

#### 4. Title: Adolescent Relationships

##### Short Description/Overview

Adolescents entering into their first romantic/sexual relationship often lack the skills and knowledge needed to establish a quality and fulfilling relationship with a partner. It is essential not only to talk about the negative outcomes of a relationship but also to help them to learn more about the positive side and benefits of a relationship. Young people usually have difficulties in recognizing what a quality relationship looks like. This activity is adapted from CESI manual Better Safe than Sorry: Prevention of teen-dating.

**Themes:** romantic relationships, healthy relationship

**Time:** 30 – 40 minutes

**Group size:** 12 – 20 participants

##### Objectives:

Students will become aware of the factors that make a relationship successful as well as those that can contribute to the failure of a relationship.

##### Materials Needed:

- Flipchart papers
- Markers
- Drawing of a boat on the flipchart paper

##### Comments/Recommendations:

This activity is a part of the module on healthy and unhealthy relationship and should also include activities aimed at understanding the way social concepts about the roles of men and women relate to violence. This module is a basis for the module on teen dating violence.

##### Step-by-step:

1. Ask students to try to remember any romantic relationship (it is not necessary for them to have had a relationship with a partner). Write on the flipchart the following question: What makes a relationship between two persons successful? Respondents have a few minutes to brainstorm while the facilitator writes down their answers on the flipchart.

The facilitator should draw a boat on the flipchart in order to depict a romantic relationship.

2. The drawing of a boat represents a relationship. As certain conditions enable a boat to sail (e.g. sea, fuel) so does a relationship need certain prerequisites. Ask students to list one condition that is needed for a relationship (e.g. respect) and write it down in the boat's hull.



Point out that there are some things that can destroy a relationship, like a boat can be damaged by hitting the rocks. Ask them to name one thing that can destroy a relationship (e.g. lies) and write it down on the drawing below the boat in the sea.

Divide the group into small groups and ask each group to work on the same type of relationship i.e. an adolescent relationship. Their task is to remember romantic relationships

3 that their peers have or they themselves have/or had. Each group will draw a boat and:

- write down 5 things that make a relationship successful (in the hull of the boat)
- write down 5 things that can destroy a relationship (in the sea beneath the boat).

Once the groups finish with their work, they can display the posters for other groups to see.

Finish the activity with a discussion. Possible questions for the discussion:

- What do you notice when looking at positive and negative things on the posters?
- Which qualities are hardest to find in a partner or in a relationship?
- Did you learn anything new from this activity?

### Debriefing and evaluation

Participants will become aware of the components that can lead to a successful and fulfilling relationship as well as those that can destroy it.

### Tips for facilitators

This module concerns adolescents who are either already in a romantic/love relationship or not. Before starting this activity, the trainer should explain to young people the issues that are going to be discussed and emphasize that issues which will be discussed are important for all of us, for young people who have not yet started a relationship and for others who may have had a relationship for quite some time.