

Making the Connection between Relationship and Sex Education

Relationship Smarts Plus & Be Proud! Be Responsible! Be Protective!

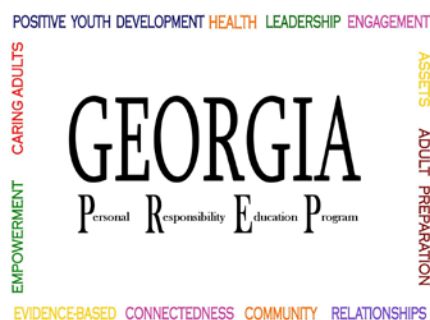
Some of the topics addressed in both *Be Proud! Be Responsible! Be Protective! (BPBRBP)* and *Relationship Smarts Plus (RS+)* may reinforce similar points or provide opportunities to build on points already made. The purpose of this resource is to illustrate which concepts from each curriculum can be connected in order to facilitate the promotion of healthy sexual decision-making and practices *within* the context of healthy couple relationships.

Depending on your program implementation design, you can use this resource as follows:

- For programs implementing RS+ *prior to* BPBRBP, refer to the guide beginning on page 2. While adhering to the fidelity of the BPBRBP curriculum, facilitators can remind teens of the RS+ topics previously discussed as a way to reinforce similar points and skills.
 - For programs implementing BPBRBP *prior to* RS+, refer to the guide beginning on page 11. While following the guides of the RS+ program, facilitators can remind teens of the BPBRBP topics previously discussed as a way to reinforce similar points and skills.
-



Prepared by Dr. Ted G. Futris, Helen M. Gras, and Tara Sutton in the Department of Human Development and Family Science at the University of Georgia. Please direct questions to Dr. Ted Futris at tfutris@uga.edu



Funding for this publication was made possible by the Georgia Department of Human Services PREP Initiative through a grant from the U.S. Department of Health and Human Services, Administration of Family and Youth Services, Family and Youth Service Bureau, CFDA# 93.092

Connecting Points From Relationship Smarts When Teaching Be Proud! Be Responsible! Be Protective!	
OVERVIEW	
Be Proud! Be Responsible! Be Protective!	Relationship Smarts Plus (RS+)
Module 1.C (p. 33) Program Introduction	<ul style="list-style-type: none"> • Lesson1 (1.1, 1.2, 1.3) • Lesson 2 (2.1, 2.2, 2.3)
Module 3.B (p. 62) Goals and Dreams – Magic Box	<ul style="list-style-type: none"> • Lesson 1 (1.1, 1.2, 1.3) • Lesson 2 (2.1, 2.2, 2.3)
Module 3.D (p. 68) “He said He Love Me: A Portrait of Personal Vulnerability” and “Tanisha & Shay” Films and Discussion	<ul style="list-style-type: none"> • Lesson 3 (3.2, 3.3, 3.4) • Lesson 4 (4.1, 4.2, 4.3) • Lesson 6 (6.1, 6.2)
Module 4.D (p. 81) Baby Talk (DVD and Discussion)	<ul style="list-style-type: none"> • Lesson 11 (11.1, 11.2, 11.3, 11.4, 11.5, 11.6) • Lesson 12 (12.3)
Module 4.E (p. 82) Life Plan/Time Line Activity	<ul style="list-style-type: none"> • Lesson 1 (1.1, 1.2, 1.3) • Lesson 12 (12.3)
Module 5.D (p. 99) Men vs. Women: Sexual Politics	<ul style="list-style-type: none"> • Lesson 2 (2.3)
Module 6.B (p. 106) Why Be Concerned About Teen Pregnancy and Motherhood	<ul style="list-style-type: none"> • Lesson 8 (8.1, 8.2, 8.3, 8.4, 8.5, 8.6) • Lesson 11 (11.1, 11.2, 11.3, 11.4, 11.5, 11.6) • Lesson 12 (12.3)
Module 6.E (p. 119) Letter to My Baby	
Module 7.E (p. 137)	<ul style="list-style-type: none"> • Lesson 3 (3.2, 3.3) • Lesson 6 (6.1, 6.2)
Module 8.B (p. 148) Using the S.T.O.P. Technique/Role-Play/“Wrap It Up” Teen Condom Negotiation	<ul style="list-style-type: none"> • Lesson 1 (1.4) • Lesson 6 (6.2, 6.4) • Lesson 8 (8.6)
Module 8.C (p. 165) Reviewing Important Points for Talking with Partners About Condom Use or Abstinence	<ul style="list-style-type: none"> • Lesson 9 (9.3, 9.4, 9.5) • Lesson 10 (10.1, 10.2, 10.3, 10.4)

Be Proud! Be Responsible! Be Protective!

Module 1

Module 1.C (33) Program Introduction

Students brainstorm what it means to be proud, responsible, and protective. Instructor emphasizes being proud is to have self-worth and dignity, being responsible is being dependable, dedicated, and taking care of your baby, and being protective is protecting your child both during pregnancy and after birth. Teens also discuss the benefits and challenges of being a teen mother.



Connection to Relationship Smarts

- **Lesson 1** (1.1, 1.2, 1.3) The goals, obstacles, solutions to obstacles, and supports the teens listed for the Possible Selves Tree can be used as a base for brainstorming responses.
- **Lesson 2** (2.1, 2.2, 2.3) Remind teens of the discussion on mature behaviors and the importance of personal values. Expand on these thoughts by discussing how proud and responsible decisions are those that reflect the values they have already identified.
- **Lesson 12** (12.3) If not mentioned, remind teens about the success sequence they created in RS Lesson 12. Explain that planning for the future is an example of proud and responsible behavior for themselves and their child.

Be Proud! Be Responsible! Be Protective!

Module 3

Module 3.B (62) Goals and Dreams – Magic Box

Teens reflect on the importance on having dreams and goals. Further, students identify several dreams they have for their own lives and for the lives of their children. This lesson highlights the importance of planning and organizing when trying to reach a goal.



Connection to Relationship Smarts

- **Lesson 1** (1.1, 1.2, 1.3) The goals, obstacles, solutions to obstacles, and supports from the Possible Selves Tree activity can be used as a base for identifying goals and dreams during the Magic Box activity.
- **Lesson 2*** (2.1, 2.2, 2.3) Remind teens that mature behavior and an understanding of one's own personal values are very important in both deciding what one's goals are and in overcoming obstacles to these goals. The lesson allows teens to begin thinking about the consequences of their actions.
- **Lesson 11*** (11.1, 11.2, 11.3, 11.4, 11.5, 11.6) As teens think about the goals they have for themselves and for their children, remind them of RS+ Lesson 11 when they explored the impact of parental relationships children. Emphasize the positive changes teen parents can make in their lives through goal-setting; these goals will also have a positive impact on the lives of their children.
- **Lesson 12** (12.3) Remind teens that the success sequence can be used as a guide when developing a timeline and order for achieving goals. Following the success sequence would also be beneficial for the children of teen mothers as positive outcomes for parents translates into better outcomes for their children.

Be Proud! Be Responsible! Be Protective!

Module 3

Module 3.D (68) “He Said He Loved Me: A Portrait of Personal Vulnerability” and “Tanisha & Shay” Film and Discussion

The students watch two DVDs on the consequences of unprotected sex. In the first video, five young women share the story of how they contracted HIV from a partner they thought was healthy as a result of having unprotected sex. In the second video, a teen girl finds out she is pregnant and has to weigh her options for her future. Youth discuss the consequences of pregnancy for Tanisha, Shay, and Tanisha’s mom.



Connection to Relationship Smarts

- **Lesson 3*** (3.2, 3.3, 3.4) In this lesson, teens learn the consequences of basing a romantic relationship on sex and learn the difference between love and infatuation. Point out to teens that some of the girls in the first video may have confused their feelings of infatuation with love and made unwise decisions as a consequence. Have teens reflect on how the situation might have been different if the girls in the video had romantic relationships based on real love and respect.
- **Lesson 4** (4.1, 4.2, 4.3) Remind teens about the three sides of love (chemistry, friendship, and trust and commitment) and about true love and intimacy. Have teens reflect on the consequences of having sex in the context of a relationship that is not based on love or is missing one of the sides of the triangle and how this relates to the “He Said He Love Me...” video.
- **Lesson 6*** (6.1, 6.2) Remind teens of the difference between “sliding” and “deciding” and point out that the teens in both videos have slid into negative consequences by either not knowing their partners very well or by failing to consciously make a plan for sexual decisions.
- **Lesson 11*** (11.1, 11.2, 11.3, 11.4, 11.5, 11.6) Teens engage in activities that help them explore the impact of parental relationships on children as well as the consequences for children of having young parents. In the *Tanisha and Shay* video, Tanisha understands the affect she had on her mother who was a teen mom and the difficulty ahead for her and her child. If not covered, remind teens of some outcomes of teen pregnancy and parenting for the child and teen parents as discussed in this lesson and what Tanisha can do to raise a healthy, happy child. Also, remind teens of the positive influence of fathers and how these may apply to Shay.
- **Lesson 12** (12.3) Remind teens of the success sequence and tell them to think about its relationship to Tanisha and Shay’s situation when answering the questions in the activities.

Be Proud! Be Responsible! Be Protective!

Module 4

Module 4.D (81) Baby Talk (DVD & Discussion)

The students watch a DVD about a young mother's unexpected pregnancy. She discusses her expectations as well as the effect of becoming a mother on her hopes, dreams, and future plans.



Connection to Relationship Smarts

- **Lesson 11*** (11.1, 11.2, 11.3, 11.4, 11.5, 11.6) Remind teens of the discussion on the impact of parental relationships on a child's well-being as they think about how their goals for themselves and for their children will affect their child's future. Emphasize the positive changes teen parents make to prevent negative consequences for their children.
- **Lesson 12** (12.3) Remind teens of the success sequence for teen parents, which can help them be more successful in meeting future goals, including the goal of being a good parent. Following the success sequence would also be beneficial for the children of teen mothers as positive outcomes for parents translates into better outcomes for their children

Be Proud! Be Responsible! Be Protective!

Module 4

Module 4.E (82) Life Plan/Time Line Activity

Students think about their own life time line and how significant events have impacted their lives. Teens are encouraged to think about goals for 5 years from now and for 10 years from now, including what type of mother they would like to be in the future.



Connection to Relationship Smarts

- **Lesson 1** (1.1, 1.2, 1.3) The goals, obstacles, solutions to obstacles, and supports from the Possible Selves Tree activity can be used as a base for identifying goals and dreams. Remind teens of the goals and obstacles to the goals they discussed during the Possible Selves Tree activity. Teens may use those goals and obstacles as a base for the Life Plan/Time Line activity.
- **Lesson 12** (12.3) The success sequence can be used as a guide when developing a timeline and order for achieving goals. Following the success sequence would also be beneficial for the children of teen mothers as positive outcomes for parents translates into better outcomes for their children.

Be Proud! Be Responsible! Be Protective!**Module 5****Module 5.D (99) Men vs. Women: Sexual Politics**

Teens discuss the influence of gender and culture on an individual's attitudes and beliefs about contraception use. Students discuss different norms and values associated with gender roles and the ways this impacts sexual decision making

**Connection to Relationship Smarts**

- **Lesson 2*** (2.3) In the Values Auction activity, teens explored how personally relevant they found a variety of values. Discuss how culture and gender affect our values which in turn influence behaviors related to sex and relationships.

Be Proud! Be Responsible! Be Protective!

Module 6

Module 6.B (106) Why Be Concerned About Teen Pregnancy and Motherhood

Students brainstorm positive aspects as well as challenges of being young mothers in small groups. Then, students discuss ways to overcome challenges and be a positive influence for their child.

Module 6.E (119) Letter to My Baby

Teens write a letter to their baby in which they share their hopes and dreams for the child as well as ways they plan to provide a safe and healthy future for their baby.



Connection to Relationship Smarts

- **Lesson 8*** (8.1, 8.2, 8.3, 8.4, 8.5, 8.6) Ask teens to think back to the discussion about break ups and dating abuse. Tell teens that, depending on the situation, breaking up could be one way to overcome challenges and empower themselves. This is especially true if the relationship involves abuse.
- **Lesson 11*** (11.1, 11.2, 11.3, 11.4, 11.5, 11.6) Have teens reflect on this lesson as they think about how their goals for themselves and their children will affect their child's future. Also, remind teens how parenting impacts outcomes for children of young mothers as they brainstorm challenges associated with parenting. Make sure to emphasize the positive changes parents can make through goal-setting to avoid negative consequences for their children.
- **Lesson 12** (12.3) Remind teens of the success sequence for teen parents, which can help them be more successful in dealing with challenges and obstacles and in reaching their future goals and dreams related to parenting. Following the success sequence would also be beneficial for the children of teen mothers and makes a healthy future for both mother and child more likely.

Be Proud! Be Responsible! Be Protective!**Module 7****7.E (137) What Gets in the Way of Proud, Responsible, and Protective Sexual Behavior?**

Teens discuss various factors that get in the way of engaging in safe sex behavior including the use of alcohol and drugs and the choice of sexual partner.

**Connection to Relationship Smarts**

- **Lesson 3* (3.2, 3.3):** Remind teens that basing a relationship on sex (the inverted pyramid) may get in the way of responsible sexual behaviors. Also, remind teens that infatuation chemicals are another possible barrier to proud, responsible, and protective behavior.
- **Lesson 6* (6.1, 6.2):** As teens brainstorm factors that get in the way of proud, responsible, and protective sexual behavior, remind them that getting involved with a partner too quickly and “sliding” into a relationship may be one barrier to safe sex behavior.

Be Proud! Be Responsible! Be Protective!

Module 8

Module 8.B (148) Using the S.T.O.P. Technique/Role-Play/"Wrap It Up" Teen Condom Negotiation

Students are introduced to the S.T.O.P. technique when discussing safe sex with a partner; this technique involves saying "no" to unsafe behavior, talking it out, offering explanations, and providing alternatives. Students are taught how to say "no" effectively. Also, students watch a film about a couple negotiating condom use and discuss how effectively S.T.O.P. was used by the characters. Last, students then practice refusal skills using a role play

Module 8.C (165) Reviewing Important Points for Talking with Partners about Condom Use or Abstinence

Teens are provided with suggestions for talking to a partner about using condoms. Further, students are provided with tips for applying the communication and negotiation skills they have learned.



Connection to Relationship Smarts

- **Lesson 1** (1.4) Remind teens of the skills learned in this lesson for dealing with peer pressure. Tell the teens you are going to expand on the pressure situation skills by teaching negotiation techniques for discussing safe sex and sexual decisions with a partner.
- **Lesson 6*** (6.2, 6.4) Teens can be reminded of effective conflict resolution tactics as well as ineffective tactics that should be avoided when using refusal skills with a partner. Also, tell teens that the low-risk deciding approach is a good way to approach decision making about sex and contraception use in romantic relationships.
- **Lesson 8*** (8.6) Remind teens of the possibility that their "no" will be met with a disrespectful response from their partner. This lesson can remind them how to deal with disrespect from a romantic partner.
- **Lesson 9*** (9.3, 9.4, 9.5) Remind teens of the time-out skills and the speaker-listener technique, and tell them to remember these skills when discussing sexual behavior with a partner so that both members of the couple feel heard and understood without becoming overwhelmed.
- **Lesson 10** (10.1, 10.2, 10.3, 10.4) Remind teens that saying "no" to sexual intercourse (especially when a partner does not want to use protection) or having a disagreement with a partner does not mean the relationship is in danger; rather, managing and negotiating issues in a relationship is a sign of a good, healthy relationship. Also remind teens that it is okay to complain about aspects of a romantic relationship every now and then, and that there are more and less effective ways to do so. Also, remind teens of negative communication patterns to look out for when discussing sex with a partner; these may be signs of a dangerous, unhealthy relationship.

Connecting Points From Be Proud! Be Responsible! Be Protective! When Teaching Relationship Smarts	
OVERVIEW	
Relationship Smarts Plus (RS+)	Be Proud! Be Responsible! Be Protective!
Lesson 1 (1) Who Am I and Where Am I Going?	<ul style="list-style-type: none"> • Module 1 (C) • Module 2 (A) • Module 3 (B & D)
Lesson 2 (23) Maturity Issues and What I Value	<ul style="list-style-type: none"> • Module 1 (C) • Module 3 (B) • Module 4 (E)
Lesson 3 (45) Attractions and Infatuations	<ul style="list-style-type: none"> • Module 3 (B & D)
Lesson 4 (75) Love and Intimacy	<ul style="list-style-type: none"> • Module 3 (B)
Lesson 5 (107) Principles of Smart Relationships	<ul style="list-style-type: none"> • Module 8 (B)
Lesson 6 (135) The Low-Risk Approach to Relationships: Decide, Don't Slide!	<ul style="list-style-type: none"> • Module 3 (B & D) • Module 4 (E)
Lesson 7 (175) Is it a Healthy Relationship?	<ul style="list-style-type: none"> • Module 3 (B & D)
Lesson 8 (199) Breaking Up and Dating Abuse	<ul style="list-style-type: none"> • Module 3 (B) • Module 6 (B)
Lesson 9 (237) A Foundation for Good Communication	<ul style="list-style-type: none"> • Module 3 (C) • Module 4 (E)
Lesson 10 (277) Communication Challenges and More Skills	<ul style="list-style-type: none"> • Module 6 (B) • Module 7 (E)
Lesson 11 (313) Through the Eyes of a Child	<ul style="list-style-type: none"> • Module 1 (C) • Module 3 (B & D)
Lesson 12 (367) Looking Towards the Future: Healthy Relationships and Healthy Marriages	<ul style="list-style-type: none"> • Module 3 (B) • Module 4 (E)
Lesson 13 (407) Follow Your North Star	<ul style="list-style-type: none"> • Module 3 (B) • Module 4 (E)

Relationship Smarts

Lesson 1: Who Am I and Where Am I Going?

Students brainstorm who they are now, who they want to be in the future, and who is supporting them in that process. They also brainstorm various people or actions that could act as obstacles to their goals and dreams and what they will do to avoid/overcome those obstacles. Also, in 1.4, teens brainstorm ways to remain true to themselves when put in tough situations involving peer pressure. They evaluate the risks associated with their different choices.



Relationship Smarts

Lesson 2: Maturity Issues and What I Value

Teens discuss maturity, evaluate their own maturity, and explore what values are important to them.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 1.C:** Remind teens of their answers to what it means to be proud, responsible, and protective, and ask them how those answers might overlap with maturity.
- **Modules 3.B:** If teens are have a hard time choosing values, remind them of their goals and dreams and how that might indicate or reflect their choices in values.
- **Module 4.E:** If teens are having a hard time deciding what kind of person they are looking for during the Personal Ad activity, remind them of their life plan and time line and encourage them to choose traits and characteristics that fit their future plans.
- **Module 5.D:** As teens think about their values, remind them of the Sexual Politics module. In this module, they learned how both culture and gender can influence our personal values. Have teens think about how their own personal values are impacted by their gender or culture.
- **Module 6.E:** Remind teens of what types of things they wanted for their children in the Letter to My Baby when discussing the values auction. Hopes and dreams a parent has for their child can impact the values they hold for themselves.
- **Module 8.B:** If teens are having a hard time coming up with responses for mature behavior, remind teens of the types of responses given during the S.T.O.P. technique. Tell teens that being able to discuss safe sex practices with a partner is a sign of maturity. Further, if a partner refuses to have safe sex, this is a sign that they are immature.

Relationship Smarts

Lesson 3: Attractions and Infatuations

Teens identify characteristics of a healthy relationship and negative consequences of having sex too soon. They also explore brain chemistry as a reason why teens may have sex too soon.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 3.B:** Remind teens of the discussion of their hopes, wishes, goals and dreams. Point out that skipping any steps in the relationship pyramid can be an obstacle to their long-term relationship goals, such as being in a committed relationship or falling in love.
- **Module 3.D:** Instructors may ask teens to think back to the women in the *He Said He Loved Me* video and explain that some of these women may have started their relationships with the inverted pyramid. Explain that they will now discuss the costs associated with starting a relationship with sex. Also remind teens of the *Tanisha and Shay* video. Have teens think of the consequences for the child and for themselves when an unplanned pregnancy occurs in a relationship that is based on sex (the inverted pyramid).

Relationship Smarts

Lesson 4: Love and Intimacy

Teens explore different types of love and different aspects of genuine love. They also learn about what it takes to build this kind of love.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 3.B:** Remind teens of the discussion of their hopes, wishes, goals and dreams. Explain to them that you will now be discussing the three sides of love and how missing one part of the love triangle in their own relationship can be an obstacle to their long-term relationship goals, such as being in a committed relationship or falling in love. As well, a relationship that is more than just physical will involve mutual support for each other's hopes, wishes, goals and dreams.
- **Module 8.B:** Ask teens to think back to the condom negotiation video. Point out that a relationship that has all sides of the love triangle is more than just physical, would involve trust from both people to respect each other's wishes and desires for safe sex.

Relationship Smarts

Lesson 5: Principles of Smart Relationships

This lesson focuses on seven principles teens should adhere to when seeking a smart relationship.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 8.B:** Ask teens to think back to the condom negotiation video. Explain to teens that, at the beginning of this video, when the young man initially refuses to wear a condom, he was not abiding by the 7 Principles, especially Principles #3 (don't change someone else), #4 (don't change yourself), #6 (don't pressure someone) and #7 (expect respect). Point out that being with a partner who pressures you to have sex when you are not ready or pressures you to have unsafe sex is a "Not-So-Smart" relationship choice.

Relationship Smarts

Lesson 6: The Low-Risk Approach to Relationships: Decide, Don't Slide!

Teens discuss the importance of getting to know someone and consciously making the decision to date them.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 3.B:** Remind teens of their hopes, wishes, goals and dreams; explain that teens should have a clear idea of who they want to be and what values they hold in order to avoid “sliding” into a relationship with an unsupportive partner.
- **Module 3.D:** Have teens think back to the *Tanisha & Shay* DVD. Ask teens to discuss how this teen couple slid into an unplanned pregnancy and what they can do to prevent sliding into other relationship decisions like a repeat teen pregnancy. Have teens discuss the consequences of sliding in this scenario and how this could have been avoided (i.e. waiting to have sex again, taking the time to communicate about each other’s future wants and needs, using protection, etc.). You may walk the teens through these same questions while thinking about how sliding led to the consequences seen in the *He Said He Loved Me* DVD.
- **Module 4.E:** Before playing the baggage game (6.5), remind teens of the discussion about their past experiences described in the Life Plan/Time Line activity. Instructors may ask the teens to think about how their previous experiences shaped the baggage they bring into a relationship.
- **Module 7.E:** Remind teens of the discussion about what gets in the way of proud and responsible sexual behavior. Explain that they will now discuss the concept of sliding and how sliding may lead to many behaviors that are not proud or responsible.
- **Module 8.B:** When discussing communication and conflict, let teens know that the S.T.O.P. technique is a good way to calmly solve disagreements with a partner, especially in situations where the teen feels pressured to do something they do not want to do (like have unsafe sex). Using S.T.O.P. can help teens from becoming avoidant in talks with their partner.

Relationship Smarts

Lesson 7: Is It a Healthy Relationship?

Teens explore the differences between unhealthy and healthy relationships.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 3.B:** Remind teens of their hopes, wishes, goals and dreams; explain that healthy relationships will involve mutual support for each other's goals and dreams. Explain that they will now discuss additional signs of healthy relationships.
- **Module 3.D:** Before discussing 7.1, remind teens of the *He Said He Loved Me* video; explain that they will now explore aspects of healthy relationships that are unconditional, supportive, or more-than-physical.
- **Module 8.B:** During the Unmet Needs activity, remind teens that they can use the S.T.O.P. technique to identify consequences and alternatives to physical affection/sex when they are trying fulfill unmet needs. As well, remind them that they can use the S.T.O.P. technique if they feel they are being pressured by a partner to be affectionate or have sex due to the other person's unmet emotional needs. Using S.T.O.P. can allow teens to help a partner with unmet needs come up with alternatives that both partners are comfortable with.

Relationship Smarts

Lesson 8A: Breaking Up

Teens brainstorm when to break up, why to break up, how to break up, and what to do after they break up.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 3.B:** When brainstorming why people break up in RS 8.1, remind teens of their hopes, wishes, goals and dreams, and explain that if their partner does not fit in with their ideas for the future, it may be best to break up. Tell them you will discuss further reasons to break up in this lesson.
- **Module 6.B:** Ask teens to think back to the discussion about what they are doing to empower themselves and overcome challenges in their lives; explain that, depending on the situation, breaking up could be one way to overcome challenges and empower themselves.
- **Module 8.B:** Remind teens of the S.T.O.P method and refusal skills learned in this lesson. Explain that these skills may be used during a break-up. If not mentioned, suggest to teens that it is probably best to break up with a partner if they continually refuse to use a condom. The same is true of a partner continually pressuring them to have sex after they express the desire to wait.

Lesson 8B: Dating Abuse

Teens learn to recognize signs of dating abuse and how to prevent it or help a friend.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 8.B:** Having a partner who continually pressures you to have sex when you are not ready or refuses to wear condoms or use protection during sex is a red flag. A partner who is pressuring you sexually is one instance in which the line of respect needs to be drawn. Make sure to point out the risks if they do not insist on respect. Also, remind teens that the S.T.O.P. technique can be used to demand respect from a romantic partner during heated conversations or arguments. In this case, teens would be saying “no” to controlling, abusive, or aggressive behaviors.

Relationship Smarts

Lesson 9: A Foundation for Good Communication

Teens learn how communication patterns develop and how the brain's reactions affect their communication patterns. They also learn how to overcome negative communication patterns or build on existing positive ones with the time-out skill, the speaker-listener technique, and using daily appreciations.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 3.C:** Remind teens that they acknowledged the risk of STDs, HIV and AIDS during this lesson; tell them that they will now discuss all steps in the problem solving model and learn how to apply it to tough conversations or situations, such as discussing STDs, HIV and AIDS with a partner.
- **Module 4.E:** When filling out the Communication Patterns Questionnaire, remind teens that they thought about their past experiences in the Life Plan/Time Line activity. Point out that our communication patterns are largely determined by our past experiences within our family and with other important people in our lives like friends and romantic partners.
- **Module 5.C:** Remind teens that they used problem solving skills during the Calling Koko: Sexual Health Advice Hotline activity; tell them they will now learn a structured model for problem solving.
- **Module 8.B:** Remind teens that during the S.T.O.P. activity they learned strategies necessary for negotiating and refusal skills. Emphasize that S.T.O.P. technique can also be used to communicate effectively with a partner. Using S.T.O.P. can help teens avoid mind-reading, name-calling, always/never statements, and blaming while at the same time having their own needs met. S.T.O.P. stresses using language to protect a relationship, offering explanations for ones complaints or refusals to engage in certain behavior, and providing alternatives which allows for both partners to have a chance to have their needs met while feeling.

Relationship Smarts

Lesson 10: Communication Challenges and More Skills

Teens explore the negative communication patterns that damage relationships and how to recognize them. They also discuss how to complain effectively in order to be heard, not ignored.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 6.B:** Remind teens of the discussion about challenges facing their hopes, wishes, goals and dreams. Explain that negative communication patterns can serve as challenges to reaching their goals. Tell them you are going to explore deeper the negative communication patterns people have and how to overcome them through recognition of negative patterns, learning and practicing effective complaining, and assessing a relationship's communication.
- **Module 7.E:** Remind teens of the barriers to excuses used to avoid condom use. Point out that conversations with a partner who is pressuring you to have unsafe sex or sex before you are ready will likely involve the Four Danger Signs, especially escalation, put-down/invalidation, and negative interpretations. Highlight that this is another reason that having a partner pressure you sexually is likely be part of or lead to an unhealthy relationship. Having a partner pressure you may even damage a previously healthy relationship.
- **Module 8.B:** Emphasize that S.T.O.P. technique can also be used to complain effectively to a partner. Using S.T.O.P. can help teens avoid mind-reading, name-calling, always/never statements, and blaming while at the same time having their own needs met. S.T.O.P. stresses using language to protect a relationship, offering explanations for ones complaints or refusals to engage in certain behavior, and providing alternatives which allows for both partners to have a chance to have their needs met while feeling heard by one another.

Relationship Smarts

Lesson 11: Through the Eyes of a Child

Teens explore how important parents are to children and how having a baby as a teenager would affect the child.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 1.C:** Remind teens of their answers to what it means to make proud, responsible and protective choices. Explain they will now explore how their choices affect their both the children they have now and any other children they may have in the future.
- **Module 3.B:** Remind teens of the goals and dreams they have for their children and focus on things teens can do to prevent these negative consequences from occurring.
- **Module 3.D:** Remind teens of the *Tanisha and Shay* DVD, and explain they will now discuss not just how pregnancy affects the future of the couple and their families, but also how pregnancy shapes the future of the baby as well.
- **Module 4.E:** Remind teens of this activity and how a repeat pregnancy may prevent them from reaching their goals; explain they will now look further into how another pregnancy may affect the child's goals and dreams and his/her success.
- **Module 6.B:** Ask teens to think back to the discussion about what they are doing to empower themselves and overcome challenges in their lives; explain that these actions they are taking to empower themselves will have positive consequences for their children as well.
- **Module 6.E:** Remind teens of the letter they wrote to their child; explain they will now explore further the goals and dreams they have for their children.

Relationship Smarts

Lesson 12: Looking Towards the Future: Healthy Relationships and Healthy Marriages

Teens discuss the sequence to success and ways to have a healthy, long-lasting marriage in the future, applying the principles learned in Relationship Smarts.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 3.B:** Remind teens that this activity taught them that they can reach their goals by planning, organizing, and making proud and responsible decisions. Tell them they will now walk through making that plan.
- **Module 4.E:** Remind teens of the potential obstacles they listed during the time line activity; Point out that the Success Sequence is a good way to both meet goals and to avoid obstacles.
- **Module 6.B:** Remind teens of their answers to the question about empowering themselves. Tell them they will now apply those answers to their life plan.
- **Module 6.E:** Remind teens of the hopes and dreams they had for their children. Explain that their life plans should reflect the hopes and dreams they have for their children as well as themselves.

Relationship Smarts

Lesson 13: Follow Your North Star

Teens develop a success plan for their lives, using what they've learned about themselves, what they want in a partner and in life.



Connection to Be Proud, Be Responsible, Be Protective!

- **Module 3.B and 4.E:** When developing their success plan in 13.2, remind teens of their hopes, wishes, goals and dreams and the time line activity; explain they will now expand on their timeline and put it into a definite plan for meeting their goals and dreams and becoming successful.
- **Module 6.B:** Remind teens of the answers they listed for empowering themselves; encourage them to use those answers to guide their success plans.