

Making the Connection between Relationship and Sex Education

Relationship Smarts Plus & Making a Difference

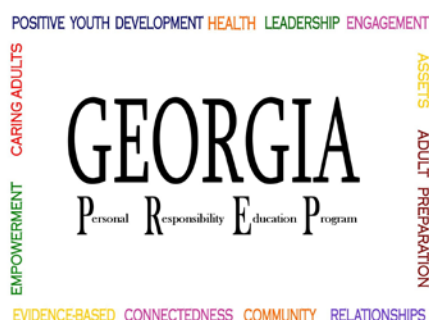
Some of the topics addressed in both *Making a Difference (MAD)* and *Relationship Smarts Plus (RS+)* may reinforce similar points or provide opportunities to build on points already made. The purpose of this resource is to illustrate which concepts from each curriculum can be connected in order to facilitate 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* MAD, refer to the guide beginning on page 2. While adhering to the fidelity of the MAD curriculum, facilitators can remind teens of the RS+ topics previously discussed as a way to reinforce similar points and skills.
 - For programs implementing MAD *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 MAD topics previously discussed as a way to reinforce similar points and skills.
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Connecting Points From Relationship Smarts When Teaching Making A Difference.

OVERVIEW

<i>Making A Difference (MAD)</i>	<i>Relationship Smarts Plus (RS+)</i>
1.D (40) Be proud! Be responsible! Brainstorm	<ul style="list-style-type: none"> • Lesson 1 (1.1, 1.2, 1.4) • Lesson 2 (2.1, 2.2, 2.3)
1.E (43) Brainstorming About Teens and Sex	<ul style="list-style-type: none"> • Lesson 3 (3.2, 3.3) • Lesson 4 (4.1, 4.2)
1.F (46) Goals and Dreams Timeline	<ul style="list-style-type: none"> • Lesson 1 (1.1, 1.2, 1.3, 1.4) • Lesson 2 (2.1, 2.2, 2.3)
1.G (50) Brainstorming Obstacles to Your Goals and Dreams	<ul style="list-style-type: none"> • Lesson 3 (3.2) • Lesson 6 (6.1) • Lesson 11 (11.3) • Lesson 13 (13.2)
2.B (58) Why Some Teens Have Sex	<ul style="list-style-type: none"> • Lesson 3 (3.3)
2.D (65) How Do People Express Their Sexual Feelings? What is Abstinence?	<ul style="list-style-type: none"> • Lesson 3 (3.3) • Lesson 4 (4.2) • Lesson 6 (6.2)
3.B (78) Your Valentine's Day Gift	<ul style="list-style-type: none"> • Lesson 5 (5.2) • Lesson 7 (7.1, 7.2) • Lesson 8 (8.6)
3.C (83) "Tanisha & Shay"	<ul style="list-style-type: none"> • Lesson 11 (11.1, 11.2, 11.3, 11.4, 11.5, 11.6) • Lesson 12 (12.3)
4.C (102) Stop, Think, & Act – Introduction to Problem Solving	<ul style="list-style-type: none"> • Lesson 1 (1.4) • Lesson 6 (6.1, 6.2) • Lesson 9 (9.2, 9.3, 9.4, 9.5)
4.D (106) Problem Solving in Pairs	<ul style="list-style-type: none"> • Lesson 10 (10.3, 10.4)
6.A (129) Seeing the Positive in Yourself	<ul style="list-style-type: none"> • Lesson 1 (1.1) • Lesson 2 (2.3)
7.A (149) Agree/Disagree – Understanding Peer Pressure	<ul style="list-style-type: none"> • Lesson 1 (1.4) • Lesson 2 (2.3)
7.B (152) Responding to Peer Pressure	<ul style="list-style-type: none"> • Lesson 8 (8.2, 8.4, 8.6)
7.D (162) Introduction to S.T.O.P and Scripted Role Plays	<ul style="list-style-type: none"> • Lesson 1 (1.4) • Lesson 6 (6.4) • Lesson 8 (8.6) • Lesson 9 (9.5) • Lesson 10 (1.3, 10.4)

Making A Difference

Module 1

Module 1.D (40) Making A Difference! Be Proud! Be Responsible! Brainstorm

Students brainstorm what it means to make a difference and be proud and responsible. Instructor emphasizes making a difference is acting on dreams and goals, being proud is being secure, confident, and valuing yourself, and being responsible is being dependable, committed, and trustworthy.



Connection to Relationship Smarts

- **Lesson 1** (1.1, 1.2, 1.4) The goals, obstacles, solutions to obstacles, and supports the teens came up with 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, and tell them you are going to expand on these thoughts by discussing making proud, responsible decisions while staying true to themselves.

Module 1.E (43) Brainstorming about Teens and Sex

Students identify reasons why teens might engage in sex. Some reasons may include “peer pressure,” “to express feelings to a partner,” “to experience physical pleasure,” “to feel loved,” and “to give support to a partner.”



Connection to Relationship Smarts

- **Lesson 3** (3.2, 3.3) One reason teens may choose to have sex is they may feel they are in love with the other person. Relationship Smarts provides information to distinguish love vs. infatuation.
- **Lesson 4** (4.1, 4.2) Remind teens of the difference between love and lust and how the outcomes of having sex for each of these reasons may be very different. Remind teens that lust sometimes feels like love.

Making a Difference

Module 1

Module 1.F (46) Goals and Dreams Timeline

Students reflect on their past, present, and future and understand how their present behavior will have an impact on what they will be doing 5 and 10 years from now. Students also identify a specific goal and concrete steps to achieve this goal. Instructors emphasize that our goals and dreams can be achieved by planning ahead, making proud choices, and being responsible.

Module 1.G (50) Brainstorming Obstacles to Your Goals and Dreams

Using their goals and dreams timeline, created in activity 1F, students reflect on possible obstacles to their goals and how they will avoid or overcome these obstacles in challenging situations. Instructors highlight pregnancy and STDs barriers to reaching goals.



Connection to Relationship Smarts

- **Lesson 1** (1.1, 1.2, 1.3, 1.4) The goals, obstacles, solutions to obstacles, and supports from the Possible Selves Tree activity can be used as a base for brainstorming. Teens create the Possible Selves Trees to visualize goals for the futures, ways to attain these goals, and possible obstacles to achieving their goals and dreams. Remind teens they can start making steps to meet their goals today.
- **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 before faced with choices to act upon.
- **Lesson 3** (3.2) The consequences of having sex too early in a relationship and the potential results of sexual intercourse such as HIV, STDs or unplanned pregnancy can be obstacles to one's goals and dreams.
- **Lesson 6** (6.1) This lesson allows youth to make informed decisions about the person to whom they are attracted. Making proud and responsible decisions is similar to the low-risk approach of "deciding" vs. the high-risk approach of "sliding" which may create obstacles to achieving their goals and dreams.
- **Lesson 11** (11.3) Students examine the needs of a young child, the importance of having both parents involved to meet those needs, and the challenges in meeting those needs as a teenager. The lesson and activities provide a context for thinking about the importance of making wise decisions now and how pregnancy may be an obstacle to reaching their own goals.
- **Lesson 13** (13.2) This lesson provides teens with the opportunity to plan a vision of where they are going and what they want. Remind teens of the success plans they created and expand on those ideas with the goals and dreams timeline.

Making a Difference

Module 2

Module 2.B (58) Why Some Teens Have Sex

Teens recall the brainstorm about teens and sex completed in activity 1.E. The instructor encourages participants to think of obstacles that could get in the way of them achieving their goals and dreams and helps them think of ways to overcome or reduce those obstacles. Exploring the various reasons teens have sex helps students recognize poor reasons for having sexual intercourse.



Connection to Relationship Smarts

- **Lesson 3** (3.3) One reason teens may choose to have sex is they may feel they are in love with the other person. Relationship Smarts provides information to distinguish real love from infatuation. If not mentioned, remind teens of the brain chemicals involved in sexual feelings and how those chemicals may make teens feel like they are in love, therefore they may feel the need or desire to have sex. Understanding this difference helps teens not act on feelings of infatuation.

Module 2.D (65) How Do People Express Their Sexual Feelings? What is Abstinence?

Teens brainstorm about ways to express feelings without having any type of sexual intercourse. This activity emphasizes the many ways to show love and affection that do not result in pregnancy or sexually transmitted infections.



Connection to Relationship Smarts

- **Lesson 3** (3.3) Teens may remember the differences between behaviors that reflected love vs those that reflected infatuation and use those love behaviors as examples of how people express their feelings.
- **Lesson 4** (4.2) The three sides of the triangle may serve as a base for discussion of different types/components of love.
- **Lesson 6** (6.2) Connect the suggestions for setting limits and sexual boundaries when deciding to step into a relationship to reasons why it is important to choose affectionate behaviors that are low-risk.

Making a Difference

Module 3

3.B (78) Your Valentine's Day Gift

This lesson focuses on two possible versions of a discussion between a teen couple on Valentine's Day. The ineffective version describes one partner pressuring the other into having sex and the second partner giving in. The effective version describes the second partner expressing what he/she loves and expects from the pressuring partner, explaining that he/she is not ready, and standing his/her ground in the discussion. In the effective version, the pressuring partner still feels valued and respects the second partner's feelings.



Connection to Relationship Smarts

- **Lesson 5** (5.2) If teens cannot list reasons why the effective scenario is better, instructors may remind them of the seven principles for “smart relationships” as a base for brainstorming responses.
- **Lesson 7** (7.1, 7.2) Remind teens of the signs of healthy relationships, and tell them to use that knowledge to explain how the effective scenario shows the participants’ ability to resist partner pressure.
- **Lesson 8** (8.6) If teens are having difficulty listing responses to pressure situations, remind teens of the responses they identified in this lesson.

3.C (83) “Tanisha & Shay”

The students watch a DVD in which a teen girl finds out she is pregnant and has to weigh the options for her future. Youth discuss the consequences of pregnancy for Tanisha, Shay, and Tanisha’s mother. Students personalize what would happen if they or someone they knew became pregnant and what precautions they will take to avoid pregnancy.



Connection to Relationship Smarts

- **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 with children. As in Tanisha and Shay, Tanisha understood the trouble her mother had if not covered, remind teens of some outcomes of teen pregnancy and parenting on the child and teen parents as discussed in this lesson. 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 activity.

Making a Difference

Module 4

4.C (102) Stop, Think, and Act – Introduction to Problem Solving

Students learn to deal with peer pressure and conflict using the Stop, Think, & Act problem solving model. Students discuss when to stop and the benefits of stopping to make a decision, what to think about when evaluating a problem, and tips for acting on a decision. They are given strategies to use when faced with sexual decisions, rather than relying on emotions.

4.D (106) Problem Solving In Pairs

In pairs, students employ the “Stop, Think, Act” problem-solving method using a given case study.



Connection to Relationship Smarts

- **Lesson 1** (1.4) Remind teens of the pressure situations they worked through in this lesson. Lead a discussion of a model for working through these situations using STOP, THINK, ACT.
- **Lesson 6** (6.1, 6.2) Remind teens of the difference between sliding vs. deciding and how deciding is similar to the Stop, Think, Act technique.
- **Lesson 9** (9.2, 9.3, 9.4, 9.5) Remind teens that it is important to take time out and consider their options before making a decision so that they can use their “thinking brains” instead of flight or fight reaction. The four-step process for problem solving from Relationship Smarts can be connected to the “Think” aspect of Stop, Think, & Act. The speaker-listener technique can also help in talking through these decisions with their partner.
- **Lesson 10** (10.3, 10.4) Remind teens of the effective complaining techniques, which can help them successfully utilize the Stop, Think, Act method with a partner.

Making a Difference

Module 6

6.A (129) Seeing the Positive In Yourself

Students discuss self-esteem by brainstorming their good characteristics, including ones others may not know they have. Then, they explore the connection between self-esteem and its impact on sexual decision making through a discussion of several scenarios.



Connection to Relationship Smarts

- **Lesson 1** (1.1) Remind teens of their Possible Selves tree, and tell them you are now going to focus solely on the good aspects of themselves.
- **Lesson 2** (2.3) The values we hold tell us a great deal about ourselves. Teens may think of this lesson in order to identify their positive characteristics.

Making a Difference

Module 7

7.A (149) Agree/Disagree – Understanding Peer Pressure

For module 7A, students explore their values about how pressure from their peers can affect their sexual decision-making and behaviors.

7B (152) Responding to Peer Pressure

Through module 7B, students learn how to handle situations in which they feel pressured by peers. They are provided the opportunity to practice their own words saying “no” to sexual involvement.



Connection to Relationship Smarts

- **Lesson 1** (1.4) In this lesson teens begin to think about the influences of friends on their own decisions and how friends affect their futures. If teens have a hard time coming up with responses to peer pressure, remind them of the plan they wrote in this activity.
- **Lesson 2** (2.3) If teens cannot think of responses to peer pressure, remind them of the values they discovered were important to them and that they can use these values to come up with responses.
- **Lesson 8** (8.2, 8.4, 8.6) If not mentioned, one response to a pressure situation may be to end the relationship. In some peer to peer scenarios a possible response would be explaining their intent to draw the line of respect early in the relationship.

7.D (162) Introduction to S.T.O.P. and Scripted Role Plays

Students are introduced to the S.T.O.P technique when discussing abstinence; this technique involves saying “no” to unsafe behavior, talking it out, offering explanations, and providing alternatives. Students are taught how to say “no” effectively. Students practice refusal skills using a role playing activity.



Connection to Relationship Smarts

- **Lesson 1** (1.4) In this lesson teens begin to think about the influences of friends on their own decisions and how friends affect their futures. If students want extra practice saying “no” effectively, they can review the peer pressure activity from this lesson. These skills can be applied to conversations with a partner about abstinence.
- **Lesson 6** (6.4) Teens can be reminded of effective conflict resolution tactics as well as tactics that should be avoided when using refusal skills with a partner.
- **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 handle disrespect from a romantic partner.
- **Lesson 9** (9.5) Remind teens of the importance of taking time to think about all options and writing a specific plan to discuss sex with a partner.
- **Lesson 10** (10.3, 10.4) Remind teens that saying “no” to sexual intercourse or having a disagreement with a partner does not mean the relationship is in danger; rather, discussing 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.

Connecting Points From Making a Difference When Teaching Relationship Smarts

OVERVIEW

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

Relationship Smarts

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

Sections 1.1 – 1.3

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.



Connection to Making a Difference

- **Module 1.D:** Remind teens that making proud and responsible choices helps them achieve their goals and dreams and not doing so might serve as an obstacle to reaching goals and dreams. Explain that they will now take these thoughts a step further and discuss who is going to support them throughout their journey to their possible selves.
- **Module 1.E:** As they create their Possible Selves Trees, remind teens that one possible obstacle to future goals is unprotected sex which may lead to pregnancy, STIs and HIV.
- **Module 1.F:** Remind teens of the specific goals they came up with in this activity, and tell them in RS Lesson 1 they will continue to identify goals they can achieve now in order to start accomplishing their ultimate possible selves.
- **Module 1.G:** When drawing their Possible Selves Tree in RS Lesson 1.2, remind teens of the specific ideas they brainstormed regarding how to avoid/overcome obstacles to their goals and dreams such as bad influences that hinder them from realizing their best possible selves.
- **Modules 4.A and 4.B:** If not mentioned, remind teens of the consequences of STIs and how these can also be obstacles to realizing their possible selves.

Relationship Smarts

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

Section 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.



Connection to Making a Difference

- **Module 1.D:** Remind teens that, in pressure situations, being proud and responsible means staying true to oneself, making decisions others will respect, having self-worth and dignity, and being dependable and trustworthy. Explain they will now explore how to make plans for dealing with pressure situations.
- **Module 3.B:** If teens struggle to identify ways to handle peer pressure, ask them to think back to how the characters handled a pressure situation in the Valentine's Day role-play.
- **Module 3.D:** Teens may recall how they handled pressure to have sex in this activity.
- **Module 4.C:** Remind teens about the Stop, Think, & Act technique, and explain that it can be used in peer pressure situations or in any situation in which a person feels uncomfortable, pressured, or unsure.
- **Modules 7.A and 7.B:** Remind teens of the pressure scenarios they role-played in this activity in order for them to identify responses to peer pressure.
- **Module 7.C:** Remind teens of setting their physical limits in relationships in order to help them come up with ways to respond to peer pressure or pressure to have sex.
- **Modules 7.D, 8.A, and 8.B:** Remind teens of the S.T.O.P. technique and explain that it is very similar to the strategy presented by RS for dealing with pressure situations. Ask them to remember this method as they come up with responses to peer pressure.

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 Making a Difference

- **Module 1.D:** Remind teens of the brainstorming activity in which they defined “making proud choices,” “to be proud,” and “to be responsible.” Point out that the ideas they came up with during this lesson are also signs of maturity.
- **Modules 1.F and 1.G:** Explain that our goals and dreams reveal a great deal about the values we consider important. During RS lessons 2.3 and 2.4, ask teens to think about their goals and dreams timeline when evaluating what values are important to them, their future plans, and what values would stifle them.
- **Modules 4.C and 4.D:** If not mentioned as a form of maturity, remind teens about the importance of problem solving and how it is a mature quality.
- **Module 6.A:** Remind teens of when they discussed seeing good qualities in themselves and explain that appreciating yourself is a sign of maturity. Also, when discussing what values and characteristics are attractive to them in RS lesson 2.4, teens may find themselves choosing qualities and values similar to the ones they hold themselves.
- **Module 7 (A-D):** Teens recall how avoiding peer pressure and setting and sticking to physical limits are mature behaviors.

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 Making a Difference

- **Module 1.E:** Remind teens of the reasons they came up with for why teens have sex. Point out that some of these reasons would result in the inverted relationship pyramid. Also, distinguish between the reasons for having sex that are related to love and the reason for having sex that are related to infatuation. Tell teens that the reasons for having sex that are related to infatuation are likely to result in an inverted relationship pyramid.
- **Modules 1.F and 1.G:** Remind teens of the goals and obstacles they previously came up with, specifically those related to romantic relationships. Show teens how missing a part of the love triangle in their own relationship can be an obstacle to their long-term relationship goals like being in a committed relationship or falling in love.
- **Module 2.A:** Remind teens of the physical changes that happen in puberty. Explain that this lesson is going to examine what kinds of changes happen in the brain when they are first falling in love. Highlight that the chemicals in the brain are especially heightened in teen years due to the physical changes previously discussed.
- **Module 2.B:** Remind teens that one reason some teens have sex is for love. Explain that now we are going to learn how love can sometimes be confused with infatuation and how that is a potential reason why teens choose to engage in sex.

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 Making a Difference

- **Modules 1.E and 2.B:** Remind teens of the reasons they came up with for having sex, including love. Explain that teens claiming love as the reason for sex are usually experiencing infatuation or Eros type of love, not true love and intimacy or agape love. Tell them that you will now explore what true love and intimacy are, and ask them to reflect on whether most teens have reached these points in their relationships.
- **Module 1.F and 1.G:** Remind teens of the goals and obstacles they previously came up with, specifically those related to romantic relationships. Show teens how missing a part of the sides of love in their own relationship can be an obstacle to their long-term relationship goals like being in a committed relationship or falling in love.
- **Module 2.D:** When discussing the three sides of love in RS Lesson 4.2, remind teens of the ways they identified to express their sexual feelings without having sex, and tell them they will now expand on this by exploring two components of love –friendship and commitment – that can be expressed without a physical component.

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 Making a Difference

- **Module 7:** When discussing the seven principles in RS 5.2, remind teens of the importance of standing up to peer pressure and not allowing someone to push you past your physical limits. Explain that the seven principles of a smart relationship describe a relationship in which neither partner pressures the other past the agreed upon physical limits.

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 Making a Difference

- **Modules 1.F and 1.G:** Remind teens of their goals and dreams timeline; 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 2.D:** Explain to teens that they will discuss the importance of deciding to be in relationships and making low-risk choices, which include not having sexual intercourse but expressing sexual feelings in other ways, discussed in MAD module 2.D.
- **Module 3.C:** 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 living together before they’re ready or a second pregnancy outside of marriage). Have teens discuss the consequences of sliding in this scenario and how this could have been avoided (i.e. waiting to have sex, taking the time to communicate about each other’s future wants and needs, using protection, etc.)
- **Modules 4.C and 4.D:** When discussing RS 6.4, remind teens of the Stop, Think, Act problem solving techniques. You can point out how using Stop, Think, and Act can help teens avoid aggressiveness, avoidance, and jealousy in conflicts. Using this approach can also keep a teen from sliding in a relationship. Tell them they will now look at some scenarios in which a couple does and does not use good conflict resolution skills.
- **Modules 7.A and 7.B:** Remind teens of the peer pressure sections of MAD module 7 and explain that part of the high-risk “sliding” approach to attraction is getting involved with someone who pressures you because they are not likely to be a good match to your values and goals.
- **Module 7.C:** Remind teens of module 7.C about setting physical limits and explain that establishing physical limits before getting involved in a relationship is part of the low-risk deciding approach.
- **Module 7.D:** 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 Making a Difference

- **Module 1.E:** If teens need some context for healthy versus unhealthy relationships, remind them of the reasons they came up with for having sex. Discuss with teens which of these reasons indicate an unhealthy relationship that is conditional, controlling and disrespectful, or mostly physical. During the Unmet Needs activity, have teens identify which reasons to have sex are related to unmet physical and emotional needs.
- **Module 2.B:** Remind teens of some of the reasons they stated that teens have sex. Highlight the reasons such as: they felt they were in love, they wanted sexual release, they didn't want to lose their partner, or they felt pressured. Explain they will now look at why some of these reasons indicate unhealthy relationships.
- **Module 4.C:** During the Unmet Needs activity, remind teens that they can use Stop, Think, & Act to identify consequences and alternatives to physical affection/sex when they are trying fulfill unmet needs.
- **Module 7.C:** Remind teens of this module, in which they discussed setting physical limits, and explain that healthy relationships involve being unconditional, respectful and supportive , and being attracted to your partner on many levels.
- **Module 7.D:** During the Unmet Needs activity, point out teens 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 Making a Difference

- **Module 1.F and 1.G:** When brainstorming why people break up in RS 8.1, remind teens of their goals and dreams timeline 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 7, 8.A, and 8.B:** Remind teens of MAD module 7, 8.A, and 8.B, and point out that some of the situations listed in the stay together or break up activity involve being pressured by a partner to engage in activities beyond your physical or emotional limits.

Lesson 8B: Dating Abuse

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



Connection to Making a Difference

- **Module 7:** Ask teens to remember the importance of knowing and setting physical limits. They will look further into drawing the line of respect and the risks associated with dating a partner who does not respect their limits.
- **Module 8.A and 8.B:** Remind teens of the S.T.O.P. technique. Also, inform teens that, to date safely, it is important to have good negotiating skills and a partner who listens.

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 by using daily appreciations.



Connection to Making a Difference

- **Module 1.G:** Remind teens of the obstacles they identified that are associated with their goals and dreams. Explain that communication barriers may not have been mentioned but that communication is very important, and, if not done effectively, can serve as a barrier to reaching goals and dreams. Explain that RS Lesson 9 is going to explore patterns that hinder good communication and how to fix those negative patterns.
- **Module 4.C and 4.D:** Ask teens to remember the Stop, Think, & Act technique for problem solving. Explain that the Time Out Skill discussed in lesson 9.3 is similar to the “stop” step in STA from MAD and that using stop, think, and act is a good way to go from using your “angry brain” to using your “smart brain.” Explain that STA is very similar to the problem solving model they will be discussing in RS 9.5.

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 Making a Difference

- **Module 1.G:** Remind teens of the brainstormed obstacles to their goals and dreams and explain that negative communication patterns can serve as obstacles. Also, 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.D:** 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 one's 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 Making a Difference

- **Module 1.F and 1.G:** Remind teens of this activity and how pregnancy can serve as a barrier to their goals and dreams. Explain they will now look further into pregnancy and how it affects the child's goals and dreams and his/her success.
- **Module 3.C:** Remind teens of the scenario with Tanisha and Shay. Explain that they will discuss more than just how pregnancy affects the future of the couple and their families but how pregnancy shapes the future of the baby as well.
- **Module 4.C and 4.D:** When discussing how kids feel about troubled relationships in RS 11.2, remind teens of the Stop, Think, Act problem solving method, and point out the importance of effective communication and problem solving in parental relationships.

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 Making a Difference

- **Module 1.F and 1.G:** Remind teens of the barriers to their goals and dreams and allow them to plan how they will achieve these goals. Point out that the Success Sequence is a good way to both meet goals and to avoid obstacles.

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 their expectations for their life.



Connection to Making a Difference

- **Module 1.F and 1.G:** When developing their success plan in 13.2, remind teens of their goals and dreams timeline and explain they will now expand on their timeline and put it into a definite plan for meeting their goals and dreams and becoming successful.