

Making the Connection between Relationship and Sex Education

Relationship Smarts Plus & Making Proud Choices

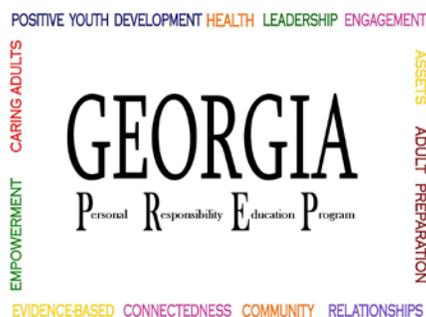
Some of the topics addressed in both *Making Proud Choices! (MPC)* and *Relationship Smarts Plus (RS+)* may reinforce similar points or provide opportunities to build on points already made. The purpose of this resource is to illustrate which concepts from each curriculum can be connected in order to 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* MPC, refer to the guide beginning on page 2. While adhering to the fidelity of the MPC curriculum, facilitators can remind teens of the RS+ topics previously discussed as a way to reinforce similar points and skills.
 - For programs implementing MPC *prior to* RS+, refer to the guide beginning on page 9. While following the guides of the RS+ program, facilitators can remind teens of the MPC topics previously discussed as a way to reinforce similar points and skills.
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Connecting Points From Relationship Smarts When Teaching Making Proud Choices	
OVERVIEW	
<i>Making Proud Choices (MPC)</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, 1.3, 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 1.G (50) Brainstorming Obstacles to Your Goals and Dreams	<ul style="list-style-type: none"> • Lesson 1 (1.1, 1.2, 1.3, 1.4) • Lesson 2 (2.1, 2.2, 2.3) • Lesson 3 (3.2) • Lesson 6 (6.1) • Lesson 11 (11.3) • Lesson 13 (13.2)
2.A (55) Myths and Facts About Pregnancy 2.B (59) “Tanisha & Shay” DVD	<ul style="list-style-type: none"> • Lesson 11 (11.1, 11.2, 11.3, 11.4, 11.5, 11.6) • Lesson 12 (12.3)
6.A (129) Stop, Think, & Act: Introduction to Problem-Solving 6.B. (133) Jolie and Malik Case Study	<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) • Lesson 10 (10.3, 10.4)
7.E (163) 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 (10.3, 10.4)
8.A (177) Safer Sex Negotiation Skills and “Wrap It Up” DVD 8.B (182) Practicing and Enhancing Negotiation Skills: Unscripted Role-Plays	<ul style="list-style-type: none"> • Lesson 1 (1.4) • Lesson 9 (9.3, 9.4, 9.5) • Lesson 10 (10.2, 10.3, 10.4, 10.5)

Making Proud Choices

Module 1

Module 1.D (40) Making Proud Choices: Be Proud! Be Responsible! Brainstorm

Students brainstorm what it means to make proud choices, be proud, and be responsible. Instructor emphasizes making proud choices means doing things you feel good about and that your family will respect, , 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 listed for the Possible Selves Tree can be used as a base for brainstorm 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 making proud, responsible decisions while staying true to themselves.

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

Students identify reasons why teens may choose to have sex. Some reasons 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 Proud Choices

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 write two things they must do to achieve these goals. This lesson allows students to understand how making proud and responsible decisions today affect their future.

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

Using their goals and dreams timeline, created in module 1F, students reflect on possible obstacles to their goals and how they will avoid or overcome these obstacles in tough situations. Instructors highlight pregnancy and STDS as major 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 and ways to attain these goals, and possible obstacles to achieving goals and dreams. Remind teens that actions they take now to move them to their desired selves.
- **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 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 Proud Choices

Module 2

2.A (55) Myths and Facts About Pregnancy

In this lesson, students are asked to determine if a statement about pregnancy is a myth or a fact and explain their reasoning. Distinguishing these myths and facts provides an opportunity to learn correct information about pregnancy.

2.B (59) “Tanisha & Shay” DVD

The students watch a DVD in which a teen girl finds out she is pregnant and has to weigh her option for her future. Youth discuss the consequences of pregnancy for Tanisha, Shay, and Tanisha’s mom; and personalize what would happen if they or somebody 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 on children. As in Tanisha and Shay, Tanisha understands the affect she had on her mother who was a teen mom and the difficulty ahead for her and her child. In this lesson, the approach switches focus from the teen’s interest to the child’s needs. If not covered, remind teens of some outcomes of teen pregnancy and parenting for 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 activities.

Making Proud Choices

Module 6

6.A (129) Stop, Think, & Act: Introduction to Problem-Solving

Students learn to deal with peer pressure and conflict using the Stop, Think, & Act problem solving model.

6.B (133) Jolie and Malik Case Study

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



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. The STOP technique provides a framework for how to respond when being pressured. Remind teens of the pressure situations they worked through in this lesson. Discuss 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 technique with a partner.

Making Proud Choices

Module 7

7.E (163) Introduction to S.T.O.P. and Scripted Role-Plays

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. Students then practice refusal skills using a role play



Connection to Relationship Smarts

- **Lesson 1** (1.4) 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 safe sex.
- **Lesson 6** (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.
- **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** (9.5) Remind teens of the importance of taking time to think about all options and writing a specific plan when it comes to discussing 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, 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.

Making Proud Choices

Module 8

8.A (177) Safer Sex Negotiation Skills and “Wrap It Up” DVD

Students become more familiar with the S.T.O.P technique and explore the steps of talking it out, offering explanations, and providing alternatives more in depth. Students watch a film about a couple negotiating condom use then discuss how effectively S.T.O.P. was used by the characters.

8.B (182) Practicing and Enhancing Negotiation Skills: Unscripted Role-Plays

In this activity, students are given the opportunity to practice the negotiation skills they have just learned by role-playing situations about condom use.



Connection to Relationship Smarts

- **Lesson 1** (1.4) Remind teens of the skills learned in this lesson for dealing with peer pressure, and expand on these skills and teach negotiation techniques for discussing safe sex and sexual decisions with a 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. 2, 10.3, 10.4, 10.5) 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 Making Proud Choices When Teaching Relationship Smarts

OVERVIEW

<i>Relationship Smarts Plus (RS+)</i>	<i>Making Proud Choices (MPC)</i>
Lesson 1 (1) Who Am I and Where Am I Going?	<ul style="list-style-type: none"> • Module 1 (D, E, F, & G) • Module 3 (A) • Module 4 (A, B, & C) • Module 6 (A & B) • Module 7 (D & E)
Lesson 2 (23) Maturity Issues and What I Value	<ul style="list-style-type: none"> • Module 1 (D, E, & F) • Module 2 (C & D) • Module 5 (A)
Lesson 3 (45) Attractions and Infatuations	<ul style="list-style-type: none"> • Module 1 (E, F, & G)
Lesson 4 (75) Love and Intimacy	<ul style="list-style-type: none"> • Module 1 (E, F, & G)
Lesson 5 (107) Principles of Smart Relationships	<ul style="list-style-type: none"> • Module 7 (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 (B) • Module 6 (A) • Module 7 (E)
Lesson 7 (175) Is it a Healthy Relationship?	<ul style="list-style-type: none"> • Module 1 (E) • Module 6 (A) • Module 7 (E)
Lesson 8 (199) Breaking Up and Dating Abuse	<ul style="list-style-type: none"> • Module 1 (F & G) • Module 7 (D & E)
Lesson 9 (237) A Foundation for Good Communication	<ul style="list-style-type: none"> • Module 1 (G) • Module 6 (A)
Lesson 10 (277) Communication Challenges and More Skills	<ul style="list-style-type: none"> • Module 7 (D & E)
Lesson 11 (313) Through the Eyes of a Child	<ul style="list-style-type: none"> • Module 1 (F & G) • Module 2 (B) • Module 6 (A)
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 Proud Choices

- **Module 1.D:** Remind teens that making proud and responsible choices helps them achieve their goals and dreams and how 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 they will take this one step further in RS Lesson 1 by identifying 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.
- **Module 3.A** Remind teens of The Truth about STDs video and ask them to think about how STDs can act as an obstacle to goals as they make their Possible Selves Trees.
- **Modules 4.A, 4.B, and 4.C:** Remind teens of the many ways contracting HIV/AIDs can act as a major obstacle to reaching goals as they brainstorm and create their Possible Selves Trees.

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 Proud Choices

- **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.
- **Modules 6.A and 6.B:** 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.
- **Module 7.D:** Let teens know that some pressure situations may involve condom negotiation with a partner; in making these decisions, it is important to stay true to yourself and to think about all possible consequences before acting.
- **Module 7.E:** Remind teens of the S.T.O.P. method, and explain that it is very similar to the strategy presented by RS for dealing with pressure situations. Ask them to remember this method while 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 Proud Choices

- **Module 1.D:** Remind teens of the brainstorm 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.E and 1.F:** Explain that our goals and dreams reveal a great deal about the values we consider important. Ask teens to think about their goals and dreams timeline when evaluating what values are important to them and their future plans and what values would stifle them during RS lessons 2.3 and 2.4.
- **Modules 2.C and 3.D:** Tell teens that a part of maturity is being willing to talk about birth control with a partner in addition to acquiring and using contraception if choosing to have sex. Emphasize that it is not mature to only talk about and acquire birth control without learning how to use the chosen method correctly and consistently.
- **Module 5.A:** Remind teens that another aspect of maturity necessary for healthy and safe sex is the willingness to get tested for STIs/HIV. It is also a sign of maturity to ask a partner to get tested before agreeing to engage in sexual activity with them.

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 Proud Choices

- **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.
- **Module 1.F and 1.G:** Tell teens that having sex too early in a relationship or having unsafe sex within a committed relationship can be barriers to both relationship specific goals and life goals in general.

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 Proud Choices

- **Module 1.E:** 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 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.

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 Proud Choices

- **Module 7.D:** Share the example of a partner refusing to use a condom as not living up to 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). 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 Making Proud Choices

- **Module 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.B:** 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.)
- **Module 6.A:** When discussing RS 6.4, remind teens of the Stop, Think, Act problem solving method. 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.
- **Module 7.E:** 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 Proud Choices

- **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 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 6.A:** 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.E:** 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 Proud Choices

- **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 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.D:** 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.

Relationship Smarts Lesson 8B: Dating Abuse

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



Connection to Making Proud Choices

- **Module 7.D:** 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.
- **Module 7.E:** 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 Making Proud Choices

- **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 6.A:** Ask teens to remember the Stop, Think, & Act method for problem solving. The Time Out Skill discussed in lesson 9.3 is similar to the "Stop" step in Stop, Think, & Act from MPC 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 Stop, Think, Act 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 Proud Choices

- **Module 7.D:** Remind teens of the excuses partners may give to avoid using condoms. 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 to be part of or lead to an unhealthy relationship. Having a partner pressure you may even damage a previously healthy relationship.
- **Module 7.E:** Point out to teens that the 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 Proud Choices

- **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 2.B:** Remind teens of the scenario with Tanisha and Shay. Explain they will now 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 6.A:** 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 Proud Choices

- **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 Proud Choices

- **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.