

OUT OF  
SCHOOL  
YOUTH

# MODULE 2

## HEALTHY RELATIONSHIPS

Facilitator Manual



FEDERATED STATES OF MICRONESIA

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

Published by Family Planning Australia, 8 Holker Street, Newington NSW 2127 Australia

Website: [www.fpnsw.org.au](http://www.fpnsw.org.au) ABN: 75 000 026 335 © Family Planning Australia 2024

First published in 2024

Compiled by: Family Planning Australia

Copyright is retained by Family Planning Australia on the regional template on which this document is based. Copyright for its country-specific version of the Manual is passed to the Federated States of Micronesia.

## **Acknowledgements**

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

The Department of Health and Social Affairs 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 Australia 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**

Version 1: September 2024

# Contents



## Module 2 Introduction

1

### 1

#### Topic 1: Supportive friendships (Peer influence)

3



##### Activity 1A: Healthy and unhealthy friendship behaviours

5

##### Activity 1B: When friends are not friendly

11



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

15

##### Activity 1D: Saying “no”

21

##### Activity 1E: What is bullying?

26

### 2

#### Topic 2: Families

35

##### Activity 2A: My family

37



##### Activity 2B: When families become unsafe

40



##### Activity 2C: Gender and family expectations

46

##### Activity 2D: Family role models

49

### 3

#### Topic 3: Respectful intimate relationships

54

##### Activity 3A: Understanding intimacy and respect

56

##### Activity 3B: My ideal partner

59

##### Activity 3C: Is it love?

63



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

67



##### Activity 3E: Relationship warning signs

76

##### Activity 3F: Love troubles

83

##### Activity 3G: When relationships end

95

	<b>Topic 4: Communication skills</b>	102
	Activity 4A: Did I say that?	104
	Activity 4B: Using assertive statements	110
	<b>Activity 4C: Active listening</b>	114
	<b>Activity 4D: Intimacy and consent</b>	121
	Activity 4E: Talking about sex and sexual health	130
	<b>Topic 5: Parenting and long-term commitments</b>	137
	<b>Activity 5A: Becoming a parent: needs and responsibilities</b>	139
	Activity 5B: Parenting true or false quiz	144
	Activity 5C: Strength in raising a baby	148
	<b>Activity 5D: Ready for parenting</b>	151
	Activity 5E: Quality parenting program	155
	Activity 5F: Teenage fathers	159
	<b>Glossary</b>	166
	<b>References</b>	168

## 1A

Activity: Healthy and unhealthy friendship behaviours<sup>(2)</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: 10+

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
- Large pieces of 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 – a small amount of reading is required 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 things as a result of peer pressure, we might feel guilty, embarrassed or even scared.

5. Write ‘peer pressure’ in the middle of a large piece of 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 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

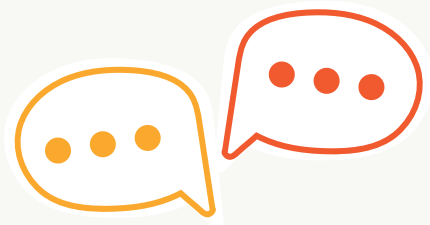
What are some things that friends might say or do that can influence a friendship in an unhealthy way?

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, **ask the participants:** *What are the main things you learnt from this activity?*
  10. Conclude the activity by reading out any key messages they did not mention:
    - 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.





## 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 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 pressure each other to do things. 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.** No one should be pressured to do something they don't want to. 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 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).

## 3E

Activity: Relationship warning signs<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: 12+

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 warning signs

### 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 warning signs 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

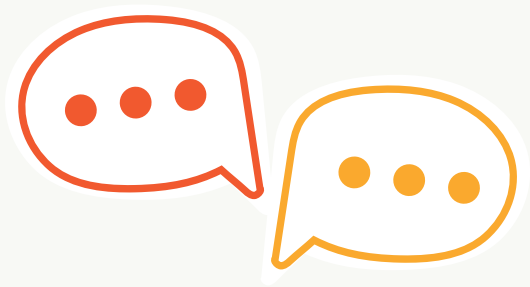
11. To close the activity, **ask the participants:** *What are the main things you learnt from this activity?*

12. Conclude the activity by reading out any key messages they did not mention:

- 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.

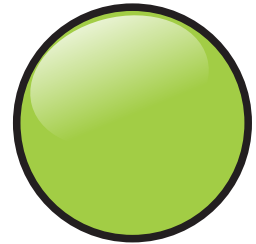


## Handout 3E: Relationship warning signs

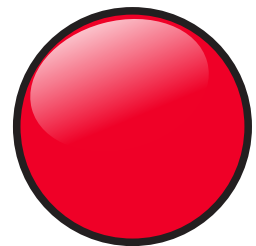
## Instructions:

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

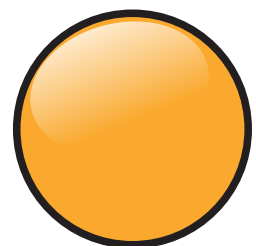
GREEN (Go!)  
Healthy



RED (Stop!)  
Unhealthy



YELLOW (Wait)  
Not sure/early warning sign  
/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		