

Facilitator Script: Healthy Relationships & Whole Person Wellness

Welcome

Opening & Beading (10 minutes)

Activity: Teach the group how to bead (or demonstrate one key step).

Talking point while working:

“When we are working with beads, we choose each bead carefully. Relationships are like that too — built with kindness, respect, and listening.”

Say:

“Today we’re going to talk about what makes relationships healthy, how to spot unhealthy behaviors, and how to take care of ourselves when things get tough. Relationships can be with friends, family, partners, or even ourselves. Some parts may feel heavy, so remember it’s okay to step out, take a breath, or just listen.”

2. What Makes Relationships Healthy? (10 min)

Ask:

“What do you think makes a relationship healthy? This could be with a friend, family member, or partner.”

For younger kids (6–10): “How do you know when someone is being a good friend?”

For older youth (11–17): “What’s one sign that tells you a relationship is respectful and supportive?”

Facilitator writes responses on chart paper or board.

If needed, prompt with communication, respect, honesty, kindness, enjoying time together, making choices together.

Say:

“All relationships fall on a spectrum some are healthy, some are unhealthy, and some can be harmful. Our goal is to recognize the difference.”

3. Spotting Unhealthy Behaviors

Say:

“Now let’s think about the other side when relationships are not healthy. Sometimes people are treated badly by friends, family, or partners.”

Show a short scenario (video if possible, or read aloud):

Example for younger kids: “*Your friend always says you can’t play with anyone else or they won’t be your friend.*”

Example for teens: “*A partner checks your phone constantly and gets mad if you don’t reply right away.*”

Ask: “What’s unhealthy here? How might that make someone feel?”

For younger youth: draw an emoji

Write student answers (jealousy, controlling, unkind words, hitting, isolating, pressure).

Say:

“Remember: If someone is treated badly, it’s never their fault. We all deserve respect.”

Say:

“Unhealthy relationships don’t just happen with friends, family, or when dating they can also show up as **bullying**. Bullying is when someone keeps hurting, teasing, or leaving someone out on purpose. It’s about trying to control or hurt another person. Bullying can be:

- **Physical** (hitting, pushing)
- **Verbal** (name-calling, threats)
- **Social** (leaving someone out, spreading rumors)
- **Digital** (mean messages, posts, or group chats).”

Ask younger kids (6–10):

- “What’s something a bully might do at school or on the playground?”
- “What’s a kind way we can respond?”

Ask teens (11–17):

- “What’s the difference between joking around and bullying?”
- “How can you support a friend if they’re being bullied?”

Key Point:

“Bullying is not okay. Just like in unhealthy relationships, the person being bullied is not at fault. We all deserve to feel safe and respected.”

Where Kids & Teens Can Report Bullying**Say (for all ages):**

“If you ever feel unsafe, or if someone is bullying you or a friend, it’s important to tell a trusted adult. Keeping it to yourself can make you feel worse. Talking about it helps stop it.”

Examples of Trusted Adults:

- Parents, grandparents, or guardians
- Teachers, coaches, or school staff
- A school counselor or principal
- A youth leader, community mentor, or elder

For teens (11–17):

- If bullying happens online, report it in the app (social media, gaming, texting). Almost every platform has a “report” or “block” feature.
- If bullying involves threats, stalking, or physical harm → it may be a legal issue. Say: “If someone is in danger, call 911 or go to law enforcement right away.”

For younger kids (6–10):

Use simple language: “If someone is being mean to you on purpose, hurting you, or not letting you play, go to a teacher or a grown-up you trust and tell them what’s happening. That’s not tattling — that’s keeping yourself safe.”

Say:

“Bullying is never okay. If it happens, the best thing you can do is tell a trusted adult right away. Who are some trusted adults you could go to?” (Let them name teachers, parents, aunties, coaches, etc., and write them down).

Consent & Boundaries Practice

Say:

“Boundaries are the rules we set for how we want to be treated. Consent means asking permission and respecting the answer. This is true in all relationships with friends, family, and partners.”

Younger kids (6–10): Pair up and practice saying:

- “Can I use your marker?”
 - “Is it okay if I sit next to you?”
- Then practice saying “yes” or “no” respectfully.

Older youth (11–17): Pair up and discuss:

- “How would you ask for consent when holding hands, borrowing something, or wanting more time together?”
- Introduce **FRIES** (Freely given, Reversible, Informed, Enthusiastic, Specific).

Debrief: “How did it feel to ask? How did it feel to answer?”

5. Taking Care of Yourself (10 min)

The medicine wheel teaches us that we are healthiest when all four parts of our life are in balance. If one part is ignored or hurt, it can throw off the others.”

2. Define the Four Parts

Physical: eating, sleeping, moving your body

Emotional: talking about feelings, being kind to yourself

Mental: learning new things, positive self-talk, asking for help when stressed

Spiritual: traditions, culture, prayer, time in nature

3. Group/Individual Activity

Give each student a blank wheel.

Prompt: “What’s one thing you can do in each part that helps you feel calm, safe, and strong in your mind?”

Examples:

Physical → “go outside to run when I feel stressed”

Emotional → “tell a trusted adult if I’m upset”

Mental → “take a break from social media when it makes me feel bad”

Spiritual → “listen to songs or go in nature when I need peace”

4. Connect to Relationships

Facilitator asks:

“How do good friends or family help us keep these parts strong?”

“How do unhealthy relationships make it harder to take care of our mental health?”

Examples to guide:

A healthy friend encourages you to rest when you’re tired (physical)

An unhealthy friend makes fun of you when you’re sad (emotional)

A healthy friend listens when you’re stressed (mental)

An unhealthy partner pressures you to give up traditions (spiritual)

5. Wrap-Up Reflection

Facilitator says:

“Taking care of your mental health means caring for your whole self. Healthy relationships help your medicine wheel stay balanced. Unhealthy ones knock it out of balance.”

Closing Circle – You Rock! (5 min)

Say:

“We covered a lot today — healthy relationships, spotting unhealthy ones, setting boundaries, and caring for ourselves. Let’s close with affirmations.”

Activity: Go around the circle. Each person gives a shout-out:

- “I rock because...”

Say:

“Remember — everyone deserves healthy relationships, and you are not alone