2')

**Group composition:** Four volunteers to roleplay with active audience participation

**Prior learning:** None

**Literacy support:** Required. Reading is a large part of this activity. Facilitators can support participants by reading their instructions to them.

**Technology:** None



## Activity 4C: Active listening

### Instructions:

1. Introduce the topic by **saying something like:** *Today we will be doing a listening activity! We say that communication is a two-way process. That means when one person is speaking, the other person is listening. That is why listening is an important part of communication.*

2. Ask participants the following questions:

How does it make us feel when someone really listens to us properly?

#### Example answers:

- We feel valued
- We feel appreciated
- We can share our true feelings with others
- We feel that people care about us
- We feel our ideas are worth listening to
- We feel that our thoughts and feelings are valid

If we are talking to someone who is not really listening to us, how might they be acting?

#### Example answers:

- Looking bored
  - Looking at their phone
  - Doing other things while we talk
  - Yawning
  - Interrupting
  - Looking out the window
  - Changing the subject
3. Explain: *Today we will explore how we communicate when we are listening. We will learn about what a big difference “active listening” makes in communication between people. “Active listening” is when we give a speaker our complete attention, engaging with verbal and non-verbal ways. Active listening can include paying attention, showing that you’re listening, providing feedback, not interrupting, and responding appropriately.*
4. Ask for four volunteers and **say something like:** *For the first part of the activity, can I please have two pairs of volunteers to act out two short roleplays. The roleplay will be to demonstrate good and poor listening skills.*

5. Give each pair of volunteers one roleplay, explaining that each roleplay has a 'speaker' role and a 'listener' role. Spend a few minutes going through their role card if necessary to ensure they understand the activity. Once the volunteers are ready, ask **Roleplay 1 – My holiday** to go first.
6. Hand out one piece of blank paper to all participants to write down their ideas. **Say something like:** *We will start with the first roleplay. Watch the listener and write down each behaviour you observe that you think gets in the way of effective communication.*
7. After the first roleplay, thank the volunteers.

### **i** Facilitator note

Review the list of specific behaviours under this instruction and modify if acceptable behaviours vary in your culture (for example, eye contact is not considered polite in some settings; shaking one's head sideways may have different meanings). Identify one (or two) pair of volunteers who are likely to be effective role-play performers and prepare cue cards for them (see sample cue cards). Ideally, prepare the volunteers in advance so that they can rehearse before performing.

### Reflect on the roleplay by asking:

What did you think about this conversation? Were they communicating well?

What verbal and non-verbal behaviours did the 'listener' display? (probe for the following and write answers on the board)

#### Non-verbal behaviours:

- Frowning
- Looking bored
- Rolling your eyes toward the sky
- Shaking your head as if to say "no"
- Looking or moving away
- Looking bored or uninterested
- Yawning
- Looking at their phone

#### Verbal behaviours:

- Interrupting the speaker
- Showing impatience
- Acting like the speaker is taking too long
- Expressing negative judgments of the speaker, such as "you are wrong" or "that is a dumb idea"

8. Now, ask the second pair of volunteers to come forward. Have the volunteers act out **Roleplay 2 – A bad morning!**
9. Thank the volunteers and reflect on the roleplay by asking: What verbal and nonverbal behaviours made this conversation more successful than the last one? (On the board, write each positive behaviour that students mention.) Probe for the following:

#### Non-verbal behaviours:

- Maintaining eye contact
- Nodding your head (as if to say “yes”)
- Leaning in a bit toward the speaker to show that you are listening
- Offering a smile or a pat on the back

#### Verbal behaviours

- Asking for clarification to make sure that you understand the speaker
  - Showing interest in hearing more (for example, “Tell me more about that”)
  - Validating the speaker’s feelings (for example, “I can understand how you feel.”)
  - Validating the speaker’s ideas (for example, “Good point.”)
  - Avoiding making any statements that make the speaker feel judged as inadequate
  - Thanking the speaker for trusting you to share what is on his or her mind
10. Have students form groups of three to practice active listening. Explain: *In each group, one person will speak for two minutes. When it is your turn to speak, you will speak about something that you are concerned or upset about. For the purpose of this exercise, select a topic that is not confidential and that you can speak about comfortably with your classmates. It might be a personal problem like how the bus is always running late, or a global problem like climate change. If you cannot think of anything to speak about, practice asking the person to vote for you to become head of the youth council.*
- The second person will practice active listening, and the third will observe and give feedback. Mostly you will give feedback to the listener, but you may also give feedback to the speaker. After two minutes, you will rotate roles. Then we will have a third round. In this way, each of you takes a turn in each role.*
11. **Start Round 1. Say something like:** *Speakers, start to tell the listener something that you are upset about in your life. (After 2 minutes:) Stop. Observers, give 60 seconds of feedback.*
12. Swap roles and complete another two rounds so that everyone has a go at each role.

13. Leave 10 minutes to discuss, using these questions as a guide:

How does it feel when you are the speaker and the person is not listening well?

What happens when the two people have a real conflict and they are both upset? Is it harder or easier to communicate well?

Some researchers think men and women have different communication styles. How are girls and women taught to express themselves when they are upset? What about men and boys?

**Example answer:** Women and girls are often taught that is okay to cry, or to talk about their feelings with their friends or family. At the same time, sometimes women are criticised or discredited for expressing these emotions. Men and boys are often taught it is not okay for them to cry. They may be taught not to express their emotions at all when upset, or that anger is an appropriate emotional reaction.

14. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

15. Conclude the activity by reading out the key messages:

- Communication is a two-way process, including a speaker and a listener
- Listening well helps the speaker feel valued, appreciated and seen
- Active listening skills can help us to communicate effectively with other people
- Positive communication skills include nodding, looking at the person speaking, and asking questions
- Negative communication habits include looking bored, frowning, interrupting, or being critical

16. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 4C: Active listening

### Roleplay 1 – My holiday

One of you will be the “speaker” and one of you will be the “listener.”

#### SPEAKER:

##### Instructions:

Read out the below script. In this roleplay, you should act excited as you are sharing happy news about your upcoming holiday!

Respond according to the way your partner is listening to you. If you feel that he/she is not listening to you, show your frustration, raise your voice, act disappointed, or respond in whatever way might feel natural in such a situation. If the other person is listening carefully and respectfully, behave accordingly.

### Speaker script

I am so excited for school holidays. I am going to go and see my sister in the outer islands, I have not seen her in so long. We are going to have barbecues and go kayaking and swim every day. She told me we can use our uncle’s canoe to visit hidden beaches that hardly anyone knows about. I miss my sister so much, I can’t wait to see her! This is going to be such a great trip to the island. I have even bought a new sarong to wear at the beach, it will be cool and comfortable, and of course it is my favourite colour!

#### LISTENER:

You are a POOR LISTENER. When the speaker is trying to talk to you, demonstrate poor listening skills. Your job is to use as many of the negative verbal and nonverbal behaviours as you can from the list below:

##### Non-verbal behaviours:

- Frowning
- Looking dismissive
- Rolling your eyes towards the sky
- Shaking your head as if to say “no”
- Showing impatience – looking or moving away, looking bored or uninterested, yawning

##### Verbal behaviours:

- Interrupt the speaker, talk about yourself or change the subject
- Expressing negative judgements of the speaker (such as “Wrong!” or “That is a dumb idea.”)



## Handout 4C: Active listening

### Roleplay 2 – A bad morning!

One of you will be the “speaker” and one of you will be the “listener.”

#### SPEAKER

##### Instructions:

Read out the below script. In this roleplay, you are annoyed and frustrated because you had such a bad morning!

Respond according to the way your partner is listening to you. If you feel that he/she is not listening to you, show your frustration, raise your voice, act disappointed, or respond in whatever way might feel natural in such a situation. If the other person is listening carefully and respectfully, behave accordingly.

### Speaker script

I just had the worst morning ever! First, I was running late because my alarm did not go off. Next thing, we ran out of breakfast food so I had to go to the shop to buy some. So I finally managed to catch a bus, and then the bus broke down. We all got off to wait for a new bus then it started raining! I had to go home and change my clothes because I became all wet and muddy. When I got home, there was also a power outage because of the heavy rain! And after all that, I was 3 hours late for work!

#### LISTENER:

You are an ACTIVE LISTENER. When the speaker is trying to talk to you, demonstrate active listening skills. Your job is to use as many of the positive verbal and nonverbal behaviours as you can from the list below:

##### Non-verbal behaviours:

- Looking at the speaker/making eye contact
- Nodding your head (as if to say “yes”)
- Leaning in a bit toward the speaker to show that you are listening
- Offering a smile or a pat on the back

##### Verbal behaviours:

- Asking questions to make sure you understand the speaker
- Show interest in hearing more (for example, “Tell me more about that...”)
- Validating the speaker’s feelings (for example, “I can understand how you feel.”)
- Validating the speaker’s ideas (for example, “Good point.”)
- Avoiding saying things that make the speaker feel blamed
- Thank the speaker for sharing their story

## 4D

Activity: Intimacy and consent<sup>(19)</sup>

### Activity overview:

This activity is designed to give participants a very early and simplified introduction to consent. Having a concrete understanding of consent is essential for any relationship. Consent is explored in greater depth in Module 4, topic 1. This activity is just a brief introduction to consent. This activity will explore participant's opinions about consent, sexual coercion, relationships and communication. It will help develop links between power and violence and illustrate ways that consent has or has not been given and provide examples of giving or asking for consent.

**Age:** All ages

**Time:** 60 minutes

### Learning objectives:

- Illustrate examples of giving and not giving consent, and listening for sexual consent

### Sensitive areas:

- Sexual assault and rape
- Victim-blaming

### Resources:

- Butchers paper
- Markers
- Handout 4Da
- Handout 4Db
- Scissors



**Preparation:** Handout 4Da needs to be copied enough times for each participant. Handout 4Db only requires one copy. Make sure the participant cards are cut out from handout 4Db and one is given to each group in part 2.

### Group composition:

- Part one: Whole group discussion
- Part two: Six groups

**Prior learning:** None

**Literacy support:** Required – involves reading

**Technology:** None

## Activity 4D: Intimacy and consent

### Instructions:

#### Part one: (45 minutes)

1. Inform participants that this activity will look at consent. You can mention that consent will be looked at in more detail in Module 4.
2. **Say something like:** *Consent is an essential part in any intimate relationship. Consent is important when someone is in an intimate relationship and wants to be physically close with their partner (this includes touching, kissing, hugging or being more intimate like having sex).*
3. Ask if anyone can explain what is meant by the word "consent"?  
**Example answers:** Permission, agreement, shared feelings with someone else about wanting to do something
4. Explain that when it comes to sex and sexual assault, consent = free agreement. **Say something like:** *Consent is like a freely given agreement. People who are agreeing to have sex must do so freely and without pressure or force. Consent is an essential part of healthy, intimate relationships. Even if people are not having sex, consent is still important for any kind of touching. It is a sign of respect and consideration for someone's bodily autonomy (bodily autonomy is the right to make decisions about our own bodies). Remember, you never have the right to someone else's body.*
5. Write 'Consent = free agreement' on the board/butchers paper at the front of the room and emphasise that it means both people are doing things because they want to, not because they feel forced.
6. **Say something like:** *In Samoa, the Crimes Act 2013 states that any sexual intercourse without consent that has been freely and voluntarily given is a 'sexual violation'. Also, the Act states that a person doesn't have to physically resist or say 'no' to prove they weren't consenting. Consent also doesn't count if a person was threatened with harm, someone was unconscious, affected by drugs or alcohol or was affected by an intellectual, mental or physical impairment that prevented them from consenting.*
7. Ask participants the following questions:  
How do you get consent if you are thinking about having sex?  
**Example answer:** You have to ask the other person and get a 'yes' in return. Both people have to freely agree to have sex.  
Whose responsibility is it to ask for consent?  
**Example answer:** Both people! Remember, consent is a shared agreement between two people. Both people must want to have sex and agree to it freely. It is also important that we know how to listen for consent. If your partner is excited and enthusiastic when they consent, that's great! If they seem unsure, scared or they don't say anything at all, that is not consent! They clearly don't want it, even if they don't explicitly say 'no'.

Why is consent important?

**Example answer:** Because any sex without consent is sexual assault/rape. Consent is not just important, it is mandatory. You must get consent before having sex. It shows that you respect your partner and their right to bodily autonomy. It is important that sexual experiences are enjoyable and free from pressure or force. You never have the right to someone else's body, even if you are married, in a relationship, have had sex before or have already started having sex. You always have the right to say 'no' to sex or stop during sex. You can change your mind at any point of time even if you have said 'yes' before.

8. Tell participants that they are going to look at a case study about Tina and Soti. The story of Soti and Tina shows two different perspectives of the same experience.
9. Give each participant a copy of the handout 4Da. Give participants 10 minutes to read the stories. Otherwise, one participant can read the story out or you can read it out for them.
10. Inform participants that you will read out a series of questions and participants will respond by raising their hand.
11. Ask the following questions:

Whose story do you think was right?

- Ask participants to put their hands up for Tina, hands up for Soti, hands up for not sure
- Ask volunteers to say why they put their hand up

**i** Facilitator note

This question might be tricky and it can lead to victim-blaming. Participants might have attitudes that blame Tina or suggest that she is 'lying'. Blaming the victim of violence is never okay and it is very unlikely that victims of violence would ever lie. Coming forward about abuse can be very traumatic and survivors may be subjected to criticism, abuse and people may not believe them. It is important that we never label a victim's experience as 'wrong' or 'untrue'.

Soti's story might be 'right' in his opinion but his actions were based on assumptions and he never considered Tina's feelings or rights to bodily autonomy. She never gave consent and even when she tried to physically get him away from her, he didn't respect her decision.

Was either Tina or Soti showing respect in this situation?

- Ask participants to put their hands up for yes, hands up for no, hands up for not sure
- Ask volunteers to say why they put their hand up
- Prompt question: How do you know whether there was or wasn't respect?

**Example answer:** Soti never showed respect for Tina at all. He didn't respect her bodily autonomy or her rights.

**i Facilitator note**

Participants may try to make comments about how Tina's actions or clothing showed that she 'didn't respect herself'. This is not true and is a sign of victim-blaming. People should be allowed to flirt or wear whatever they like without being sexually assaulted. Someone's clothing, alcohol consumption or flirting is never an excuse for violence or a sign of someone 'not respecting themselves.'

Who has the most power in this situation?

- Ask participants to put their hands up for Tina, hands up for Soti, hands up for not sure.
- Ask participants why they put their hand up – what is their opinion?

**Example answer:** Soti. Due to gender inequality, Soti has more power than Tina. This can mean that people are more likely to trust him, more likely to forgive him and more likely to think his actions are 'okay', simply because he is a man. We also know from the story that he physically forced himself on Tina and she was unable to push him away because 'he was too strong'. This is a sign of physical power as well. Soti is also slightly older so this could have a power dynamic, especially if they go to school together and he is in the year above her.

12. Explain that the next question is a yes/no question.

Was Tina sexually assaulted?

**Example answer:** Yes. There was never any consent given. This is sexual assault. Soti could be charged with sexual assault. Soti had the responsibility to check whether Tina wanted to have sex. She had the right to feel safe and not be taken advantage of.

13. Remind participants that Tina is not to blame in this scenario. Sometimes, people will blame victims of assault and this is called 'victim-blaming'. Victim blaming is very harmful and is a major reason why victims of assault do not tell someone about what happened or report it.
14. **Say something like:** *Sexual violence is never the victim's fault. Therefore, it is important that all people feel empowered to use consent and communication in intimate relationships*

15. Ask the following questions as a group.

In that moment in the story, what could Tina have said to Soti to express what she's thinking and feeling and to make him stop?

Example answers:

- "Stop it"
- "Get off me"
- "You've got the wrong idea"
- "Get away from me"
- "No thanks"
- "I don't want to do this"
- "NO!"

What could have stopped Tina from speaking up?

Example answers:

- Maybe she felt scared
- Maybe she felt embarrassed
- She's drunk
- Afraid of what he would do
- Lots of people in the next room
- Didn't want to look stupid
- Didn't want to hurt his feelings
- Shocked or panicking
- Confused

What non-verbal signs was Tina giving to say she was uncomfortable and not consenting?

Example answers:

- She never said yes. It is essential for Soti to have Tina's consent. If she never said yes, it means she is not consenting
- She tried to fight him off
- Grumbled
- Stopped speaking
- She had been drinking and was tired from that. You cannot give consent if you are under the influence of alcohol.

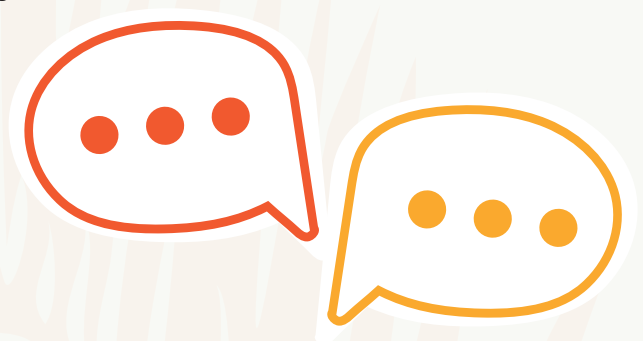
What should Soti have said to Tina to check up on her?

Example answers:

- Are you okay?
- Do you feel alright?
- Can I get you something?
- Is there someone I can call?

### Part 2: (15 minutes)

16. Tell participants that now they will be exploring examples of when consent doesn't apply. Tell participants to get into six groups.
17. Using handout 4Db, cut out each example and give one to each group.
18. **Say something like:** *There are many reasons why people may feel forced or pressured to engage in sexual activity. You have been assigned one reason. In your group, come up with a short example.*
19. Give participants 5 minutes to come up with their example
20. After 5 minutes, go around the room and ask each group to share their example
21. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us*  
Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also
22. Conclude the activity by reading out the key messages:
  - Consent is mandatory and must happen before sex
  - Any sex without consent is rape
  - Consent = free agreement
  - There are many reasons why it can be hard to speak up if someone doesn't want to have sex
  - Consent does not apply in situations where someone has been pressured, misled or someone is unconscious, drunk or under the influence of drugs
  - Consent is about communication and respecting someone's rights
23. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 4Da: Case study

**Tina,**  
age  
16

'I'll never forget that night as long as I live. Soti and I had been going out for a while and he had always acted like a really sweet guy – well, we had done some kissing and fooling around but he never gave me any reason not to trust him. The night of the party I wore this gorgeous dress that I borrowed from my sister.

It showed a little more skin than the clothes I normally wear but I thought it was very flattering. At the party I had some beer and it made me really tired so I wanted to lie down. Maybe I shouldn't have suggested we both lie down together but it felt weird to just go and lie on the mat by myself and leave Soti all alone. The next thing I know he's all over me, forcing me to have sex with him.

It was horrible. I didn't want to scream and make a fool of myself with all those other people in the next room.

I tried to fight him off but he was too strong. Needless to say, I never want to see Soti again. He seemed like such a nice guy.

What happened?'

**Soti,**  
age  
17

'I still don't understand what happened. Tina and I had been seeing each other for about two months and although we hadn't slept together yet, I had made it pretty clear that I was very attracted to her and eventually expected to have sex with her. We were supposed to go to a party and when she showed up in this sexy low-cut dress I thought maybe it was her way of saying she was ready.

At the party we drank some beer, which made her sort of sleepy and sensual. When she said she wanted to go lie down and wanted me to come and snuggle with her, what was I supposed to think? Of course I thought she wanted to have sex.

She did grumble a bit when I started to undress her but I just thought she wanted to be persuaded. Lots of women feel a bit funny about being forward and they want men to take responsibility for sex. I don't know.

We had sex and it was fine. I took her home from the party and I thought everything was okay. But ever since then she refuses to talk to me or go out with me. I thought she really liked me.

What happened?'



## Handout 4Db: Why someone may feel forced to engage in sexual activity

### Instructions:

Make a copy of this handout and cut out the left-hand side (Participant cards) and give one card to each group.

Participant card	Facilitator answers
<p>They submit because of force, fear or fraud</p>	<p>They submit because of force, fear or fraud.  <b>Example:</b> Someone has threatened to physically hurt them if they don't go through with it, so they cooperate to avoid that harm.</p>
<p>They submit because of the fear of harm of any type for themselves or someone else</p>	<p>They submit because of the fear of harm of any type for themselves or someone else.  <b>Example:</b> Someone in the family who is sexually assaulting a teenage girl may tell her if she doesn't do what he wants, he will do things to her little sister, so she says yes.</p>
<p>They are asleep, unconscious or affected by alcohol or another drug as to be incapable of freely consenting</p>	<p>They are asleep, unconscious or affected by alcohol or another drug as to be incapable of freely consenting.  <b>Example:</b> If someone has passed out from drinking and someone does things to them, including having sex, the person who has passed out is not able to give consent so it's an offence.</p>

They are incapable of understanding the sexual nature of the act or have been taken advantage of

They are incapable of understanding the sexual nature of the act.

**Example:** They are children or people with intellectual disabilities and cannot understand that what's being done is sexual or that they are being taken advantage of.

They are mistaken or unaware about the sexual nature of the act and the identity of the person

They are mistaken or unaware about the sexual nature of the act and the identity of the person.

**Example:** Two brothers look very alike and are nearly the same age. One of them brings a girl home and sleeps with her, and during the night while she's asleep the brothers swap places. In the morning the girl has sex with the second brother, thinking he's the first brother. Both brothers end up being charged with sexual assault.

They are mistaken in the belief that the act is for medical or hygienic purposes

They are mistaken in the belief that the act is for medical or hygienic purposes.

**Example:** If a doctor or nurse makes you do something unnecessary but makes you believe it is necessary (e.g. making you take your clothes off when you only have a chest infection)

## 4E

Activity: Talking about sex and sexual health<sup>(3)</sup>

## Activity overview:

It is not always easy for young people to talk about sexual health or start conversations with their partners. This activity will give participants a chance to be creative and share messages about sex and sexual health through roleplays or poster making.

**Age:** All ages

**Time:** 60 minutes

## Learning objectives:

- Describe characteristics of, and analyse examples of, effective and ineffective verbal and non-verbal communication (i.e. active listening, expressing feelings)
- Perceive the importance of being able to express wishes, needs and personal boundaries, and understand those of others
- Recognise that negotiation requires mutual respect, cooperation and often compromise from everyone involved
- Demonstrate with confidence, effective ways to communicate wishes, needs and personal boundaries, and listen and show respect for that of others
- Demonstrate confidence using negotiation, assertiveness and refusal skills with an intimate partner
- List the benefits of effective communication to personal, family work and intimate relationships, including for consensual and safer sex

## Sensitive areas:

- Sex
- STIs
- Pregnancy

## Resources:

- Board or butchers paper
- Markers
- Handout 4E



**Preparation:** Print the handout and cut out each roleplay and poster instructions to give to each individual group

**Group composition:** Pairs

**Prior learning:**

- Module 2, Activity 1D: Saying “no”
- Module 2, Activity 4B: Using assertive statements
- Module 2, Activity 4C: Active listening

**Literacy support:** Required – involves some reading and writing

**Technology:** None

## Activity 4E: Talking about sex and sexual health

### Instructions

1. Introduce the activity by **saying something like:** *Young people may hear a lot about sex in music, movies, on TV shows and on social media. However, talking about it seriously in real life with friends, partners or a trusted adult can be tricky. We might feel uncomfortable, unsure or worried about what someone else might think. It is important that we can break through these feelings and learn how to communicate with those we trust about sexual health. That way, we can make healthier decisions, seek help when we need it and also ensure people are respecting our rights.*

2. Ask: Is it easy or difficult to respond to a person who is making sexual advances?

**Example answer:** Some people find it easy, however, many people find it difficult. This can be due to personal factors such as self-confidence, or societal factors. For example, a woman may find it hard to say ‘no’ to a man’s sexual advances because of a power imbalance where men have more power than women.

3. Ask: Why is it important to be able to communicate with a partner about sexual behaviour and sexual health issues?

**Example answers:**

- To make clear whether or not you want to have sexual contact
- What kind of contact you are comfortable with
- What the other person feels comfortable with
- To protect against STIs (including HIV)
- To discuss ideas around pregnancy
- To protect against unwanted pregnancy

4. Ask: What are some communication skills we can use to talk to our partner about sexual health and sexual behaviours?

**Example answer:** You can use some communication skills we have learned in other activities.

For example:

- Using the NICE or STOP models to say no (Activity 1D)
  - Using “assertive” statements (Activity 4B)
  - Using active listening (Activity 4C)
5. Break the group into pairs. Assign each pair to either a roleplay or a poster activity from handout 4E.
6. Pass out the roleplay assignments/poster assignments.
7. If a pair is performing a roleplay, they will have 20 minutes to practice, coming up with two different outcomes.
8. The pairs designing posters will also have 20 minutes to create their designs based on the topic.
9. After 20 minutes, each pair will have 5 minutes to present their poster or roleplay. For each pair performing their roleplay, as soon as Person A first ‘gives in,’ the facilitator will interrupt and say “*STOP! TRY THAT AGAIN!*” This is the cue for the ‘actors’ to perform the second (assertive) version of their roleplay.
10. At the end of the four roleplay/making posters, encourage discussion. **Ask participants to think about the roleplays** when answering these questions:

Which communication style (passive or assertive) do you think is most common?

**Example answer:** Often, young people will react in a passive way if they feel awkward, embarrassed, or if the other person has more power than them in the relationship. Sexual situations can combine a few of these factors. If a person feels they have less power, they may find it more difficult to speak up and assert their needs, even if they disagree with what is happening. However, being assertive is a skill anyone can practice.

What did you see that was helpful?

What other suggestions do you have for handling this conversation?

Where do we hope this conversation might lead?

11. To close the activity and encourage reflection **say to participants:** *To reflect on today’s activities, let’s all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or “popcorn style” with whoever feels to speak next. Remind participants they have the right to pass also.

12. Conclude the activity by reading out the key messages:

- You always have the right to consent or refuse consent in a sexual situation
- Speaking up for yourself in a sexual situation can be difficult at the best of times, and can be more difficult if the other person has greater status or power than you do
- It is important to speak up in sexual situations to ensure we decide what happens to our bodies, to protect our health, and to have respectful relationships
- If you find it difficult to speak up for yourself in sexual situations, you can practice communicating your needs effectively by using the STOP or NICE models, assertive statements, and active listening

13. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 4E – Talking about sex and sexual health – Role play

**Pair 1 (male/male pair):** Show a conversation about preventing a sexually transmitted infection by using a condom. Person A brings up the issue. Person B, who is older, is being uncooperative. You will perform the scene two times. The first time, show Person A giving in and agreeing not to use a condom. After the teacher interrupts, stop the roleplay and perform it a second time, showing how Person A can persist with the conversation.

**Pair 2 (male/female pair):** Person A starts a conversation about preventing pregnancy. Person B wants to have a baby and is resisting the idea of contraception. You may decide which character is male and which is female. You will perform the scene two times. The first time, show Person A giving in and agreeing not to use contraception. After the teacher interrupts, stop the roleplay and perform it a second time, showing how Person A can persist with the conversation.

**Pair 3 (male/female pair):** Person A and Person B are classmates; you may decide which character is male and which is female. Person A repeatedly puts an arm around Person B as they walk into school together. Person B does not like this. You will perform the scene two times. The first time, Person B is unhappy but does not respond. After the teacher interrupts, repeat the roleplay, showing how Person B can respond assertively.

**Pair 4 (male/female pair):** Person A (an adult male leader at the community centre) is putting his arm around a girl (Person B) as she walks into the community centre. You will perform the scene two times. The first time, Person B is unhappy but does not respond. After the teacher interrupts, repeat the roleplay, showing how Person B can say no.

## Activity: Talking about sex and sexual health – POSTERS

### Poster group 1:

Discuss ways to tell an intimate partner they might have a sexually transmitted infection. Make a poster showing three ways to open the conversation. You can draw or write your ideas.

### Poster group 2:

Discuss ways to tell your boyfriend or girlfriend that you want to have sex and to find out if that person feels the same way or not. Make a poster showing three ways to open the conversation. The poster may include an illustration of two people talking about this situation.

### Poster group 3:

Discuss how a person can open a conversation to report sexual abuse to a parent or trusted adult. Make a poster showing three ways to open the conversation. The poster may include an illustration of two people talking about this situation.

### Poster group 4:

Discuss how a person who has been having sex can tell their partner that they want to continue the relationship but is not comfortable with having sex. Make a poster showing three ways to open the conversation. The poster may include an illustration of two people talking about this situation.



## Topic 4: Communication skills

### Key messages of this topic

- Communication involves sharing information between a speaker and a listener
- You can be a good listener by using “active listening” skills like nodding, asking questions and showing interest in the speaker
- Effective communication is a key element of all healthy relationships, and it is important you are able to talk about sexual health and sexual behaviour with your partner and with health professionals
- ‘Assertive communication’ teaches us to communicate our needs and wishes while respecting the other person’s point of view
- People who communicate assertively are more likely to get their needs met
- Alongside assertive communication, other communication styles are “passive” and “aggressive”
- When someone communicates passively, they don’t share their ideas and feelings, and just accept what the other person says; they are not likely to get their needs met
- When someone communicates aggressively, they do not give the other person a chance to share their thoughts and come across as forceful and demanding; they may get their needs met but are more likely to upset and alienate other people
- Men and women may communicate differently due to learned gender roles
- Gender roles usually say that women should be more passive and men should be more aggressive; however, these are both ineffective communications styles, and can lead to misunderstandings and conflict
- Women and men can both learn to communicate assertively; it might feel uncomfortable at first, but everyone can develop these skills through practice





## MODULE 2

### TOPIC 5

# PARENTING AND LONG-TERM COMMITMENTS

## Topic overview

This topic aims to provide young people with an introduction to some of the important skills, responsibilities and considerations that come with parenting and long-term commitments. It will help young people to assess their readiness to become parents, critically analyse gender roles around parenting, understand the harms caused by child, early and forced marriage (CEFM) and recognise that everyone has the right to become a parent (or not).

## Learning objectives

Facilitator version	Participant version
Assert that everyone should be able to decide whether or not and when to become a parent, regardless of gender, sexual orientation, gender identity, or disability	Assert that everyone has the right to decide whether or not and when to be a parent
Critically assess factors that impact individual and other people's opinions about the choice to have or not have children, including why, or why not, when and how many	Examine the things that help us decide whether or not and when to have children
Recognise that CEFM is harmful	Recognise that CEFM is harmful
Categorize key physical, emotional, economic, health and educational needs of children and associated responsibilities of parents	Name the needs of children and responsibilities of parents
Perceive the importance of a healthy relationship in parenting and illustrate ways that children's wellbeing can be affected by difficulties in relationships	Understand the importance of healthy relationships when raising a child
Appreciate the diverse demands of parenthood	Appreciate all the different responsibilities parents have
Identify means, other than pregnancy, to become a parent, including fostering and adoption	Identify the different ways someone can become a parent (birth, adoption, etc)
Acknowledge parents have equal responsibility for children's wellbeing	Acknowledge that raising a child is not just a mother's or father's responsibility. It is the responsibility of both parents.
Describe social and health consequences of CEFM and unintended parenting	Describe social and health consequences of CEFM and unintended parenting
Assess the rewards and challenges of marriages and long-term commitments	Consider positives and negatives of being in a long-term commitment

## Activities

Activity		Time	Page	Handout
5A: Becoming a parent: Needs and responsibilities	!	45 minutes	136	Yes
5B: Parenting – True or false quiz		30 minutes	141	No
5C: Strength in raising a baby	!	20 minutes	145	No
5D: Ready for parenting?	!	45 minutes	148	No
5E: Quality parenting program		30 minutes	152	Yes
5F: Teenage fathers		45 minutes	156	Yes

## 5A

Activity: Becoming a parent: Needs and responsibilities<sup>(12)</sup>

## Activity overview:

This activity uses an active game to demonstrate that parenting is an equal responsibility for both parents. It takes participants through the impacts that pregnancy and parenting can have on young people's lives, and ways to be effective parents.

**Age:** All ages

**Time:** 45 minutes

## Learning objectives:

- Categorise key physical, emotional, economic, health and educational needs of children and associated responsibilities of parents
- Perceive the importance of a healthy relationship in parenting and illustrate ways that children's wellbeing can be affected by difficulties in relationships
- Appreciate the diverse demands of parenthood
- Acknowledge parents have equal responsibility for children's wellbeing

## Sensitive areas:

- Early pregnancy
- Child marriage

## Resources:

- Two -four scarves or cloth to tie legs together
- Two cloth bundles or two bundles of heavy books to be the 'baby'
- Handout 5A
- Two chairs



**Preparation:** Ensure that you have the resources and a large open space that is suitable for a running activity. This can be inside or outside. Print enough copies of handout 5A for each participant.

**Group composition:** Pairs

**Prior learning:** None

**Literacy support:** Required – involves some reading and writing

**Technology:** None

## Activity 5A: Becoming a parent: Needs and responsibilities

### Instructions:

1. Introduce the activity by **saying something like:** *Everyone has the right to decide whether or not and when to become pregnant regardless of gender, sexual orientation, gender identity or disability. Deciding whether to become a parent or entering long-term relationships can be big decisions. This activity is going to help us learn about the impact pregnancy and becoming a parent can have on our lives.*
2. Divide the group into two teams.
3. If there is enough space in the room, then you can get both teams to form pairs. Each pair stands side by side and ties their inner leg together with a scarf or piece of cloth. To walk they must coordinate the movement of their legs. If there is not enough space in the room, then just get one pair from each team to come up to the front of the room.
4. Gather the pairs one behind each other so that the two teams are standing side by side, ready for their race. At the other end of the room place two chairs, one for each team to run around.
5. Give the first in line for each team a bundle to carry. This bundle represents a baby.
6. The first couple from each team begins by rushing to one end of the room carrying the baby. They run with their legs tied together. They run around the chair and then return to pass the baby to their teammates who then continue the race. The winning team is the one that has their last pair return first with the baby.
7. Once the participants have settled down again, ask the following discussion questions.

What do you think the key message of this game was?

**Example answer:** This game reminds us of the responsibility of parenthood and all the challenges or obstacles that come with parenthood. For example, as a parent we might have family, financial and employment responsibilities. The game also reminds us that parenting takes good teamwork and relationship skills. Parents have to work together and make decisions together on many things. Some of these decisions will be small, like what food to give their child for dinner, and some will be big, like what values they will teach to their children.

Which pairs worked well together and why?

**Example answer:** The pairs that went well were likely the pairs that took the task seriously, communicated and worked well together.

What do you think that shows?

**Example answer:** The activity shows how healthy relationships and healthy parenting are very important when raising a child or overcoming obstacles. Couples that didn't communicate well and had difficulties in their pair highlight how a child's wellbeing can be affected by difficulties in a relationship (if the child was dropped, or the pair fell over). It also shows us that both parents have equally responsibility for raising a child. Whether they are doing it together or apart, both parents should play an equal, active role in their child's wellbeing.

Do you think these things become more challenging if you are still a teenager or child when pregnancy occurs? Why/why not?

**Example answer:** There are many skills and resources needed to be a parent. Because of practical and societal barriers, people who marry or have children at a young age may find it challenging to combine schooling and pregnancy (even though it is their right to do continue schooling if pregnant). If parents do not complete school, this in turn can make it difficult to find a job and provide for children financially. Young people and children may not be emotionally ready to become parents. There are also physical reasons why it is more challenging to become a parent when you are a teenager. Pregnancy can have harmful impacts on the body if you are still young.

What can we do to prevent teenage pregnancy or early marriage?

**Example answer:** Support girls to complete their education, practice assertiveness skills such as negotiating contraceptive use, learn to talk with your partner openly about sexual decisions, learn about your bodies, talk to a trusted adult if you are being forced into sex or an early marriage, etc. It is important to remember that both partners are equally responsible for preventing pregnancy. It is not a boy's job or a girl's job.

8. Tell participants to sit in the pairs that they raced in.
9. Hand each pair handout 5A.
10. Tell participants that they are going to consider all of the needs of a child and therefore the responsibilities of both parents.
11. Instruct them to fill in their sheets. For each child need, there might be many parent responsibilities.

**Example answers:**

Child needs		Parent responsibilities
1.	<b>To be fed</b>	<ul style="list-style-type: none"> <li>• To provide food</li> <li>• To ensure food is appropriate for the age and is healthy</li> <li>• To feed the child, including breastfeeding</li> <li>• To clean the child</li> <li>• To make sure the child is safe, including when eating food and not choking</li> <li>• To store the food</li> <li>• To change nappy or toilet train etc.</li> </ul>
2.	<b>Supervision (to be looked after)</b>	<ul style="list-style-type: none"> <li>• To ensure the child is supervised</li> <li>• To organise someone to look after the child when parents are away or need to go out</li> <li>• To organise activities/games/toys for the child</li> </ul>
3.	<b>Shelter</b>	<ul style="list-style-type: none"> <li>• To provide a place for the child to sleep</li> <li>• To make sure child is warm and safe</li> <li>• To make sure child has a place to bathe/ be clean</li> </ul>
4.	<b>Education</b>	<ul style="list-style-type: none"> <li>• To enrol a child in school</li> <li>• To help a child get to school</li> <li>• To provide clothes or equipment for a child at school</li> <li>• To make sure a child has time and space to do their schoolwork</li> </ul>

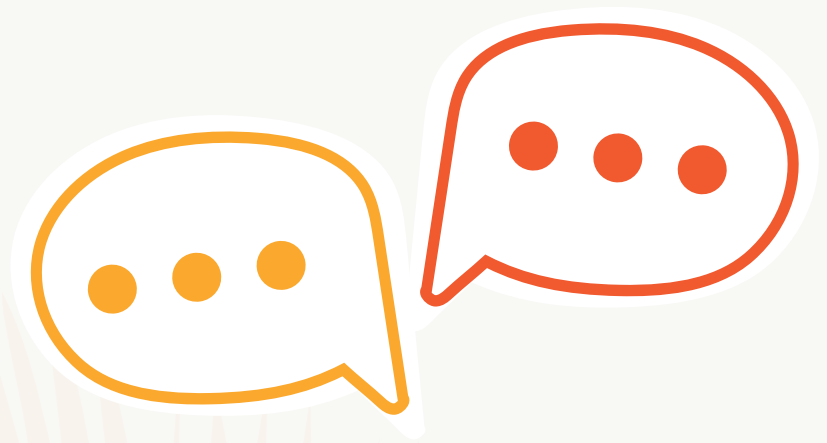
12. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

13. Conclude the activity by reading out the key messages:

- Children have lots of different needs to stay happy and healthy
- Parents have many responsibilities to meet the needs of children
- These responsibilities are not only for one parent; both parents have equal responsibilities for their children
- Healthy and respectful relationships can help provide a safe and encouraging environment for a child to grow up in
- Having an early or unplanned pregnancy can present a lot of challenges and health risks; that is why keeping girls in school and encouraging girls to enter the workforce is so important

14. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 5A: Parenting needs and responsibilities

### Instructions:

Write down at least three needs that a child might have. Next to that, write down some responsibilities that parents might have to make sure that need is met. Think about the physical, economic, educational, emotional or health needs of a child.

Child needs	Parent responsibilities
1.	a.
	b.
	c.
2.	a.
	b.
	c.
3.	a.
	b.
	c.



## 5B

## Activity: Parenting: True or false quiz



### Activity overview:

This is a true or false activity to check what participants have understood about parenting, including their understanding of CEFM, the responsibilities of men and women as parents, the rights of people with disability who are parents, and other myths about parenting.

**Age:** All ages

**Time:** 30 minutes

### Learning objectives:

- Acknowledge parents have equal responsibility for children's wellbeing
- Describe social and health consequences of CEFM and unintended parenting
- Recognise that CEFM is harmful

**Sensitive areas:** CEFM

**Resources:** None

### Preparation:

Do some research on local services that can support parents who may be having a tough time, such as health centres, church groups, parenting groups, or other community organisations. You will need to supply this information to participants.

**Group composition:** Individual work (quiz)

**Prior learning:** None

**Literacy support:** Not required

**Technology:** None



## Activity 5B: Parenting: True or false quiz

### Instructions:

1. Tell participants that they will be doing a true or false quiz about parenthood and long-term commitments.
2. Facilitators should read each statement aloud to their participants.
3. Ask participants to decide whether they believe the statement is true or false by standing up if they think it is true, and staying seated if they think it is false. After each question, ask a few participants to explain why they believe the statement is true or false.
4. After a 2-3 minute discussion, correct any misinformation and provide the answer using the key messages about each statement written below.

It is women's job to stay home and raise the children, and men's job to go out and earn money

### False

- These are common examples of gender stereotypes about men's and women's roles in parenting
- Both men and women are equally capable of being actively involved parents. There are very few roles in parenting (e.g. breastfeeding) that only women can do
- Everyone, both men and women, will have more freedom and opportunities if we reject gender roles in parenting

Everyone who gets married in Samoa is an adult<sup>(20,21)</sup>

### False

- CEFM occurs around the world, including in Samoa
- The Marriage Ordinance 1961 Act states that the minimum age for marriage for women is 16 and 18 for men
- Around 1% of women aged 20-24 in 2014 were married or in union before the age of 15
- Less than 10% of women aged 20-24 were married or in union before the age of 18

CEFM is a breach of human rights

### True

- The impact of CEFM can be wide ranging; girls and young women often face physical, psychological, economic and sexual violence
- CEFM is associated with a range of poor health and social outcomes and other negative consequences
- CEFM is a serious breach of human rights
- Advocating to change the age of marriage will be an important step in securing children's human rights in Samoa

Girls who marry young often have an equal say in the relationship

**False**

- Girls who marry young may have less power than their partner due to their young age; this might mean they are less able to assert their right to use contraception and could be at risk of STIs and unwanted pregnancy
- They may also have less power (and less of an equal say) if they married young due to family or financial pressures
- Girls who marry very young are more likely to experience physical or sexual violence than girls who marry later in life
- Girls who become pregnant young may need extra support to continue their schooling or further education, and they should be encouraged to do so

People with disabilities can be good parents

**True**

- Every single person, including people with disabilities, has the right to decide if and when they would like to have children
- There are many rewards of parenting with a disability as children can be much more adaptable, resilient, caring, compassionate, independent and mature<sup>(22)</sup>
- There is a lot of stigma placed on people with disabilities and this can create barriers to accessing appropriate care

Being a parent is always a fun and easy job

**This one is both true AND false!**

- Many parents find parenting an amazing and rewarding experience, and one of life's great joys; however, it can also be very tiring, stressful and even challenging!
- Unrealistic expectations about parenting being "natural" and "easy" can make parents (especially mothers) feel guilty if they are struggling; however, you should never feel guilty about this
- There are lots of places parents go for support if they are having a tough time, such as...  
(Facilitators to provide local support services for participants)

5. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

6. Conclude the activity by reading out the key messages:
  - Everyone has the right to become a parent when and if they choose, including young people with disabilities
  - Men and women have equal rights and responsibilities as parents
  - CEFM is a serious breach of human rights
  - Advocating to change the age of marriage will be an important step in securing children’s human rights in Samoa
  - Young girls will have more opportunities if they wait until their 20s or early 30s to have children; delaying marriage and starting a family can empower women and girls to stay in school, achieve higher education and secure employment
  - Parenting can be joyful and rewarding, but also difficult and stressful; parents should never feel guilty if they are going through a tough time
  - In Samoa, support is available for parents
7. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## 5C

## Activity: Strength in raising a baby



## Activity overview:

This activity explores the challenges, discrimination, and barriers that parents with disabilities face when deciding to have children. This activity uses a video clip that focuses on a case study in Samoa. The case study represents a story of strength that is beneficial in promoting positive possibilities for young people with disabilities.

**Age:** All ages

**Time:** 20 minutes

## Learning objectives:

- Assert that everyone should be able to decide whether or not and when to become a parent, regardless of gender, sexual orientation, gender identity, or disability
- Appreciate the diverse demands of parenthood

**Sensitive areas:** None

**Resources:** Video (see “Technology” section) and something to play the video on (phone, computer, tablet)

**Preparation:** This activity requires internet access and the ability to show a video to the participants.

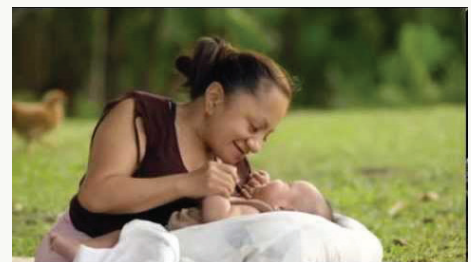
**Group composition:** Whole group together

**Prior learning:** None

**Literacy support:** Not required

**Technology:** Tagata Pasifika video called ‘Samoaan mother with brittle bone disease struggles to look after her baby’ (5 minutes 13 seconds)

<https://www.youtube.com/watch?v=dtuQvDN-g2Q>



## Activity 5C: Strength in raising a baby

### Instructions:

1. Start the activity by letting the group know that they will be looking at the story of Luisa. Luisa is a Samoan woman who is living with brittle bone disease, a physical disability that means she cannot grow more than one metre tall. The video is about the struggles she faces when raising a child, the difficult decisions that she has to make but also the strength and support she has to raise a healthy baby.
2. Play the video.
3. If it is not possible to play a video, you can read out this written version as a case study instead:

*Luisa Saupo, is 32 and lives with her grandmother in Samoa. She lives with brittle bone disease, and is only one metre tall. Her bones break very easily. She does volunteer work as an advocate for people with disabilities. Luisa was surprised when she became pregnant, yet soon afterwards baby Lance was born. He was born healthy, and does not have the same condition she has. However, as baby Lance grows bigger, Luisa is struggling to carry him, and as a single parent, she is finding it difficult to care for a baby she cannot lift up.*

*Luisa's mum arrives from Wellington, and offers to adopt baby Lance. Luisa speaks to her uncle about this very difficult decision to give up her beloved baby. However, as she spends more time with her baby, she decides she wants to keep him. If she keeps him, she will need to hire a full-time babysitter which will be expensive. Luisa acknowledges that many people laugh at her and make fun of her for having a disability, but she is determined not to let them bother her. As the video ends, Luisa is still trying to decide what to do.*

4. As a group, discuss the following questions:

Do you think people with disabilities face additional barriers when becoming parents?

(Use examples from the video)

**Example answer:** Yes, and most of these are to do with social stigma and a lack of support for people with disabilities. Even the name of the video shows the stereotypes and negative views towards people with disabilities. The title says 'Samoan mother.... struggles to look after her baby'. The use of the word 'struggles' suggests that Luisa is incapable of looking after her baby, but we know this isn't true. All Luisa needs is the right support and her baby will grow up happy and healthy.

What was an alternative to parenting that Luisa considered for her baby?

**Example answer:** She considered letting her mother adopt the baby and take him to New Zealand. Formal adoption is when you legally register someone else as the parent. Informal adoption might be when someone else unofficially becomes the main carer of that child.

What were some barriers that Luisa faced to look after her baby?

**Example answer:**

- Physically carrying him
- Affording a babysitter to look after him
- Being employed to help pay for a babysitter

The barriers Luisa faced were mostly social barriers. If she had been supported to find a good job, she could afford a babysitter to support her to look after her baby.

What were some of Luisa's strengths that helped her raise her child?

**Example answer:**

- Her love for her baby
- Her strong relationship with her mum
- Support from her mum and uncle
- Legal support
- Alternative options such as adoption

5. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

6. Conclude the activity by reading out the key messages:

- Becoming a parent requires a lot of responsibility
- Everyone has the right to choose if and when they have children and whether they want to raise their child including people with disabilities
- Everyone in the community can advocate for further support for people with disability to fulfil their right to be parents
- Family, friends and other community members can also be a great source of support in parenting

7. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today?  
You can also come ask after the session in private too.



## 5D

## Activity: Ready for parenting?



## Activity overview:

This activity asks participants to consider what it takes to become a parent, and what kinds of ‘readiness’ they should have if they are considering becoming a parent. This includes physical readiness, emotional readiness, relationship readiness, financial readiness and knowledge readiness.

**Age:** All ages

**Time:** 45 minutes

## Learning objectives:

- Identify means, other than pregnancy, to become a parent, including fostering and adoption
- Assess the rewards and challenges of marriages and long-term commitments
- Categorize key physical, emotional, economic, health and educational needs of children and associated responsibilities of parents
- Perceive the importance of a healthy relationship in parenting and illustrate ways that children’s wellbeing can be affected by difficulties in relationships

## Sensitive areas:

- Unhealthy relationships
- Violence

## Resources:

- Markers
- Butchers paper

**Preparation:** Prepare five pieces of butchers paper with “Physically ready” “Emotionally ready” “Relationship ready” “Financially ready” “Knowledge ready” written as a heading.

**Group composition:** Whole group together, five smaller groups

**Prior learning:** Module 2, Activity 5A: Becoming a parent: Needs and responsibilities

**Literacy support:** Required – involves some reading and writing

**Technology:** None





## Activity 5D: Ready for parenting?

### Instructions:

1. Introduce the activity by **saying something like:** *Everyone has the right to choose if they want to have children, or not to have children, and if they do, when and how many children they want to have. These could be biological children or adopted also. Although some of these options may be more common than others, all are acceptable and up to each person to decide.*  
*Contraception can help support these choices, and have time between having a sexual relationship and having children, or to support spacing in between children too.*  
*Becoming a parent is a big shift in responsibility, and can be one of the most exciting and fulfilling choices and changes in a person's life. But it can also be full of challenges that we would want to make sure we plan and prepare for!*  
*In this activity, we will brainstorm what might be some of the key things people may want to take into account when considering becoming parents.*
2. Ask the group: What would a potential parent need to consider to be ready for pregnancy and having a child? Make sure to consider this from the perspective of a mother and a father.
3. Give participants 5 minutes to discuss the answer with the person next to them. After 5 minutes, have a quick group discussion where participants share their thoughts.
4. Ask the group: Was it easier to think of things for the mother or father?
5. Wait for answers and then **say something like:** *Throughout this activity please consider parenting from both the mother and father's roles and how they could work together to share responsibilities between them.*
6. Divide participants into five smaller groups (try and make the groups mixed gender).
7. Explain: *Now we're going to run through key areas of parenting readiness. In groups, you will now have ten minutes to brainstorm the different ways people should be ready for parenting, according to the piece of paper you are given.*
8. Give each group one piece of butchers paper with either "Physically ready", "Emotionally ready", "Relationship ready", "Financially ready", "Knowledge ready" written as a heading.

9. To help get participants started, provide an example of each. You can either do this by going around to the small groups or addressing the whole group. **Say something like:**
- Being **physically ready** includes waiting until the woman's body has finished puberty and is fully developed – this is important to reduce the risk of harm to both the mother and the child during pregnancy and childbirth.
  - Being **emotionally ready** is about being ready for the new responsibility of a child and being able to prioritise the baby's needs first over your own needs. This can be a big shift and be quite stressful and tiring!
  - Being **relationship ready** includes being in a stable relationship built on love, trust and other key values that can best provide for a family.
  - To be **financially ready**, people should consider if they would have enough money to support themselves and a child, or a plan of how they will earn money to support the upbringing of the child.
  - Being **knowledge ready** is about knowing key information about pregnancy, childbirth, babies and children, to ensure a safe, healthy and well-rounded upbringing that promotes the best for the child.
10. After 10 minutes, bring the groups back together. Ask for a volunteer from each group to share what they have thought up for their "readiness". Other readiness areas of the five groups may include:

#### Example answers:

- **Physically ready:** Good physical health, healthy diets with vegetables and fruit, no smoking or drugs, pregnant women should not drink alcohol, mental health and wellbeing of both parents.
  - **Emotionally ready:** Having a safety plan for yourself and your children, finding healthy ways to cope with stress, feeling supported by partner, friends and family.
  - **Relationship ready:** Shared roles and responsibilities, respect and free from violence, open communication, compromising and healthy conflict resolution.
  - **Financially ready:** Money to raise a child including for food, medicine, clothing, education expenses, creating a safe home for the child.
  - **Knowledge ready:** Knowing your baby and when to get medical care. Babies may get sick or injured so it's important you know about a local health service, and when to take them for treatment or immunisations.
11. Ask participants: Why is relationship readiness so important for parenting?
- Example answer:** A healthy relationship between parents provides a positive environment for a child or children to grow up in. When parents have a healthy relationship, they are demonstrating healthy behaviours such as love, respect, communication, equality and fairness, how to resolve conflict, and many other qualities. Children's wellbeing can be seriously affected if parents are in an unhealthy, or even violent, relationship. That is why relationship stability is so important.

12. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

13. Conclude the activity by reading out the key messages:

- Becoming a parent is a very big decision which has many rewards and responsibilities
- It is important to consider what responsibilities both a mother and a father will have when thinking about becoming a parent
- Consider whether both of you are physically ready, emotionally ready, relationship ready, financially ready, and knowledge ready before deciding to become parents
- Healthy relationships are an important starting point in parenting, and provide a positive environment for children to grow and thrive in

14. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## 5E

## Activity: Quality parenting program



## Activity overview:

This activity helps participants reflect to their own qualities if they were to become a parent. They can think about their strengths, and some areas they would need to learn about, to be a good parent. This activity includes an optional video about an idea in Samoa to start a program to teach parenting skills to people who are interested in having children, or who are already parents.

**Age:** All ages

**Time:** 30 minutes

## Learning objectives:

- Critically assess factors that impact individual and other people's opinions about the choice to have or not have children, including why, or why not, when and how many
- Appreciate the diverse demands of parenthood
- Identify means, other than pregnancy, to become a parent, including fostering and adoption

**Sensitive areas:** None

## Resources:

- Parenting program video (see Technology) something to play the video on
- Handout 5E

**Preparation:** Prepare the video if you are planning to use it

**Group composition:** Individual work, group discussion

**Prior learning:** Module 2, Activity 5D: Ready for parenting?

**Literacy support:** Required – involves some reading and writing

**Technology:** Optional

Video: Samoa – Call for quality parenting courses  
(1 minute 28 seconds)

<https://www.facebook.com/TV1-SAMOA-429614057244016/videos/629648421132308/>



## Activity 5E: Quality parenting program

### Instructions:

1. Introduce the activity by **saying something like:** *In this activity, we will imagine we are applying for a parenting program! First, we will watch a video from Samoa about an idea to start a parenting program.*
2. If possible, play the video. If not possible, go to Step 3.
3. Hand each participant a copy of handout 5E.
4. Explain to participants: *Imagine you are preparing to have a child, and you want to submit an application to join a parenting program. The purpose of the program is to teach important parenting skills. Write a short application to the "Quality Parenting Program". In your application include:*
  - *Three qualities you have already that would make you a good parent*
  - *Three areas you would need to learn more about before becoming a parent*

*If you have a clear idea that you don't want to become a parent, think about it from the perspective of being an aunty or uncle.*

*Take a few minutes to work on this now, and then we will share some of our thoughts together.*

5. After 10 minutes, bring the group back together.

Did you find it easier to think of qualities you already have, or areas you'd like to learn more about?

Were there some common ideas shared among the group you were in?

Do you think this program could be useful for young people in Samoa?

Even without formal parenting programs, do you think people could learn these skills in other ways?

### Example answers:

- Learning from other family members or people in the community you admire
- Getting advice from nurses and health workers
- Doing research through reliable websites such as government websites or UN websites, or parenting blogs or websites
- Reading books about parenting
- Joining a parents' group in the community
- Connecting with parenting groups on social media

6. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

7. Conclude the activity by reading out the key messages:
- There are lots of different skills needed to become a parent. You will already have a lot of skills that are useful for parenting!
  - Other skills can be learned. We can learn these skills through our families, reliable websites, health workers, books and articles and through joining likeminded communities online and offline
8. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 5E: Quality parenting program application

Dear Parenting Program,

Three qualities or skills I have that would make me a good parent are...

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

Three areas of parenting I would like to learn more about are...

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

## 5F

Activity: Teenage fathers<sup>(12)</sup>

## Activity overview:

This activity encourages participants to reflect on the responsibilities boys have if they become parents at a young age, including their role in preventing pregnancy.

**Age:** All ages

**Time:** 45 minutes

## Learning objectives:

- Acknowledge parents have equal responsibility for children's wellbeing
- Assess the rewards and challenges of marriages and long-term commitments

**Sensitive areas:** None

## Resources:

- Handout 5Fa
- Handout 5Fb

**Preparation:** Prepare the video. Check for internet connection and organise a laptop or other devices to play the video.

**Group composition:** The group will be divided into two groups, playing the roles of 'journalists' and 'sources'.

**Prior learning:** Module 2, Activity 5E: Ready for parenting?

**Literacy support:** Required – involves some reading and writing

**Technology:** Required

[Stuff.co.nz](https://www.stuff.co.nz/life-style/parenting/75701659/the-difference-in-how-we-see-teen-mums-and-teen-dads) video called 'The difference in how we see teen mums and teen dads' (2 minutes 22 seconds)  
<https://www.stuff.co.nz/life-style/parenting/75701659/the-difference-in-how-we-see-teen-mums-and-teen-dads>





## Activity 5F: Teenage fathers

### Instructions:

1. Introduce the activity by **saying something like:** *In this activity, we will be pretending to be researching a magazine story about men's roles in parenting, including the role of teenage boys as parents.*
2. Play the video "The difference in how we see teen mums and teen dads".  
<https://www.stuff.co.nz/life-style/parenting/75701659/the-difference-in-how-we-see-teen-mums-and-teen-dads>
3. Split the group in half, by giving each person a number, either 1 or 2. Tell the people in group 1 to move to one side of the room, and the people in group 2 to move to the other.
4. Go to Group 1. Explain that Group 2 are journalists and that they are the "sources". If participants do not know what this means, explain that "sources" are people who journalists interview for a story. Explain that based on the video we watched and the worksheet 5Fa "Marvin's story", they will answer questions for the journalists. Give them 5 minutes to read Marvin's story.
5. Go to Group 2. Tell the group that they are playing the role of journalists for the magazine "Pacific Parenting Today". The assignment is to tell a story about men's role in parenting in Samoa. Give them 5 minutes to read the questions from Handout 5Fb.
6. Instruct Group 2: *Move around the room and speak to three different "sources". Try to ask each source one question from list in Handout 5Fb, so you have answers from a range of people. Write down the answers in your worksheet.*
7. Bring the whole group back together. For the next ten minutes, go through the questions above and ask the "journalists" to share the answers they have gotten from their "sources" about the story on teenager dads. As you go through the discussion, also ask the "sources" if they would like to comment or provide further clarification.
8. To close the activity and encourage reflection **say to participants:** *To reflect on today's activities, let's all share one thing we learnt that was new or helpful for us.*

Facilitators can encourage participants to share, going round in a circle, or "popcorn style" with whoever feels to speak next. Remind participants they have the right to pass also.

9. Conclude the activity by reading out the key messages:
  - Teenage fathers have equal responsibility for their children as teenage mothers
  - Often, teenage boys will be encouraged to complete school but teenage girls will not; this is unfair, and an example of gender stereotyping
  - Even though becoming a father at a young age is not always planned, boys can still be active, responsible parents
  - It is important to support young people in our society if they become parents through an unplanned pregnancy
  - Negative stereotypes about teenage parents are unhelpful and can stigmatise young people
  - Many teenage parents can achieve their goals and dreams, such as becoming Head Boy or being positive role models for their children
10. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session in private too.



## Handout 5Fa: Teenage fathers

### Marvin's story<sup>(23)</sup>

Growing up, Marvin Ramos had few role models in terms of fatherhood.

"I didn't see anybody doing what they need to do for their kids, like feed them. I didn't see that from my father. I didn't have a model."

Today, at the age of 18, Ramos has a one-year-old daughter, Hailey. As he prepares to celebrate Father's Day with his daughter this weekend, Ramos reflects on his family, and his hopes for his daughter's future.

Three of Marvin's brothers had children when they were young. About a year ago, their father left the family leaving Ramos without a fatherly figure to guide him as he became a dad.

"I'm going to try to give the best time to my daughter—something I didn't have," he says.

His most important lesson? "Just be there," he says. "You don't want them running to anyone else but you."

Marvin's hoping to complete his high school diploma this year. He admits that he wasn't much of a presence in his daughter's life until recently. This Father's Day is his second, but he's recommitted himself to Hailey and her mother, Ramos's girlfriend, Stephanie.

Ramos wants to strengthen his bond with his daughter, to "spend the greatest time with her while [she's] young, because when they get older, they want to do what they want to do. And then when they get older they'll remember, wow. I had a great dad."

## Handout 5Fb: Teenage fathers

### Journalist questions

- Do fathers have equal responsibility for parenting as mothers?
- One of the teenage fathers (Noah) was named Head Boy at his school. Do you think a teenage mother would likely be named Head Girl at her school? Why/Why not?
- Are most teenage boys ready to be fathers?
- Do most teen fathers remain responsible and active in the lives of their children?
- What responsibility do boys have for preventing unwanted pregnancy?

## Activity: Parenting and long-term commitments – Parenting in the Pacific videos

If the internet is available as well as a projector or some kind of screen, facilitators can also use videos to complement some of the activities about parenting and long-term commitments.

### Resources:

- 'Positive parenting program in the Samoa' by Anglican Board of Mission (5 minutes 44 seconds) <https://www.youtube.com/watch?v=HsQkjPQNe54>  
*This video shows a parenting program in the Samoa that aims to break down the barriers and unhelpful traditional beliefs that may be harmful to children, families and communities. In Melanesian culture, issues such as sex, early marriage, child abuse and other forms of family violence are often taboo to discuss. This video highlights how a positive parenting program aims to break these barriers and improve parent-child relationships.*
- 'Part 1 of 2 Better Pacific Parenting' by Tagata Pasifika (18 minutes 50 seconds) <https://www.youtube.com/watch?v=2-XXKpjKR1B4>
- 'Part 2 of 2 Better Pacific Parenting' by Tagata Pasifika (5 minutes 47 seconds) <https://www.youtube.com/watch?v=3zxGeljjGmE>

*These two videos follow a Cook Island mother of 13 and a Tongan father of two in their journeys to become better parents. The video was made in response to rates of child abuse in New Zealand.*

## Topic 5: Parenting and long-term commitments

### Key messages of this topic:

- Everyone has the right to choose if, when and how many children they have, including people with a disability
- Becoming a parent is a very big decision, maybe the biggest decision someone will ever make
- It is important to plan and consider all the responsibilities that come with being a parent to decide if you are ready
- There are lots of different skills needed to become a parent. You will already have a lot of skills that are useful for parenting!
- Men and women should have equal responsibility for raising a child; this includes everything from providing important items such as food, clothing, and medicine to providing love and affection, spending time with your child and caring for them throughout their life
- It is important to think about different factors before you decide to have a child. These might include; whether you are financially stable, whether you have your partner's support, whether you have your family's support, and what other impacts having a child may have, for example on your job or education
- CEFM is a serious breach of human rights and can have many negative impacts on a child's life
- Waiting to become pregnant until a girl is older will reduce the risks associated with early pregnancies and childbirth and be better for the mother and baby
- Girls have the right to continue their education even if they become pregnant whilst at school, however, there will be many competing priorities that could make this harder to do
- Planning to wait to become pregnant until after school will help future opportunities
- Parenting can be joyful and rewarding, but also difficult and stressful
- Parents should never feel guilty if they are going through a tough time
- Parents who are going through a tough time can get support at local support services





## GLOSSARY

**Active listening:** When we give a speaker our complete attention, engaging with in verbal and non-verbal ways. Active listening can include paying attention, showing that you're listening, providing feedback, not interrupting, and responding appropriately.

**Bullying:** When a person or a group are mean to someone over and over again. This might be through words or actions, or both. Bullying makes someone feel afraid, hurt or embarrassed, and can have serious, long-lasting consequences for their wellbeing. Unfortunately, even though bullying is very harmful, it is also common.

**Bystander:** Someone who sees something (in this case, bullying) happen, either in person or online. Friends, students, peers, teachers, parents, coaches, and other adults can be bystanders. With cyberbullying, even strangers can be bystanders.

**Charades:** A game where people describe words by acting them out rather than using words.

**Cyber bullying:** Using technology to hurt someone else by sending hurtful messages, pictures or comments

### **Family:**

- A group of people going through the world together, often an adult or adults and the children they care for
- A group of two or more people that are related by blood, marriage (registered or de facto), adoption, step or fostering, and who usually live together in the same household
- A family can be made up of anyone a person considers to be their family
- A family shares emotional bonds, common values, goals and responsibilities, and family members contribute significantly to the wellbeing of each other.

**Homophobia:** Homophobia is defined as fear, hatred, discomfort with, or mistrust of people who are lesbian, gay, or bisexual. It is related to 'biphobia' (fear or hatred of people who are bisexual) and 'transphobia' (fear or hatred of people who are transgender).

**Infatuation:** An intense but short-lived passion or admiration for someone or something.

**LGBTI+:** This stands for lesbian, gay, bisexual, transgender, intersex. The + includes more sexualities that may not fit under these terms. You may also see other variations of LGBTI+. This is because language in sexuality often changes as people learn and understand more about it.

**Peer pressure:** This is when you might feel pressured to do something you wouldn't normally do, because someone else is pressuring you to.

**Role model:** Someone whose behaviour and beliefs influence other people.

**Sexual health:** Includes physical, emotional, mental and social well-being in relation to sexuality. In practical terms, this could include things like using contraception, getting sexual health checks, and even who we are in a relationship with, and whether those relationships are healthy.

**SOGIE:** Stands for sexual orientation, gender identity and expression. The term describes a wider spectrum of people, not only the 'LGBTI+' community.

**Spectrum:** A 'spectrum' is used to classify something in terms of its position on a scale between two end points. A spectrum can have a wide range of different points.

**Victim:** Someone who is the target of bullying. The person doing the bullying does not get to decide if their behaviour is bullying or not. If the victim feels bullied, then it is bullying.





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