



Emerging Relationships: Preparing for Healthy Relationships

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Technical Questions

1. If you cannot hear this presentation, please exit the webinar and opt to call in on your phone, as this can solve most audio problems.
2. The **questions box can be** located in your control panel.

Meet the Authors!



Dr. Alyssa McElwain



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Program Overview

- *Emerging Relationships* is a NEW relationship skills curriculum designed to meet the need for healthy relationship education among younger age groups
- Empowers youth with knowledge and skills to promote healthy individual growth and strong relationships
 - Positive Youth Development Framework
 - 6 brief lessons tailored for pre-teens
- Designed for delivery in school-based and community settings

Learning Outcomes

Have Character

- Practice self-regulation skills through intentional goal setting and decision-making.

Be Caring

- Demonstrate emotional competencies such as emotional regulation and empathy that promote healthy relationships and avoid risk-taking.

Feel Confident

- Enhance feelings of self-worth in various domains of development.

Be Connected

- Identify healthy/unhealthy traits in relationships and develop adult—youth mentorship.

Feel Competent

- Develop boundary-setting skills for improved efficacy in avoiding common youth risk-taking behaviors.

Make a Contribution

- Apply knowledge and skills about healthy relationships to advocate for personal and relational well-being among peers.

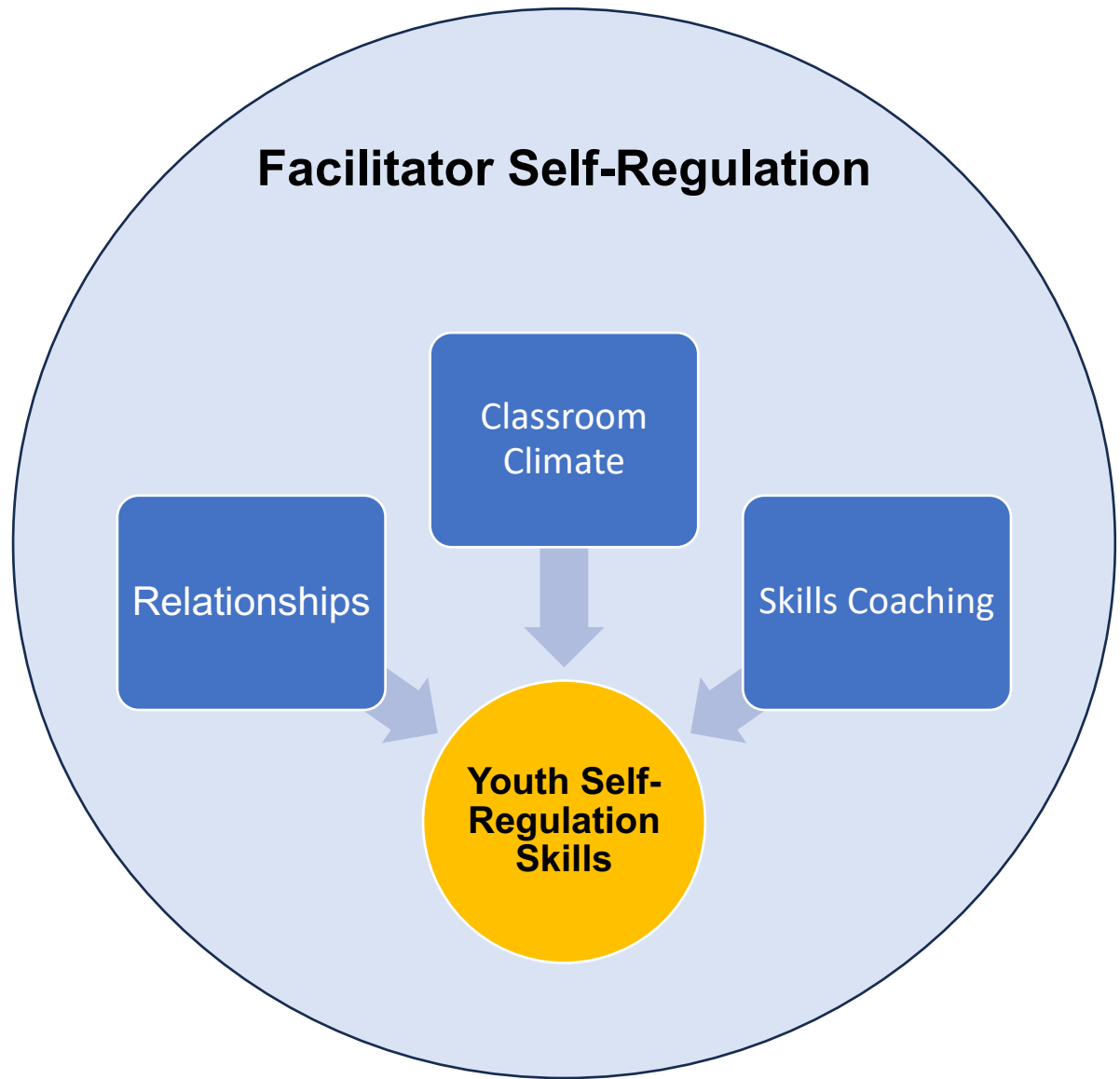
The Science Supporting the Lessons

- What and when is early adolescence?
- These 6 C's contribute to self-regulation which is improved through skill practice.
- Self-regulation is also developed by engaging in relationships with others who model self-regulation. This is called co-regulation.
- What do youth need at this stage?







Facilitators are



to success!



Key Lesson Elements

-  Review & reflect
-  Student Journal Responses
-  Facilitator Connections
-  Power Pause
-  Lesson Take-Away
-  Champion Connection



I am Intentional

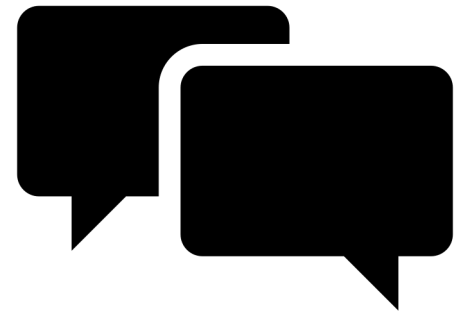
Lesson 1

Lesson 1: I am Intentional

- Create the classroom commitment & set individual intentions.
- Introduction of Champion Connection.

Classroom Commitment

1. Be engaged.
2. Have a positive learning environment.
3. Take responsibility for your actions.



Key Lesson Elements



Champion Connection

Keep the conversation going!

A champion is a caring and trusted adult who is consistently there for you.

Tell your champion about the program and what you learned in this lesson.

Ask your champion:

- What is a happy memory they have of being your age?
- If they could go back, what is one piece of advice they would give themselves when they were your age, knowing what they know now?

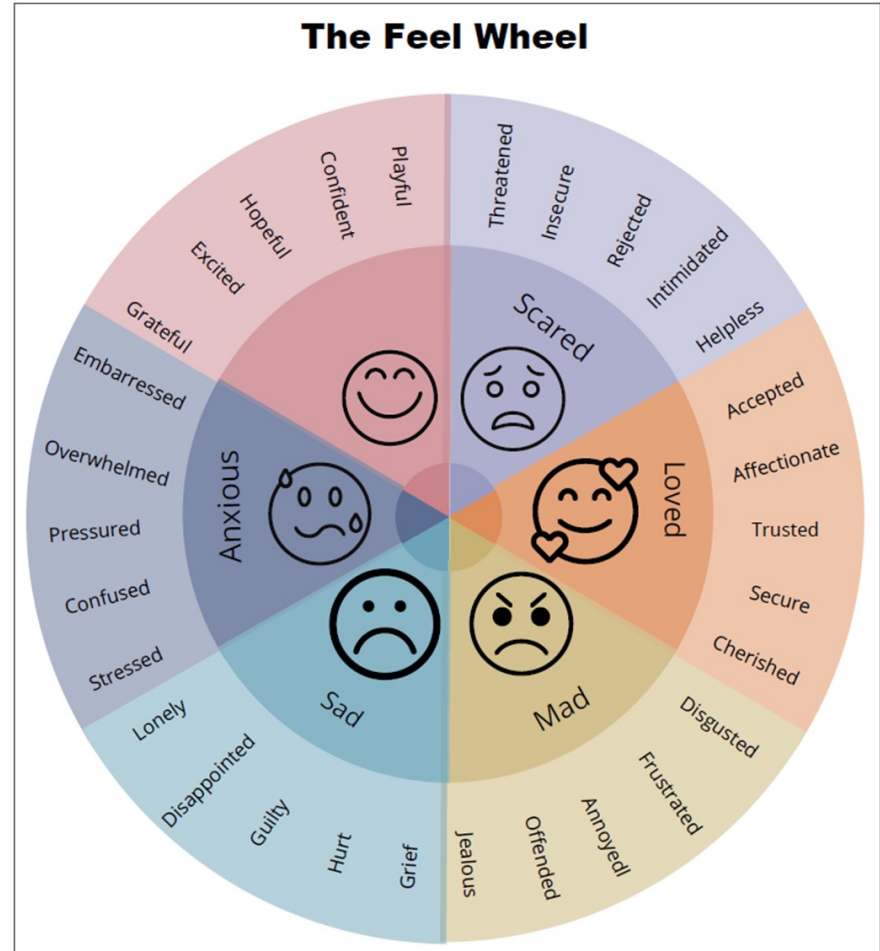


I am Caring

Lesson 2

Lesson 2: I am Caring

- Why emotions are important
- Identify emotions
- Moving beyond basic emotions to identify specific feelings
- “I feel _____ (basic emotion) probably because deep down, I am feeling _____ (specific feelings).”
- Empathy



Key Lesson Elements

Power Pause



A spiral-bound notebook with a white cover and silver rings at the top. The notebook is decorated with various school-related icons in blue and red, including hearts with wings, pencils, books, and starburst shapes. A large blue rectangular box is centered on the page, containing the text "I am Awesome" in red and "Lesson 3" in white.

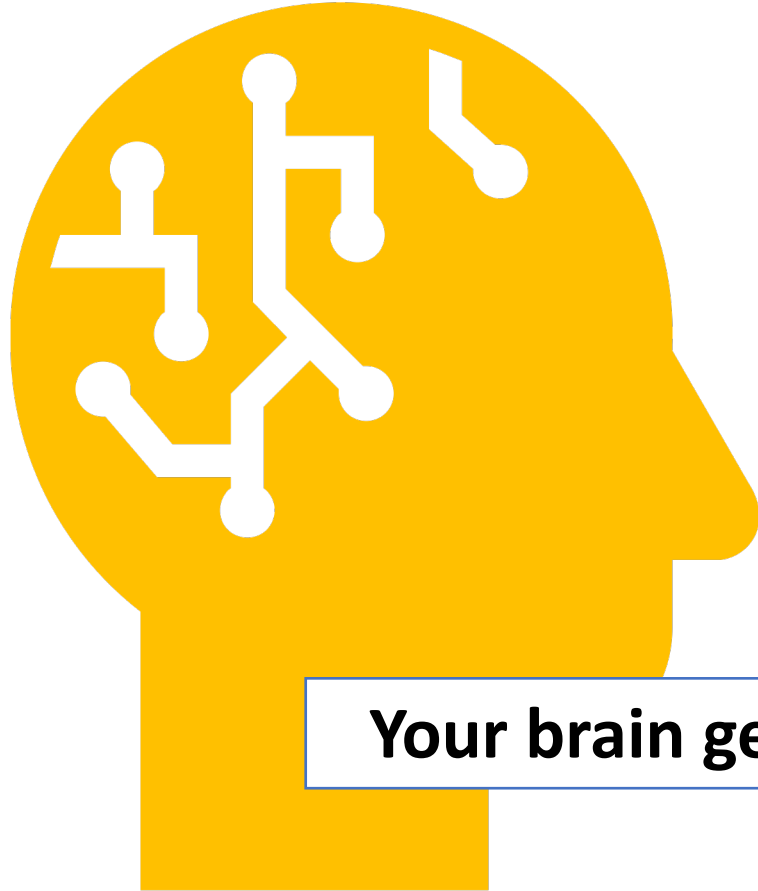
I am Awesome

Lesson 3

Lesson 3: I am Awesome

- Personal development in multiple domains.
- How can kids be awesome as they grow up?
 1. *Emotional*: Self-esteem
 2. *Mental*: Brain power
 3. *Physical*: Body beliefs
 4. *Social*: Social skills

AWESOME Brain Power



Activity Instructions:

- Stand in a circle.
- Put hands up like goalposts.
- Get ready to high-five the person next to you.

Your brain gets more powerful with practice!

Key Lesson Elements

Review & Reflect

Let's begin by reviewing our Classroom Commitment:

- Be engaged.
- Have a positive learning environment.
- Take responsibility for your actions.
- **How have we been doing with our goal of having a friendly classroom?**
- **Is there anything we could do better?**

Let's do a quick review of what we learned in the last lesson:

- **What are some ways that you can build a healthy body and mind?**
- **What did you learn from talking with your champion?**

Next, let's check in with how we are feeling. Use your Feel Wheel to decide how you are feeling right now. Write down your answer in your journal on page 1.

Remember, there are no "right" or "wrong" feelings.



I am a Friend

Lesson 4

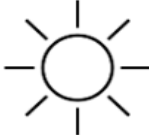

Lesson 4: I am a Friend

- Identifying healthy and unhealthy characteristics in relationships.
- ‘Sunny’ and ‘Stormy’ relationships.
 - Brainstorm about sunny vs. stormy relationships.
 - Do’s and Don’ts of handling people you don’t like.
 - Sunny vs. Stormy group activity

Team Activity

- The **guide** will tell the blindfolded **hands** to hold up a card.
- The **reader** will read that card aloud.
- The **guide** will tell the **hands** where to put the card.
- The **hands** will place the card in the correct column on the handout.

They tell you that you're a good listener.

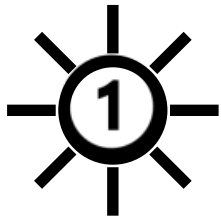


Working together, sort as many cards as possible in **5 minutes**.

Key Lesson Elements

Facilitator Connections

A sunny relationship has 4 key traits:



Trait 1: You can be YOU!

In a sunny relationship, you can stay true to yourself without feeling pressured to change or be fake. It is important to let others be themselves too because they are awesome in their own ways.



Facilitator Connection:

For example, in my friendship with _____,

Give an example of how you could be yourself with your childhood friend. Recall a trait you liked about yourself or that was unique, and describe how your friend was accepting.



I am Healthy

Lesson 5

Lesson 5: I am Healthy

- Making good choices, avoiding risk, setting boundaries.
- How will we help provide practical tools for reducing risky behaviors?
 - Boundaries discussion & facilitator example.
 - Intuition lecture & examples.
 - Boundary Toolbox activity: focus on non-verbal communication.
 - Accepting boundaries discussion.

Boundary Toolbox

SAY something	DO something
"No."	Walk away
"I don't want to get involved."	Tell a parent
"I don't want to do that."	Tell the police
"I would rather stay with the group."	Tell a teacher or school counselor
"I'm not into that."	Do something else instead
"I'd rather not get comments about that."	Keep personal information to yourself
"That's not okay with me."	Stop hanging out with them
"I'd rather do something else."	Take a break so you can think.
"I'd prefer to keep that to myself."	Block them (online/phone)
"Let me think about that for a minute."	Change the subject
"Please stop."	Avoid the person or situation



Key Lesson Elements

Lesson Takeaway

What will you remember from today?



Add your takeaway to your journal on page ____.



I am a Leader

Lesson 6

What will your positive message be?

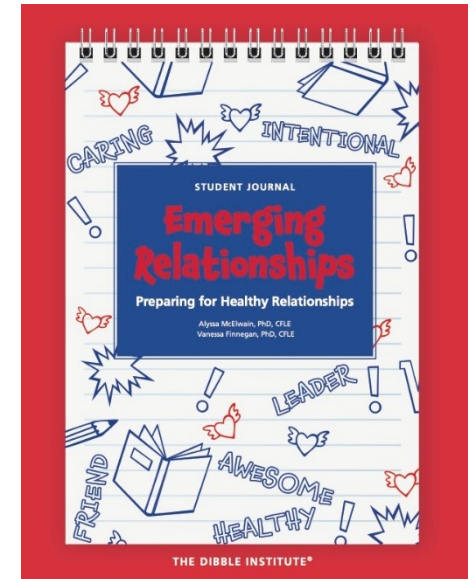
- Assess how they did with their classroom commitment & intentions.
- Leader vs. bossy
- Young people can be leaders too! Story of Malala Yousafzai.
- Leadership quotes activity
- Creating their own personal leadership statements—Journal Activity
- Giving Back: Creating positive messages from what they learned to share with their peers.



Key Lesson Elements

Student Journal Responses

- Ask yourself, “How do I feel right now?” Write down your answer in your journal on page 1.
- You now should have several entries in your journal.





**Participant
Feedback**

What did you like about the program?

- “I liked how all the lessons had fun activities.” Female, age 12
- “I liked that the lessons taught us that whatever we say or do can really affect people.” Female, age 12
- “The wheel of feelings and to share.” Male, age 11
- “I liked how we got to learn how to respect others and yourself.” Female, age 12
- “It was inspiring.” Female, age 11
- “They helped me become a better human.” Male, age 12



**Participant
Feedback**

What did your teacher do well?

- “She shared personal stories and admitted to the wrong things she did.” Male, age 11.
- “She listened to what we had to say.” Male, age 11
- “She told me she would be my ‘champion’.” Female, age 12
- “They taught me well with teaching me life lessons.” Female, age 11
- “She told stories that went with the lessons.” Female, age 12



Take-Away

Just like in the Emerging Relationships lessons:

What is something that you will remember
from today's webinar?



Q&A

*What questions can we answer
about Emerging Relationships?*

Thank you for joining us today!

There is a brief survey after the end of this webinar.
Thank you for providing us feedback by completing this survey.

Webinar will be available in 3 days:

<http://www.dibbleinstitute.org/webinar-archives/>

Questions? RelationshipSkills@Dibbleinstitute.org

**Emerging
Relationships**