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# **HELPING YOUTH DEVELOP RELATIONSHIP SMARTS UGA Cooperative Extension Impact Report**

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Dr. Ted G. Futris  
Associate Professor  
Extension State Specialist, Family Life  
Family and Consumer Sciences  
University of Georgia Cooperative Extension  
Email: [tfutris@uga.edu](mailto:tfutris@uga.edu)

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Report prepared by Dr. Ted Futris, Kayla Mennenga, Nikki Leland, and Allen Barton  
Department of Child and Family Development, University of Georgia

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**2010 County Extension Relationship Smarts Implementation Team:**

Candler/Emanuel County: Marnie Dekle (Family & Consumer Sciences Extension)  
Chattooga County: Rebecca Brewer Thomas (4H/Youth Development)  
Clarke County: Allen Barton & Kameron Franklin Sheats (UGA)  
Colquitt County: Andrea Scarrow (Family & Consumer Sciences Extension)  
Crisp County: Sandra McKinney (Family & Consumer Sciences Extension)  
Elbert County: Christa Campbell (Family & Consumer Sciences Extension)  
Forsyth County: Michele Melton (Family & Consumer Sciences Extension)  
Glynn County: Deborah Jones (Family & Consumer Sciences Extension)  
Lanier County: Julia Steed (4H/Youth Development)  
Laurens County: Susan Moore (Family & Consumer Sciences Extension)  
Liberty County: Terri Thompson (4H/Youth Development)  
Lowndes County: Melinda Miller (4H/Youth Development)  
Madison County: Leigh Anne Aaron (Family & Consumer Sciences Extension)  
Pike County: Helen Carter (Family & Consumer Sciences Extension)  
Tift County: Katie Barnes (Family & Consumer Sciences Extension)

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## HELPING YOUTH DEVELOP RELATIONSHIP SMARTS

### 2010 UGA Cooperative Extension Impact Report

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#### INTRODUCTION

Relationship education is developmentally relevant and timely for youth because they are just beginning to have and understand romantic relationships. While some youth may have witnessed and learned about positive couple interactions from good models, many may have witnessed only poor models of couple relationships. Research has shown that educational programs on healthy relationships and marriages can help youth develop positive communication and conflict-management skills and reduce their risk for intimate partner violence and teen pregnancy. The decision-making and relationship-building skills youth can learn through this programming can also spill-over into other relationships (e.g., parent-child, teacher, peer, co-worker) as well.

#### **WHY IS YOUTH-FOCUSED RELATIONSHIP EDUCATION IMPORTANT?**

Relationship education is vital for adolescents because of the large impact of romantic relationships and their influence on adolescent development and future relationships. Education can have a lasting effect on adolescents' attitudes and behaviors concerning the formation of healthy relationships and can also serve to prevent dating violence and at-risk sexual behavior.

#### *Prevalence of dating among teens*

The high prevalence of dating among adolescents reinforces the importance of relationship education. Adolescence is a time where teenagers are beginning to explore romantic relationships. Their experiences in relationships provide a context for adolescents to rethink who they want to become in the future, as well as help adolescents form who they are within their romantic relationships. Thus, adolescence is a crucial time in the life span for learning about relationships. Teens have high standards for healthy relationships but have low expectations of ever having a relationship like that (Guzman, 2009). Youth-focused relationship education instills a foundation of knowledge, skills, attitudes and behaviors associated with healthy relationships that can be utilized in the future.

#### **Did You Know?**

- 25% of 12-year olds report having had a romantic relationship in the past 18 months; by age 18, the percent increases to more than 70% (Carver et al., 2003)
- In one study, about 72% of students in 8<sup>th</sup> and 9<sup>th</sup> grade report "dating" (Foshee, 1996a).
- 24% of teens say they feel pressure to have a boyfriend or girlfriend (Teenage Research Unlimited report, 2006)
- 72% of tweens (ages 11-14) say boyfriend/girlfriend relationships usually begin at age 14 or younger (Teenage Research Unlimited, 2008)
- 76 % of females and 69% of males 18 years old have experienced a romantic relationship in the last 18 months.

#### *Teen dating violence*

Adolescents report dating abuse more often than any other age group. Well over 20% of adolescents experience not only physical abuse, but psychological abuse from a dating partner. Dating abuse among adolescents begins gradually, often starting with teasing and name calling. Adolescents think of these behaviors as "normal" parts of a relationship. While these behaviors may seem innocuous at first, they can escalate, leading to more serious abuse, such as rape and physical assault (National Center for Injury Prevention and Control, 2006). Females between the ages of 16 and 24 experience the highest rates of intimate partner violence (Rennison & Welchans, 2000). Patterns of dating violence behavior often start early and carry through into adult relationships (Foshee, 1996b). Furthermore, teen victims of physical dating violence are more likely than their non-abused peers to smoke, use drugs, engage in unhealthy diet behaviors, engage in risky sexual behaviors, and attempt or consider suicide (Silverman et al., 2001). Teaching adolescents about healthy relationships can prevent them from the experience of an abusive relationship as well as the many negative consequences and effects from these relationships.

## Research shows:

- Approximately 1 out of every 3 adolescent girls in the United States is a victim of physical, emotional or verbal abuse from a dating partner – a figure that far exceeds victimization rates for other types of violence affecting youth (Davis, 2008).
- Females ages 16-24 are more vulnerable to intimate partner violence than any other age group– at a rate almost triple the national average (US Dept. of Justice, 2001).
- 30% of teens in a relationship report worrying about their physical safety (Teenage Research Unlimited, 2006).
- 80% of teens regard verbal abuse as “a serious issue” for their age group, while over 70% say the same is true for physical violence (Teenage Research Unlimited, 2009).
- Nearly 1 in 3 teens who have been in relationships have experienced the most serious forms of dating violence and abuse including sexual abuse, or threats of physical harm to a partner or self (Teenage Research Unlimited, 2009)
- 38% of teens in 9-12<sup>th</sup> grade have been forced to have sexual intercourse (Centers for Disease Control and Prevention, 2010).
- One in five tweens – age 11 to 14 – say their friends are victims of dating violence and nearly half who are in relationships know friends who are verbally abused. Two in five of the youngest tweens, ages 11 and 12, report that their friends are victims of verbal abuse in relationships (Teenage Research Unlimited, 2008).

## *The connection between teen dating and at-risk sexual behavior/teen pregnancy*

Romantic relationships are a primary context in which adolescents learn about their sexuality. Nearly half of all teenagers in grades 9-12 have had sex, with 35% being currently sexually active (Youth Risk Behavior Survey, 2007). Because of a lack of education, some potential risks for adolescents include teen pregnancy and contraction of STI's from unprotected sex. Nearly 19 million new STDs are diagnosed each year; young people between the ages of 15 and 24 account for about half of the new STDs diagnosed every year (Wildsmith, Schelar, Peterson, & Manlove, 2010). Young people ages 15 to 24 account for one-quarter of the sexually active population in the United States (Kirby, 2007). The Youth Risk Behavior Survey (2010) found that among youth currently sexually active, 39% did not use condoms, along with 22% of youth aged 15-18 having combined alcohol and other drugs with sex and 14% having had intercourse with 4 or more individuals. Furthermore, the United States has the highest rates of teen pregnancy, births, and abortion in the fully industrialized world (The National Campaign, 2010). In 2005, the US teenage pregnancy rate stood at 70.6 pregnancies per 1,000 15-19 year old adolescent girls, a decrease of around 40% since its peak in the early 1990's (Guttmacher Institute, 2006). However, more than 80% of teen pregnancies are unintended (Kirby, 2007). In addition, being sexually active increases the risk for abuse. Approximately 37% of the ADD Health respondents reporting being involved in sexual relationships experienced at least one form of verbal or physical violence victimization, compared with 19% of those reporting relationships with no sexual intercourse (Kaestle & Halpern, 2005).

## More findings:

- 85% of adolescents who have had sex report their first sexual experience occurred within a “romantic relationship,” indicating that 15% of first time occurrences did not (Ryan, Manlove, and Franzetta, 2003).
- 24% of adolescents report having their first sexual experience before or in the same month a relationship began and 37% report 1-3 months after relationship began (Ryan, Manlove, and Franzetta, 2003).
- 6% of youth (4% female, 10% male) have had sexual intercourse before age 13 (Youth Risk Behavior Survey, 2010).

## In Georgia:

- In 2009 (most recent data), number of teenage pregnancies in Georgia totaled 20,886, equating to a pregnancy rate of 61.0 per 1,000 15-19 year old adolescent girls (GA Dept. of Community Health, 2009a).
- US teen birth rates per 1,000 adolescent girls aged 15-19 have increased in both 2006 (41.9) and 2007 (42.5), following declines from 1991-2005 (from 61.8 to 40.5) (The National Campaign, 2009b).
- In 2008, the Georgia Teen Birth Rate was the 12<sup>th</sup> highest in the country, at 51.8 per 1,000 adolescent girls (Child Trends, 2011).
- In 2009 (most recent data), number of teenage births in Georgia totaled 16,253, equating to a birth rate of 47.5 per 1,000 15-19 year old adolescent girls. (GA Dept. of Community Health, 2009b).
- Numerous Georgia counties have teenage birth rates exceeding 100 per 1,000 adolescent girls aged 15-19 (GCAPP, 2009)

## THE REALTIONSHIP SMARTS PROGRAM

Relationship Smarts is a research-based curriculum that incorporates hands-on activities to focus on skills and knowledge necessary for healthy dating relationships. The curriculum, developed by The Dibble Institute, offers developmentally appropriate information that addresses identity development, personal goals and values, what healthy (vs abusive) relationships look like, current relationship dynamics, important communication skills, and the promotion of future-orientated thinking about relationships. Table 1 provides descriptions of each lesson included

in the curriculum. The first set of lessons teach youth to understand the nature of romantic relationships and are followed by several lessons that address issues such as dating processes and decisions, communication skills within romantic relationships, and the promotion of future-oriented thinking about relationships. Importantly, the structure of this program is very interactive (i.e., discussion focused) and activity based (e.g., games, role playing, drawing, sculpting, listening to music, writing stories) to stimulate thinking, sharing, and processing of the information learned in each lesson.

The main objective of the program is to assist adolescents in developing the skills and knowledge necessary to form and maintain healthy, committed romantic relationships and future marriages. More specifically, participating adolescents will improve:

- their knowledge of healthy and unhealthy relationships, their knowledge about healthy dating patterns in terms of using effective approaches to conflict management and communication, and the importance of mutual respect, shared values, and commitment
- their abilities to recognize patterns of unhealthy and abusive relationships in terms of verbal or physical aggression, controlling behavior, and lack of respect between partners
- their levels of self-efficacy in relationships to help them feel empowered to make good choices and stand up for themselves when needed
- their problem solving and communication skills in terms of communicating effectively with partners about their needs and views and resolving conflict in their relationships using effective communication strategies
- their understanding of the choices and behaviors that put their physical and emotional health at risk

### **Table 1. Relationship Smarts Plus Lessons and Description**

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**Lesson 1:** “*Who am I and Where am I Going?*” helps adolescents get in touch with their sense of identity and possible selves. Identity formation is a central task of adolescence that influences and is influenced by experiences in romantic and other close relationships. Emphasis is placed on who the adolescent is within their family, friendship, and dating relationship contexts. The adolescents create a possible selves tree in order to visualize their future self-goals and ways to attain them. The lesson concludes with adolescents addressing ways to stay true to themselves when faced with peer pressure.

**Lesson 2:** “*Maturity Issues and What I Value*” explores the concept of maturity. It identifies four aspects of maturity—physical, emotional, mental and social—and points out how the latter three don’t happen on their own, but take conscious effort. The lesson then moves on to an activity, “a values auction,” that helps participants identify the values that are important to them.

**Lesson 3:** “*Attractions and Infatuation*” begins with a “relationship pyramid” schematic that assists teens in thinking about the building blocks of good relationships. Adolescents are helped to visualize the foundation of good relationships that include: common interests, having fun together, talking to each other, and developing a real friendship. In addition, the chemistry of attraction and the nature of infatuation are explored.

**Lesson 4:** “*Love and Intimacy*” gets teens thinking about the meaning of the words love and intimacy. First, teacher selected pictures from teen magazines are used to help adolescents learn about the differences and connections between love and lust. Next, the three important aspects of mature love—that is, passion, intimacy, and commitment are examined. The last part of the session builds an understanding of intimacy and how it develops.

**Lesson 5:** “*Principles of Smart Relationships*” provides practical guidance for developing positive relationships. The first part introduces seven principles for “smart” dating. Teens learn that they *can* fall in love with their brain turned on by paying attention to these seven principles. Activities, such as identifying Smart and Not-so-Smart relationship decisions, provide practice for applying these insights to real world teen relationships.

**Lesson 6:** “*The Low-risk Relationship Strategy: Decide, Don’t Slide!*” explores why people can easily get swept up and involved with poor relationship choices. Too often young people slide into situations instead of making clear decisions with good knowledge about the person they are attracted to. This lesson aims to build skills and awareness for how to take a “go-slow, go-smart” approach toward building relationships and avoiding the sometimes high-costs of sliding. Teens explore, through four different activities, steps to take to really get to know someone they are dating.

**Lesson 7:** “*Is It a Healthy Relationship?*” offers concrete and practical guidance about how to tell if a relationship is healthy or unhealthy. By trying to answer three essential questions the lesson explores what healthy and unhealthy relationships look like in the real world. A fun sculpting activity aids in visualizing the negative and positive answers to the questions.

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**Table 1. Relationship Smarts Plus Lessons and Description (Continued)**

**Lesson 8:** “Breaking up and Dating Abuse” increases teens’ awareness of what abuse looks like in relationships and stresses that abusive relationships are unhealthy and unsafe. Thought provoking activities and an educational video are used to help teens understand the forms abuse takes and ways to avoid or get out of abusive relationships. In addition, adolescents learn that even relationships that are not abusive may need to end, and guidelines are offered for knowing when it’s time to break up, better and worse ways to break up, and steps for moving on.

**Lesson 9:** “A Foundation for Good Communication” provides students with a strong foundation for effective communication in couple relationships. After considering the positive and negative communication patterns students have learned within their families, the basic elements of listening openly and speaking clearly are reviewed. Ways to engage in problem solving also are covered. The lesson concludes with opportunities to practice important skills for good communication.

**Lesson 10:** “Communication Challenges” looks more extensively at challenges to good communication and ways to address negative communication patterns in a relationship. Students are introduced to patterns that damage relationships and how to recognize the warning signs of troubled communication. Next students have opportunities to practice different strategies to change negative communication patterns into positive ones.

**Lesson 11:** “Why Parents’ Relationships Really Matter to Children” aims to build an awareness of how and why a healthy marriage matters. Specifically, teens learn how parents’ relationships matter to children. They also focus on the importance of fathers. Activities are designed so that teens can vividly see things from a child’s eyes and heart.

**Lesson 12:** “Increasing the Odds of Having a Healthy Marriage Someday” helps teens learn about wise mate selection and reasons why some marriages succeed and others fail. Through activities, they learn why the choices they make in the present can take them down paths that will either lead them towards or away from a successful marriage.

**Lesson 13:** “Follow Your North Star” provides a final lesson where teens will first review core concepts and then work together to produce a mural summarizing the key insights and information they have learned in this unit. Then, they will begin to work individually on their own “success plans” in session. They will continue and finish these plans outside of class.

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Note: When time is not available to offer all 13-lessons, agents are encouraged to offer, at minimum, the six “core lessons” including lessons 2, 3, 6, 8, 9, and 11/12. These “core lessons” provide the basic foundation and essential skills and knowledge necessary to facilitate healthy relationship development.

### **2008-2010-: UGA EXTENSION PREPARING YOUTH TO BE RELATIONSHIP SMART**

Since 2008, 33 county FACS and 4-H Extension agents as well as 16 community professionals have been trained in the Relationship Smarts program. The *Relationship Smarts* program has been offered 48 times (in part or in it’s entirety) and reached 1,157 youth across 19 counties.

- 2008: In April, 16 county FACS and 4-H Extension agents completed the first *Relationship Smarts* 2-day program training offered in Perry, GA. Agents in 4 additional counties received individualized training.
- 2009: In July, 16 community agency professionals and 1 FACS Extension agent completed a *Relationship Smarts* 2-day program training offered in Gainesville, GA.
- 2009: The *Relationship Smarts* program was offered 23 times (in part or in it’s entirety) to 646 youth across 13 counties. Of the 23 offerings of the program, some only included 1 or 2 lessons from the program (n=4) whereas others included 4-5 lessons (n=8) or 6 or more lessons (n=10) across multiple classes Overall, participating youth reported increases in knowledge, feeling more confident that they can use the skills learned, that they were likely to use these skills, and feeling better about themselves. (Go to [www.gamarriages.org](http://www.gamarriages.org) to access the 2009 impact report)
- 2010: In April, 12 county FACS and 4-H Extension agents completed a *Relationship Smarts* 2-day program training offered in Athens, GA.
- 2010: The *Relationship Smarts* program was offered 25 times (in part or in it’s entirety) to 511 youth across 14 counties. Below is a description of these programs, the participating youth and the impact of these programs.

Currently, county FACS and 4-H Extension agents across 26 counties are working to offer *Relationship Smarts* to youth through in-school and after-school programming (see Appendix A for a map).

## **PROGRAM EVALUATION**

The evaluation of the Relationship Smarts Program includes an examination of short-term indicators of change in participants' knowledge and beliefs related to topics covered in each lesson, as well as in confidence in their ability to use the skills learned. Participants complete a retrospective pre- and post-test consisting of 5-items immediately following each lesson to assess changes in knowledge. A brief 1-page survey is also administered to participants when at least four lessons are offered focused on values/goals (lesson 1 and/or 2), what healthy relationships look like (lessons 3-8, but at least 5 and/or 7), and communication skills (lessons 9 and/or 10). This survey is completed immediately following the end of the program to assess changes in confidence levels and attitudes.

## **2010 PROGRAM OUTPUTS**

In 2010, 511 adolescents across 14 counties participated in at least one of the 25 offerings of the *Relationship Smarts* program. Table 2 summarizes the counties, program dates, and total youth who received each lesson. Classes ranged from 40 to 120 minutes in length, and the breadth of lessons covered and program duration varied. Of the 25 program offerings, some agents only included 1-3 lessons from the program (n=6) whereas others included 4-5 lessons (n=6) or 6 or more lessons (n=13) across multiple classes. Agents who delivered multiple lessons from the curriculum varied in how often they met with the youth (e.g., daily for a week; once or twice per week across 2-4 weeks; weekly; once per month for 6+ months).

**Table 2. County, Program Dates, Total Youth, and Lesson(s) Presented**

| County                  | Program Dates      | Total Youth | Lesson |     |     |     |     |     |    |     |     |    |    |    |    |
|-------------------------|--------------------|-------------|--------|-----|-----|-----|-----|-----|----|-----|-----|----|----|----|----|
|                         |                    |             | 1      | 2   | 3   | 4   | 5   | 6   | 7  | 8   | 9   | 10 | 11 | 12 | 13 |
| Candler                 | 2/4/10 - 3/18/10   | 22          | 20     | 16  |     |     | 21  |     |    |     | 18  | 18 |    |    |    |
| Candler                 | 3/31/10 - 5/17/10  | 23          | 23     |     |     |     | 22  |     |    |     | 13  | 21 |    |    |    |
| Candler                 | 8/26/10 - 10/14/10 | 21          | 21     |     |     |     | 20  |     |    |     | 21  | 17 |    |    |    |
| Candler                 | 12/2/10 - 12/14/10 | 4           | 4      |     |     |     | 4   |     |    |     | 3   |    |    |    |    |
| Chattooga               | 9/1/10 - 4/1/11    | 26          | 26     | 26  | 26  | 26  | 26  |     |    |     |     | 26 |    |    |    |
| Chattooga               | 9/1/10 - 4/1/11    | 41          | 41     | 41  | 41  | 41  | 41  |     |    |     |     | 41 |    |    |    |
| Chattooga               | 9/1/10 - 4/1/11    | 39          | 39     | 39  | 39  | 39  | 39  |     |    |     |     | 39 |    |    |    |
| Chattooga               | 9/1/10 - 4/1/11    | 19          | 19     | 19  | 19  | 19  | 19  |     |    |     |     | 19 |    |    |    |
| Clarke                  | 3/23/10 - 5/4/10   | 37          | 24     | 19  | 18  | 18  | 17  | 15  | 14 | 15  | 16  | 17 | 17 | 11 | 16 |
| Colquitt                | 7/19/10 - 7/23/10  | 26          | 24     | 25  | 23  |     | 25  |     |    |     |     |    |    |    |    |
| Elbert                  | 8/30/10 - 1/31/11  | 26          | 23     | 22  | 16  | 13  | 9   | 12  | 10 | 14  | 12  | 14 | 15 | 15 |    |
| Emanuel                 | 2/1/2010 - 3/1/10  | 26          | 24     | 23  |     |     | 22  |     |    |     | 21  |    |    |    |    |
| Emanuel                 | 4/5/2010 - 5/10/10 | 17          | 17     |     |     |     | 13  |     |    |     | 11  |    |    |    |    |
| Forsyth                 | 12/14/2010         | 3           |        |     |     |     |     |     |    |     |     | 3  |    |    |    |
| Forsyth                 | 12/1/2010          | 18          |        |     |     |     |     |     |    |     |     | 18 |    |    |    |
| Glynn                   | 1/26/10 - 3/23/10  | 14          | 6      | 11  | 8   | 11  | 10  |     | 9  | 9   |     |    |    |    |    |
| Glynn                   | 9/20/10 - 10/25/10 | 13          | 12     | 10  | 8   | 8   | 12  |     |    |     | 10  |    |    |    |    |
| Lanier                  | 6/15/2010          | 19          | 19     | 19  | 19  | 19  | 19  | 19  | 19 | 19  | 19  | 19 | 19 | 19 |    |
| Laurens                 | 5/5/10-5/12/10     | 10          |        |     |     |     |     |     | 9  |     |     |    |    |    | 8  |
| Laurens                 | 7/13/10 - 9/2/10   | 14          |        | 11  |     |     | 6   | 9   |    | 6   | 4   | 4  |    |    |    |
| Liberty                 | 4/6/10 - 5/3/10    | 14          | 12     | 10  |     |     | 10  |     |    |     |     | 8  |    |    |    |
| Madison                 | 10/19/10 - 4/12/11 | 28          |        | 21  |     |     |     |     | 15 |     | 17  | 17 |    | 15 | 15 |
| Madison                 | 10/19/10 - 4/12/11 | 31          |        | 18  |     |     |     |     | 21 |     | 20  | 19 |    | 20 | 21 |
| Pike                    | 6/2/10 - 6/30/10   | 15          | 8      | 6   | 9   | 12  | 5   | 10  | 6  | 6   | 8   |    |    |    |    |
| Tift                    | 9/15/2010          | 5           | 5      |     |     |     |     |     |    |     |     |    |    |    |    |
| Total Youth             |                    | 511         | 367    | 336 | 226 | 206 | 340 | 110 | 58 | 203 | 305 | 54 | 86 | 89 | 16 |
| Total Program Offerings |                    | 25          | 19     | 17  | 11  | 10  | 19  | 8   | 5  | 15  | 17  | 4  | 5  | 6  | 1  |
| Total Unique Counties   |                    | 14          | 11     | 12  | 7   | 6   | 11  | 6   | 5  | 9   | 10  | 4  | 4  | 5  | 1  |

The lessons most often offered included lessons 1, 2, 5, and 9. Lesson 1 (n=363, 72%) helps teens get in touch with who they are and encourages them to consider their possible selves or who they might become in the future. Emphasis is placed on who teens are as individuals within close relationship contexts. Lesson 2 (n=336, 66%) explores the four dimensions of maturity (physical, mental, emotional, and social) and points out how to develop the three latter dimensions. This lesson helps teens identify values that are important to them, especially in a romantic partner. Lesson 5 (n=340; 67%) introduces the seven principles to smart dating, teaching teens that they can fall in love with their brains turned on by following and paying attention to these principles. Lesson 9 (n=305, 60%) builds a foundation for effective communication in relationships and focuses on techniques for handling conflicts and addressing difficult issues. Also worth noting are the number of youth who received Lessons 3 and 8 which are considered part of the “core” six lessons from RS+ in addition to lessons 2, 6, 9 and 11. Lesson 3 (n=226, 45%) helps teens think about the building blocks of healthy relationships and emphasizes the foundation of such healthy relationships. Lesson 8 (n=203, 40%) focuses on providing guidance for breaking up, as well as strategies to both avoid and address violent or abusive relationships.

## **THE PARTICIPANTS**

Of the 511 youth who participated in at least one Relationship Smarts class, data was collected from 377 adolescents across 13 counties: Candler (n=66), Chattooga (n=16), Clarke (n=37), Colquitt (n=26), Elbert (n=26), Emanuel (n=43), Glynn (n=27), Lanier (n=19), Laurens (n=24), Liberty (n=14), Madison (n=59), Pike (n=15), and Tift (n=5). The program was offered to youth in health (or like) middle/high school classes (n=172), enrolled in community-based programs (n=75), at boys/girls clubs (n=52), in church youth groups (n=26), in after school 4H programs (n=24), and programs targeting at-risk youth (n=28). Demographic characteristics of these 377 youth (57% male) are reported in Table 3. The majority of these youth were in the 8<sup>th</sup> grade (54%) and 13-14 years of age (59%; M= 14.1; SD=1.5). About half (45%) of the youth were Caucasian and 38% were African American. Also, 82% of participants reported that they had been in a dating relationship.

**Table 3. Demographic Characteristics of Participants (N=377).**

| Grade                               | Frequency   | Age   | Frequency   | Race/Ethnicity         | Frequency   |
|-------------------------------------|-------------|-------|-------------|------------------------|-------------|
| 5 <sup>th</sup> -7 <sup>th</sup>    | 58 (15.7%)  | 10-12 | 35 (9.5%)   | White/Caucasian        | 166 (45.2%) |
| 8 <sup>th</sup>                     | 201 (54.2%) | 13-14 | 216 (59.1%) | Black/African American | 138 (37.6%) |
| 9 <sup>th</sup> - 10 <sup>th</sup>  | 77 (20.8%)  | 15-16 | 81 (22.2%)  | Hispanic/Latino        | 49 (13.4%)  |
| 11 <sup>th</sup> - 12 <sup>th</sup> | 35 (9.4%)   | 17-18 | 31 (8.4%)   | Asian American         | 2 (0.5%)    |
|                                     |             | 19-25 | 2 (0.6%)    | Other                  | 12 (3.3%)   |

## **PROGRAM IMPACT**

**Change in Knowledge:** At the conclusion of each lesson, participants were asked to report whether their knowledge, awareness, and understanding of the various topics or skills that were covered in the lesson was (1) poor, (2) fair, (3) good, or (4) excellent before the program and then asked what their understanding was like after the program. Each lesson evaluation included five items and mean before and after scores were computed with higher scores reflecting greater understanding.

Table 4 provides a summary of the participants’ responses across each lesson. For each lesson, participants, on average, reported that their knowledge, awareness, and understanding of the topics improved after finishing the lesson. On average, at least 75% of the participants reported improvements across each lesson (i.e., after mean score was great than their before mean score). For example, 83% of students reported having a better understanding of the principles of smart relationships (Lesson 5). Paired-sample t-test analyses showed that the mean difference score (before vs. after) was statistically significant for each lesson. A break-down of responses to each item for each lesson covered are presented in Appendix B-M.

### **Example comments of what youth reported learning include:**

- *I have learned that I need to love myself for who I am.*
- *I have learned how to express myself.*
- *I learned that it is important to have common interests with the other person.*
- *I learned how to recognize who is compatible with me.*
- *I have learned the ingredients of a good relationship and how to make a relationship better.*

**Table 4. Participants' Reported Change across Relationship Smarts Lessons.**

| Curriculum Lesson  | n   | Mean Score (SD) |             | t-value | % who improved |
|--|-----|-----------------|-------------|---------|----------------|
|  |     | Before          | After       |         |                |
| 1: "Who am I and Where am I Going?"                            | 206 | 2.79 (0.62)     | 3.43 (0.50) | 15.95** | 83%            |
| 2: "Maturity Issues/What I Value"                              | 196 | 2.81 (0.69)     | 3.45 (0.55) | 13.77** | 76%            |
| 3: "Attractions and Infatuation"                               | 116 | 2.70 (0.68)     | 3.58 (0.47) | 14.12** | 84%            |
| 4: "Love and Intimacy"   | 75  | 2.44 (0.75)     | 3.34 (0.50) | 9.84**  | 76%            |
| 5: "Principles of Smart Relationships"                         | 201 | 2.54 (0.70)     | 3.83 (0.59) | 17.16** | 83%            |
| 6: "The Low-risk Relationship Strategy: Decide, Don't Slide!"  | 109 | 2.62 (0.65)     | 3.40 (0.58) | 11.13** | 80%            |
| 7: "Is It a Healthy Relationship?"                             | 54  | 2.87 (0.58)     | 3.54 (0.50) | 7.89**  | 76%            |
| 8: "Breaking up and Dating Abuse"                              | 162 | 2.68 (0.70)     | 3.39 (0.58) | 15.06** | 78%            |
| 9: "A Foundation for Good Communication"                       | 147 | 2.59 (0.72)     | 3.34 (0.64) | 13.03** | 76%            |
| 10: "Communication Challenges"                                 | 53  | 2.71 (0.78)     | 3.56 (0.56) | 8.39**  | 74%            |
| 11: "Why Parents' Relationships Really Matter to Children"     | 67  | 2.81 (0.78)     | 3.50 (0.58) | 8.07**  | 67%            |
| 12: "Increasing the Odds of Having a Healthy Marriage Someday" | 70  | 2.70 (0.85)     | 3.52 (0.57) | 9.13**  | 73%            |

Note: See Table 1 for lesson description. Lesson 13 did not include a lesson specific evaluation.

<sup>t</sup>  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$

**Change in Confidence and Attitudes.** Of the 511 youth who received some of the Relationship Smarts program, 177 (35%) received at least 4 lessons (covering goals/values, characteristics of healthy vs. unhealthy relationships and communication strategies) and completed the *overall program evaluation* survey. This survey was designed to assess perceived changes in how confident they felt in applying the skills learned and various other attitudes and aspirations. Table 5 summarizes the level of confidence that these youth reported after the completion of the program. Overall, the majority of these youth (at least 75%) felt that they were more confident than before the program in establishing healthy relationships. According to some of the youth: "I think this program helped me be more confident;" "I could have fun and talk about how I feel;" "I feel like I can share myself with others more;" "It helped me to be a good listener and helped me have better and stronger relationships with the people in my life;" "It will make me more aware of things and able to think about things first;" and "It has helped me to the point that now I know I can handle relationships."

**Table 5. Youth's Confidence After Completing Relationship Smarts Program Compared to Before (n=177)**

|  | n   | Level of Confidence |                |               |            |
|--|-----|---------------------|----------------|---------------|------------|
|  |     | Less                | About the Same | A Little More | A Lot More |
| 1. Having a healthy relationship with family and friends                     | 175 | 1.7%                | 16.0%          | 36.0%         | 46.3%      |
| 2. Being a good and sensitive listener                                       | 175 | 2.3%                | 18.3%          | 34.9%         | 44.6%      |
| 3. Handling conflict in a healthy way  | 175 | 4.0%                | 19.4%          | 38.9%         | 37.7%      |
| 4. Having a healthy dating relationship                                      | 174 | 3.4%                | 18.4%          | 25.3%         | 52.9%      |
| 5. Expressing your feelings and sharing what you want from a dating partner. | 173 | 3.5%                | 22.5%          | 26.0%         | 48.0%      |

**Likelihood of Using Learned Skills.** As well, participants were asked *how likely they were to use the skills learned in this program*. As noted in Figure 1, 95% of the participants reported that they were likely to use the skills learned: 15% were somewhat likely, 39% were likely, and 41% were very likely. As commented by one youth, *“It will make me more aware of things in order to think about things better.”* Another youth commented, *“It helps me realize how much you need to stay away from drugs and alcohol and wait until you’re married to have sex.”*

**Helpfulness of Program.** Participants were also asked *how helpful the program was to them*. As shown in Figure 2, 94% of the participants felt that this program was helpful: 45% very helpful, 37% helpful, and 12% somewhat helpful. Example comments shared by youth on how the program helped include:

- *This program has helped me learn more about myself and what I am looking for in someone I want to date.*
- *It has opened my eyes to real situations and has taught me how to deal with them appropriately and intelligently.*
- *I feel that it helped me realize the importance of my future and how it is affected by the choices I make now.*
- *I learned more stuff and it helped me with my relationship with my family.*

Additionally, 75% of the participants reported that they *would refer this program to their friends* (21% were not sure).

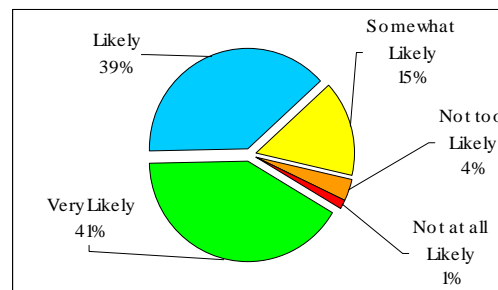
**Change in Feelings About Self.** To determine how participants felt about themselves after the program, they were asked *“Compared to before the program, how do you feel about yourself as a person now?”* Response options included: (1) I feel a lot better, (2) I feel a little better, (3) I feel about the same, (4) I feel a little worse, and (5) I feel a lot worse. As noted in Figure 3, 79% of the participants felt better about themselves after the program. Commenting on what they learned or liked about the program, youth expressed examples of how the program helped them feel better about themselves, including:

- *Just actually finding so much out about myself.*
- *For me to respect myself and others and not just judge someone.*
- *This program made me feel more open about my opinions and now I have a higher self-esteem than before.*
- *I have changed my attitude, it has become a lot more positive and I let a lot of the little things pass.*
- *I liked it because someone is taking a stand telling us how we women should be treated etc.*

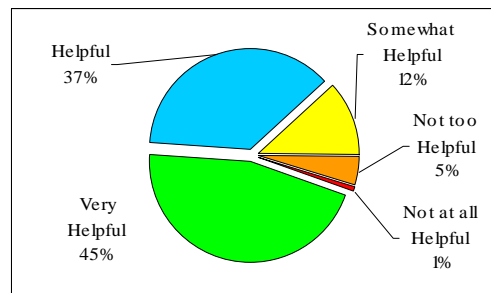
**CONCLUSION**

A summary of the objectives, outputs and impact of the Relationship Smarts programming is provided in Appendix O. Overall, program participants, on average, reported gaining awareness and understanding of what it means to have a healthy relationship and feeling more confident that they can use these skills and behaviors in their everyday lives. Also, participants felt that the program was helpful to them and they felt better about themselves after participating. Commenting on what she liked best about the program, one youth wrote *“You get to discuss stuff that you wouldn’t normally discuss.”* Another youth commented that *“This program has been awesome. I learned more about myself, how to go about conflict, and how to just talk with people in a better way.”* In conclusion, the program appears to have had a positive influence on these youth.

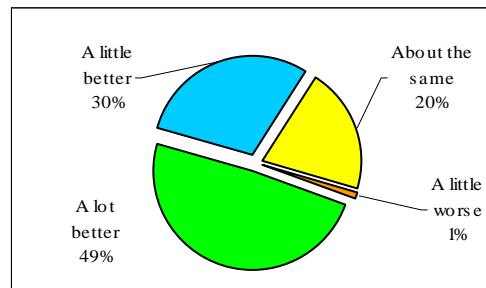
**Figure 1. Likelihood of Participants Using the Skills Learned in This Program (n=171).**



**Figure 2. Perceived Helpfulness of the Program (n=174).**



**Figure 3. Participants’ Feelings about Themselves Now (n=175).**





**Appendix B**  
**Lesson 1: Who am I and Where am I Going?**

**Summary.** Out of the 25 implementations of the RS program, 19 offered Lesson 1 to 407 potential youth across 11 counties. Of these youth, 367 attended Lesson 1 and 211 completed an evaluation form for this lesson. Table B1 summarizes the level of understanding that youth reported having before and after the lesson, and Table B2 presents the mean score change. Most youth felt that their understanding was fair/good before the program and good/excellent after the program. Statistically significant improvements of knowledge were observed across all areas.

**Table B1. Youth’s Knowledge and Attitudes on Lesson 1 Concepts.**

| Before participating in program |       |       |           |  | After participating in program |      |       |           |
|---------------------------------|-------|-------|-----------|--|--------------------------------|------|-------|-----------|
| Poor                            | Fair  | Good  | Excellent |  | Poor                           | Fair | Good  | Excellent |
| 7.9%                            | 35.0% | 42.9% | 14.3%     | (a) My ability to identify what my possible selves are.                                      | 1.0%                           | 8.9% | 43.6% | 46.5%     |
| 4.4%                            | 22.9% | 43.4% | 29.3%     | (b) My awareness of who currently supports me to be the best person I can be.                | .5%                            | 3.4% | 34.1% | 62.0%     |
| 9.8%                            | 25.0% | 46.6% | 18.6%     | (c) My ability to do specific things day-to-day that prepare me for my future.               | 2.0%                           | 7.4% | 38.2% | 52.5%     |
| 7.6%                            | 30.3% | 38.9% | 23.2%     | (d) My awareness of the importance of comparing my possible selves with those of my friends. | 1.6%                           | 9.8% | 38.3% | 50.3%     |
| 8.3%                            | 24.8% | 42.2% | 24.8%     | (e) My strategies for dealing with peer pressure.  | 2.5%                           | 9.3% | 33.8% | 54.4%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 203, (a) after = 202, (b) before= 205, (b) after = 205, (c) before = 204, (c) after = 204, (d) before = 185, (d) after= 183, (e) before = 206, and (e) after = 204.

**Table B2. Before and After Mean Change Scores on Lesson 1 Concepts.**

|  | n   | Mean Score (SD) |             | t-value |
|--|-----|-----------------|-------------|---------|
|  |     | Before          | After       |         |
| (a) My ability to identify what my possible selves are                                       | 201 | 2.64 (0.83)     | 3.35 (0.69) | 12.66** |
| (b) My awareness of who currently supports me to be the best person I can be.                | 203 | 2.98 (0.84)     | 3.58 (0.59) | 10.81** |
| (c) My ability to do specific things day-to-day that prepare me for my future.               | 202 | 2.73 (0.87)     | 3.41 (0.72) | 11.63** |
| (d) My awareness of the importance of comparing my possible selves with those of my friends. | 183 | 2.77 (0.89)     | 3.37 (0.73) | 9.86**  |
| (e) My strategies for dealing with peer pressure.  | 204 | 2.83 (0.89)     | 3.40 (0.76) | 9.78**  |

<sup>t</sup> p < .10, \* p < .05, \*\* p < .01

**Sample of comments reflective of what students reported learning**

- Who my supports are.
- How to handle peer pressure.
- Respecting myself and others.
- Think about my life goals and things that will help improve myself.
- How to be successful and plan for the future
- How to talk through situations and problems and ways to handle them.
- Don’t care what others think about me.
- Influences and consequences of porn, drugs, sex, and alcohol.
- Be yourself and not someone you aren’t.
- Don’t change myself or try to change others.
- Making good decisions.
- I learned about myself and who I am as a person.
- I’ve learned what values are important to me.

## Appendix C

### Lesson 2: Maturity Issues/What I Value

**Summary.** Out of the 25 implementations of the RS program, 17 offered Lesson 2 to 410 potential youth across 12 counties. Of these youth, 336 youth attended Lesson 2 and 199 youth completed an evaluation form for this lesson. Table C1 summarizes the level of understanding that youth reported having before and after the lesson, and Table C2 presents the mean score change. Most youth felt that their understanding was fair/good before the program and good/excellent after the program. Statistically significant improvements of knowledge were observed in all areas.

**Table C1. Youth’s Knowledge and Attitudes on Lesson 2 Concepts.**

| Before participating in program |       |       |           |   | After participating in program |      |       |           |
|---------------------------------|-------|-------|-----------|---|--------------------------------|------|-------|-----------|
| Poor                            | Fair  | Good  | Excellent |   | Poor                           | Fair | Good  | Excellent |
| 4.6%                            | 29.4% | 43.7% | 22.3%     | (a) My knowledge of my personal values.   | .5%                            | 4.6% | 41.0% | 53.8%     |
| 5.2%                            | 28.9% | 49.0% | 17.0%     | (b) My understanding of how one’s values and maturity levels affect one’s behavior. | 1.0%                           | 6.7% | 38.7% | 53.6%     |
| 7.1%                            | 24.7% | 43.5% | 24.7%     | (c) My knowledge of the type of person that I am attracted to.                      | 1.8%                           | 7.1% | 35.9% | 55.3%     |
| 9.7%                            | 27.3% | 40.9% | 22.1%     | (d) My awareness of the differences between maturity and immaturity.                | 2.6%                           | 7.2% | 39.9  | 50.3%     |
| 9.9%                            | 25.0% | 45.4% | 19.7%     | (e) My knowledge of social, emotional, and mental dimensions of maturity.           | 2.6%                           | 9.2% | 42.5% | 45.8%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 197, (a) after = 195, (b) before= 194, (b) after = 194, (c) before = 170, (c) after = 170, (d) before = 154, (d) after= 153, (e) before = 152, and (e) after = 153.

**Table C2. Before and After Mean Change Scores on Lesson 2 Concepts**

|   | n   | Mean Score (SD) |             | t-value |
|---|-----|-----------------|-------------|---------|
|   |     | Before          | After       |         |
| (a) My knowledge of my personal values.   | 195 | 2.83_(0.82)     | 3.48_(0.61) | 11.86** |
| (b) My understanding of how one’s values and maturity levels affect one’s behavior. | 192 | 2.77_(0.79)     | 3.45_(0.67) | 11.75** |
| (c) My knowledge of the type of person that I am attracted to.                      | 168 | 2.85_(0.87)     | 3.46_(0.70) | 9.62**  |
| (d) My awareness of the differences between maturity and immaturity.                | 152 | 2.74_(0.91)     | 3.38_(0.74) | 8.79**  |
| (e) My knowledge of social, emotional, and mental dimensions of maturity.           | 150 | 2.74_(0.89)     | 3.32_(0.75) | 7.90**  |

<sup>t</sup> p < .10, \* p < .05, \*\* p < .01.

#### **Sample of comments reflective of what students reported learning**

- My knowledge of my personal values
- How to show respect in a relationship.
- Recognize that love is more than physical attraction.
- Dimensions of maturity.
- To not judge people by their physical appearance.
- How to control my behavior.
- About others understanding of values.
- Scale of maturity.
- My knowledge of social, emotional and mental dimensions of maturity.
- What means most to me.
- What I want and like in a guy.
- The kind of person I’m attracted to.
- To be honest.
- Other people’s personal values.
- How to control my behavior.

## Appendix D

### Lesson 3: Attractions and Infatuations

**Summary.** Out of the 25 implementations of the RS program, 11 offered Lesson 3 to 275 potential youth across 7 counties. Of these youth, 226 youth attended Lesson 3 and 116 youth completed an evaluation form for this lesson. Table D1 summarizes the level of understanding that youth reported having before and after the lesson, and Table D2 presents the mean score change. Most youth felt that their understanding was fair/good before the program and excellent after the program. Statistically significant improvements of knowledge were observed in all areas.

**Table D1. Youth’s Knowledge and Attitudes on Lesson 3 Concepts.**

| Before participating in program |       |       |           |  | After participating in program |      |       |           |
|---------------------------------|-------|-------|-----------|--|--------------------------------|------|-------|-----------|
| Poor                            | Fair  | Good  | Excellent |  | Poor                           | Fair | Good  | Excellent |
| 7.8%                            | 34.8% | 46.1% | 11.3%     | (a) My knowledge of the building blocks of a healthy relationship.                             | 0.0%                           | 3.4% | 35.3% | 61.2%     |
| 7.8%                            | 25.9% | 43.1% | 23.3%     | (b) My understanding of why a relationship based on sex is not stable.                         | 0.0%                           | 2.6% | 33.9% | 63.5%     |
| 15.8%                           | 27.4% | 47.4% | 9.5%      | (c) My knowledge of the nature of infatuation, including the “brain chemistry” of infatuation. | 1.1%                           | 6.3% | 42.1% | 50.5%     |
| 10.4%                           | 30.2% | 44.8% | 14.6%     | (d) My understanding of the difference between infatuation and genuine love.                   | 0.0%                           | 8.3% | 32.3% | 59.4%     |
| 5.3%                            | 21.3% | 53.2% | 20.2%     | (e) My understanding of how relationships change over time.                                    | 1.1%                           | 3.2% | 31.6% | 64.2%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 115, (a) after = 116, (b) before= 116, (b) after = 115, (c) before = 95, (c) after = 95, (d) before = 96, (d) after= 96, (e) before = 94, and (e) after = 95.

**Table D2. Before and After Mean Change Scores on Lesson 3 Concepts.**

|  | n   | Mean Score (SD) |             | t-value |
|--|-----|-----------------|-------------|---------|
|  |     | Before          | After       |         |
| (a) My knowledge of the building blocks of a healthy relationship.                             | 115 | 2.61 (0.79)     | 3.57 (0.56) | 13.42** |
| (b) My understanding of why a relationship based on sex is not stable                          | 115 | 2.81 (0.88)     | 3.61 (0.54) | 10.62** |
| (c) My knowledge of the nature of infatuation, including the “brain chemistry” of infatuation. | 95  | 2.51 (0.87)     | 3.42 (0.66) | 9.06**  |
| (d) My understanding of the difference between infatuation and genuine love.                   | 96  | 2.64 (0.86)     | 3.51 (0.65) | 9.43**  |
| (e) My understanding of how relationships change over time.                                    | 94  | 2.88 (0.79)     | 3.59 (0.61) | 7.76**  |

t p < .10, \* p < .05, \*\* p < .01.

#### **Sample of comments reflective of what students reported learning**

- The difference between infatuation and love.
- How to build a healthy relationship.
- I learned about ingredients for a good relationship
- The things you need to do before committing yourself to a person.
- Know the person before having a relationship with them.
- Relationships based on sex aren’t stable and holding back on sex is healthy for the relationship to grow.
- How to tell if it’s love or infatuation.
- I learned that loving someone takes time.
- Talked about what we can do to make a relationship better.
- Looks aren’t everything.
- Love is something that takes time.
- Relationships are not all about sex.

## Appendix E

### Lesson 4: Love and Intimacy

**Summary.** Out of the 25 implementations of the RS program, 10 offered Lesson 4 to 249 potential youth across 6 counties. Of these youth, 206 youth attended Lesson 4 and 75 youth completed an evaluation form for this lesson. Table E1 summarizes the level of understanding that youth reported having before and after the lesson, and Table E2 presents the mean score change. Most youth felt that their understanding was fair/good before the program and good/excellent after the program. Statistically significant improvements of knowledge were observed in all areas.

**Table E1. Youth’s Knowledge and Attitudes on Lesson 4 Concepts.**

| Before participating in program |       |       |           |  | After participating in program |       |       |           |
|---------------------------------|-------|-------|-----------|--|--------------------------------|-------|-------|-----------|
| Poor                            | Fair  | Good  | Excellent |  | Poor                           | Fair  | Good  | Excellent |
| 28.2%                           | 35.2% | 22.5% | 14.1%     | (a) My understanding of Eros and Agape.  | 1.4%                           | 2.8%  | 54.2% | 41.7%     |
| 7.1%                            | 31.4% | 50.0% | 11.4%     | (b) My knowledge of the dimensions of mature love (chemistry, friendship, and trust/commitment). | 0.0%                           | 4.2%  | 54.9% | 40.8%     |
| 11.4%                           | 37.1% | 40.0% | 11.4%     | (c) My awareness of problems that can occur when the dimensions of mature love are unbalanced.   | 4.2%                           | 2.8%  | 47.9% | 45.1%     |
| 32.9%                           | 24.7% | 31.5% | 11.0%     | (d) My knowledge of the 6 different types of intimacy.   | 2.8%                           | 11.1% | 44.4% | 41.7%     |
| 13.7%                           | 28.8% | 41.1% | 16.4%     | (e) My understanding of the ways to build true intimacy.   | 1.4%                           | 4.1%  | 51.4% | 43.2%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 71, (a) after = 72, (b) before = 70, (b) after = 71, (c) before = 70, (c) after = 71, (d) before = 73, (d) after = 72, (e) before = 73, and (e) after = 74.

**Table E2. Before and After Mean Change Scores on Lesson 4 Concepts.**

|  | n  | Mean Score (SD) |             | t-value |
|--|----|-----------------|-------------|---------|
|  |    | Before          | After       |         |
| (a) My understanding of Eros and Agape.  | 71 | 2.23 (1.02)     | 3.37 (0.62) | 9.86**  |
| (b) My knowledge of the dimensions of mature love (chemistry, friendship, and trust/commitment). | 70 | 2.66 (0.78)     | 3.37 (0.57) | 7.00**  |
| (c) My awareness of problems that can occur when the dimensions of mature love are unbalanced.   | 70 | 2.51 (0.85)     | 3.33 (0.74) | 7.27**  |
| (d) My knowledge of the 6 different types of intimacy.   | 72 | 2.18 (1.01)     | 3.25 (0.77) | 8.91**  |
| (e) My understanding of the ways to build true intimacy.   | 73 | 2.60 (0.92)     | 3.38 (0.62) | 6.65**  |

<sup>t</sup> p < .10, \* p < .05, \*\* p < .01

#### **Sample of comments reflective of what students reported learning**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• That you can’t have commitment or chemistry without friendship.</li> <li>• What is mature love.</li> <li>• There is a difference between lust and love.</li> <li>• How to rate a couple’s intimacy.</li> <li>• If one dimension is missing, problems (major/minor) can occur.</li> </ul> | <ul style="list-style-type: none"> <li>• The three dimensions of love must be balanced for true love.</li> <li>• I learned about eros and agape.</li> <li>• I learned how to build true intimacy.</li> <li>• The six different types of intimacy.</li> </ul> |
|---|--|

## Appendix F

### Lesson 5: Principles of Smart Relationships

**Summary:** Out of the 25 implementations of the RS program, 19 offered Lesson 5 to 417 potential youth across 11 counties. Of these youth, 340 youth attended Lesson 5 and 205 completed an evaluation form for this lesson. Table F1 summarizes the level of understanding that youth reported having before and after the lesson, and Table F2 presents the mean score change. Most youth felt their understanding was fair/good before and good/excellent after the program. Statistically significant improvements of knowledge were observed in all areas.

**Table F1. Youth’s Knowledge and Attitudes on Lesson 5 Concepts.**

| Before participating in program |       |       |           |   | After participating in program |       |       |           |
|---------------------------------|-------|-------|-----------|---|--------------------------------|-------|-------|-----------|
| Poor                            | Fair  | Good  | Excellent |   | Poor                           | Fair  | Good  | Excellent |
| 8.5%                            | 35.8% | 38.8% | 16.9%     | (a) My ability to recognize smart and not-so-smart relationship practices                     | 1.5%                           | 8.4%  | 36.9% | 53.2%     |
| 19.0%                           | 32.5% | 38.5% | 10.0%     | (b) My understanding of the seven principles of smart relationships.                          | 1.5%                           | 9.9%  | 42.6% | 46.0%     |
| 16.7%                           | 35.0% | 37.2% | 11.1%     | (c) My willingness to apply the seven principles to my own life.                              | 2.2%                           | 8.2%  | 45.4% | 44.3%     |
| 8.5%                            | 31.1% | 44.1% | 16.4%     | (d) My awareness of what makes a person compatible with me.                                   | 3.4%                           | 9.0%  | 36.0% | 51.7%     |
| 12.9%                           | 29.3% | 40.0% | 17.9%     | (e) My knowledge of how to start and continue conversations with a person I am interested in. | 2.1%                           | 12.1% | 32.6% | 53.2%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 201, (a) after = 203, (b) before= 200, (b) after = 202, (c) before = 180, (c) after = 183, (d) before = 177, (d) after= 178, (e) before = 140, and (e) after = 141.

**Table F2. Before and After Mean Change Scores on Lesson 5 Concepts.**

|   | n   | Mean Score (SD) |             | t-value |
|---|-----|-----------------|-------------|---------|
|   |     | Before          | After       |         |
| (a) My ability to recognize smart and not-so-smart relationship practices                     | 201 | 2.64 (0.86)     | 3.42 (0.70) | 12.52** |
| (b) My understanding of the seven principles of smart relationships.                          | 199 | 2.40 (0.91)     | 3.34 (0.71) | 12.96** |
| (c) My willingness to apply the seven principles to my own life.                              | 179 | 2.44 (0.89)     | 3.31 (0.72) | 12.90** |
| (d) My awareness of what makes a person compatible with me.                                   | 175 | 2.69 (0.85)     | 3.35 (0.79) | 10.80** |
| (e) My knowledge of how to start and continue conversations with a person I am interested in. | 139 | 2.63 (0.93)     | 3.37 (0.78) | 10.01** |

<sup>t</sup> p < .10, \* p < .05, \*\* p < .01

#### **Sample of comments reflective of what students reported learning**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• 7 Principles of relationships.</li> <li>• Compatibility checklist.</li> <li>• Don’t try to change someone just to be able to like them more.</li> <li>• Find a person who you have something in common with.</li> <li>• I learned about what to do and not to do in a relationship.</li> <li>• Be smart about who you are going to be with.</li> </ul> | <ul style="list-style-type: none"> <li>• That I need someone who has common interests with me.</li> <li>• Recognizing smart and not so smart relationships.</li> <li>• How pick somebody who is compatible with me.</li> <li>• How to be in a smart relationship.</li> <li>• To look out before you go into a relationship.</li> <li>• Do not change yourself for someone else.</li> <li>• How to start a conversation.</li> </ul> |
|---|--|

## Appendix G

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

**Summary.** Out of the 25 implementations of the RS program, 8 offered Lesson 6 to 180 potential youth across 6 counties. Of these youth, 110 attended Lesson 6 and 109 completed an evaluation form for this lesson. Table G1 summarizes the level of understanding that youth reported having before and after the lesson, and Table G2 presents the mean score change. Most youth felt that their understanding was fair/good before and good/excellent after the program. Statistically significant improvements of knowledge were observed in all areas.

**Table G1. Youth's Knowledge and Attitudes on Lesson 6 Concepts.**

| Before participating in program |       |       |           |  | After participating in program |       |       |           |
|---------------------------------|-------|-------|-----------|--|--------------------------------|-------|-------|-----------|
| Poor                            | Fair  | Good  | Excellent |  | Poor                           | Fair  | Good  | Excellent |
| 13.1%                           | 38.3% | 33.6% | 15.0%     | (a) My understanding of the risks and consequences of "sliding."                     | 1.9%                           | 10.3% | 41.1% | 46.7%     |
| 8.1%                            | 36.0% | 37.2% | 18.6%     | (b) My understanding of the importance of compatibility.                             | 2.3%                           | 13.6% | 35.2% | 48.9%     |
| 6.9%                            | 29.9% | 41.4% | 21.8%     | (c) My awareness of key things I should learn about someone that I am interested in. | 1.1%                           | 5.7%  | 37.9% | 55.2%     |
| 8.3%                            | 27.5% | 54.9% | 18.3%     | (d) My understanding of what it means to know someone.                               | .9%                            | 8.3%  | 31.5% | 59.3%     |
| 10.1%                           | 39.4% | 39.5% | 11.9%     | (e) My knowledge of low-risk "deciding" relationship strategies.                     | 3.7%                           | 6.4%  | 45.0% | 45.0%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 107, (a) after = 107, (b) before = 86, (b) after = 88, (c) before = 87, (c) after = 87, (d) before = 109, (d) after = 108, (e) before = 109, and (e) after = 109.

**Table G2. Mean Change Scores on Lesson 6 Concepts**

|  | n   | Mean Score (SD) |             | t-value |
|--|-----|-----------------|-------------|---------|
|  |     | Before          | After       |         |
| (a) My understanding of the risks and consequences of "sliding."                     | 107 | 2.50 (0.91)     | 3.33 (0.74) | 8.78**  |
| (b) My understanding of the importance of compatibility.                             | 86  | 2.66 (0.88)     | 3.31 (0.79) | 6.41**  |
| (c) My awareness of key things I should learn about someone that I am interested in. | 86  | 2.79 (0.90)     | 3.47 (0.66) | 7.65**  |
| (d) My understanding of what it means to know someone.                               | 108 | 2.73 (0.85)     | 3.49 (0.69) | 8.43**  |
| (e) My knowledge of low-risk "deciding" relationship strategies.                     | 109 | 2.52 (0.83)     | 3.31 (0.75) | 8.39**  |

<sup>t</sup> p < .10, \* p < .05, \*\* p < .01.

#### **Sample of comments reflective of what students reported learning**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• About who you want to date.</li> <li>• Consequences of sliding.</li> <li>• Importance of communication.</li> <li>• Knowing your partner is important.</li> <li>• Not to rush into a relationship.</li> <li>• My awareness of key things I should learn about someone I am interested in.</li> </ul> | <ul style="list-style-type: none"> <li>• Importance of compatibility.</li> <li>• Relationship strategies.</li> <li>• What I'm looking for in a relationship.</li> <li>• The differences between good/bad baggage.</li> <li>• To know about a person before dating them.</li> <li>• To pay attention to my conscience.</li> </ul> |
|--|--|

## Appendix H

### Lesson 7: “Is It a Healthy Relationship?”

**Summary:** Out of the 25 implementations of the RS program, 5 offered Lesson 7 to 111 potential youth across 5 counties. Of these youth, 58 youth attended Lesson 7 and 55 completed an evaluation form for this lesson. Table H1 summarizes the level of understanding that youth reported having before and after the lesson, and Table H2 presents the mean score change. Most youth felt that their understanding was fair/good before the lesson and good/excellent after the program. Statistically significant improvements of knowledge were observed in all areas.

**Table H1. Youth’s Knowledge and Attitudes on Lesson 7 Concepts.**

| Before participating in program |       |       |           |  | After participating in program |       |       |           |
|---------------------------------|-------|-------|-----------|--|--------------------------------|-------|-------|-----------|
| Poor                            | Fair  | Good  | Excellent |  | Poor                           | Fair  | Good  | Excellent |
| 0.0%                            | 30.2% | 49.1% | 20.8%     | ) My awareness of differences between healthy and unhealthy relationships.   | 0.0%                           | 5.6%  | 31.5% | 63.0%     |
| 0.0%                            | 26.4% | 58.5% | 15.1%     | ) My understanding of how a controlling relationship differs from a respectful relationship.   | 0.0%                           | 5.6%  | 33.3% | 61.1%     |
| 5.9%                            | 26.5% | 50.0% | 17.6%     | ) My understanding of the difference between a conditional and an unconditional relationship.  | 0.0%                           | 14.7% | 41.2% | 44.1%     |
| 2.9%                            | 23.5% | 52.9% | 20.6%     | ) My understanding of the difference between a relationship that has attractions on many levels compared to attraction at only the physical level. | 0.0%                           | 5.7%  | 34.3% | 60.0%     |
| 0.0%                            | 31.4% | 48.6% | 20.0%     | ) My ability to identify unmet emotional, social, mental, or physical needs that can lead to poor relationship choices.                            | 0.0%                           | 8.6%  | 42.9% | 48.6%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 53, (a) after = 54, (b) before = 53, (b) after = 54, (c) before = 34, (c) after = 34, (d) before = 34, (d) after = 35, (e) before = 35, and (e) after = 35.

**Table H2. Before and After Mean Change Scores on Lesson 7 Concepts.**

|  | n  | Mean Score (SD) |             | t-value |
|--|----|-----------------|-------------|---------|
|  |    | Before          | After       |         |
| (a) My awareness of differences between healthy and unhealthy relationships.   | 53 | 2.91 (0.71)     | 3.58 (0.60) | 5.98**  |
| (b) My understanding of how a controlling relationship differs from a respectful relationship.   | 53 | 2.89 (0.64)     | 3.55 (0.61) | 6.81**  |
| (c) My understanding of the difference between a conditional and an unconditional relationship.  | 34 | 2.79 (0.81)     | 3.29 (0.72) | 3.25**  |
| (d) My understanding of the difference between a relationship that has attractions on many levels compared to attraction at only the physical level. | 34 | 2.91 (0.75)     | 3.53 (0.62) | 4.41**  |
| (e) My ability to identify unmet emotional, social, mental, or physical needs that can lead to poor relationship choices.                            | 35 | 2.89 (0.72)     | 3.40 (0.65) | 4.10**  |

t p < .10, \* p < .05, \*\* p < .01

#### **Sample of comments reflective of what students reported learning**

- |   |  |
|---|--|
| • About impression.                             | • Relationship awareness.                              |
| • Conditional and unconditional love.           | • Relationship choices.                                |
| • Family Relationships.                         | • I learned about healthy and unhealthy relationships. |
| • Making good decisions in relationships.       | • It’s not good to rush into a relationship.           |
| • That a conditional relationship is unhealthy. | • What a healthy relationship contains.                |

## Appendix I

### Lesson 8: Breaking up and Dating Abuse

**Summary:** Out of the 25 implementations of the RS program, 15 offered Lesson 8 to 310 potential youth across 9 counties. Of these youth, 203 attended Lesson 8 and 165 completed an evaluation form for this lesson. Table I1 summarizes the level of understanding that youth reported having before and after the lesson, and Table I2 presents the mean score change. Most youth felt that their understanding in each area was fair/good before the lesson and good/excellent after completing the lesson. Statistically significant improvements of knowledge were observed in all areas.

**Table I1. Youth’s Knowledge and Attitudes on Lesson 8 Concepts.**

| Before participating in program |       |       |           |   | After participating in program |       |       |           |
|---------------------------------|-------|-------|-----------|---|--------------------------------|-------|-------|-----------|
| Poor                            | Fair  | Good  | Excellent |   | Poor                           | Fair  | Good  | Excellent |
| 12.3%                           | 34.4% | 35.0% | 18.4%     | (a) My awareness of abusive behaviors in relationships, including knowledge of early warning signs. | 1.2%                           | 9.2%  | 34.4% | 55.2%     |
| 7.9%                            | 28.7% | 44.5% | 18.9%     | (b) My ability to assert myself at the first sign of disrespect.                                    | 0.0%                           | 9.8%  | 35.6% | 54.6%     |
| 11.3%                           | 27.5% | 38.1% | 23.1%     | (c) My ability to identify negative patterns of dealing with conflict.                              | 1.9%                           | 10.5% | 32.1% | 55.6%     |
| 11.7%                           | 28.2% | 38.0% | 22.1%     | (d) My knowledge of how to respectfully break up with someone.                                      | 2.5%                           | 10.6% | 36.0% | 50.9%     |
| 9.36%                           | 34.6% | 37.0% | 19.1%     | (e) My knowledge of steps to take to recover from a broken relationship.                            | 5.0%                           | 7.5%  | 35.4% | 52.2%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 163, (a) after = 163, (b) before = 164, (b) after = 163, (c) before = 160, (c) after = 162, (d) before = 163, (d) after = 161, (e) before = 162, and (e) after = 161.

**Table I2. Before and After Mean Change Scores on Lesson 8 Concepts.**

|   | N   | Mean Score (SD) |             | t-value |
|---|-----|-----------------|-------------|---------|
|   |     | Before          | After       |         |
| (a) My awareness of abusive behaviors in relationships, including knowledge of early warning signs. | 161 | 2.58 (0.93)     | 3.43 (0.71) | 11.61** |
| (b) My ability to assert myself at the first sign of disrespect.                                    | 162 | 2.74 (0.85)     | 3.44 (0.67) | 10.75** |
| (c) My ability to identify negative patterns of dealing with conflict.                              | 158 | 2.72 (0.94)     | 3.41 (0.75) | 10.37** |
| (d) My knowledge of how to respectfully break up with someone.                                      | 160 | 2.70 (0.94)     | 3.35 (0.77) | 10.56** |
| (e) My knowledge of steps to take to recover from a broken relationship.                            | 160 | 2.65 (0.89)     | 3.34 (0.83) | 9.94**  |

<sup>t</sup> p < .10, \* p < .05, \*\* p < .01

#### **Sample of comments reflective of what students reported learning**

- Abuse isn’t just physical, it can be verbal.
- Learning the signs of a bad relationship.
- Talk about your problems face-to-face.
- How to recover from a break-up.
- Abuse is bad.
- How to tell if you’re in a bad relationship.
- If your boyfriend seems abusive, leave him the first time.
- I learned the signs of physical abuse.
- Don’t let anyone push you around or disrespect you in any way.
- Negative patterns.
- To be aware of who I date.
- How to deal with abusive behavior and aggressors.
- How to respectfully break up with someone.
- The signs of dating abuse.

## Appendix J

### Lesson 9: A Foundation for Good Communication

**Summary:** Out of the 25 implementations of the RS program, 17 offered Lesson 9 to 396 potential youth across 10 counties. Of these youth, 305 attended Lesson 9 and 150 completed an evaluation form for this lesson. Table J1 summarizes the level of understanding that youth reported having before and after the lesson, and Table J2 presents the mean score change. Most youth felt their understanding was fair/good before the lesson and good/excellent after completing the lesson. Statistically significant improvements of knowledge were observed in all areas.

**Table J1. Youth’s Knowledge and Attitudes on Lesson 9 Concepts.**

| Before participating in program |       |       |           |  | After participating in program |       |       |           |
|---------------------------------|-------|-------|-----------|--|--------------------------------|-------|-------|-----------|
| Poor                            | Fair  | Good  | Excellent |  | Poor                           | Fair  | Good  | Excellent |
| 11.7%                           | 33.6% | 37.5% | 17.2%     | (a) My awareness of communication patterns I learned while growing up.                       | 4.7%                           | 13.3% | 32.8% | 49.2%     |
| 19.7%                           | 34.7% | 29.3% | 16.3%     | (b) My knowledge of when to take a Time Out during an argument.                              | 4.1%                           | 17.7% | 31.3% | 46.9%     |
| 15.6%                           | 32.7% | 29.9% | 21.8%     | (c) My understanding of how to use the Speaker-Listener Technique to talk through a problem. | 2.7%                           | 10.8% | 34.5% | 52.0%     |
| 8.2%                            | 33.3% | 39.5% | 19.0%     | (d) My awareness of how to facilitate good communication.                                    | 1.4%                           | 11.6% | 34.0% | 53.1%     |
| 13.2%                           | 24.8% | 34.9% | 27.1%     | (e) My ability to listen and offer appreciations to build the friendship in a relationship.  | 1.6%                           | 15.5% | 32.6% | 50.4%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 128, (a) after = 128, (b) before = 147, (b) after = 147, (c) before = 147, (c) after = 148, (d) before = 147, (d) after = 147, (e) before = 129, and (e) after = 129.

**Table J2. Before and After Mean Change Scores on Lesson 9 Concepts.**

|  | n   | Mean Score (SD) |             | t-value |
|--|-----|-----------------|-------------|---------|
|  |     | Before          | After       |         |
| (a) My awareness of communication patterns I learned while growing up.                       | 126 | 2.59 (0.91)     | 3.29 (0.86) | 9.42**  |
| (b) My knowledge of when to take a Time Out during an argument.                              | 146 | 2.41 (0.98)     | 3.22 (0.88) | 9.92**  |
| (c) My understanding of how to use the Speaker-Listener Technique to talk through a problem. | 146 | 2.57 (1.00)     | 3.36 (0.79) | 8.94**  |
| (d) My awareness of how to facilitate good communication.                                    | 146 | 2.68 (0.87)     | 3.40 (0.74) | 9.54**  |
| (e) My ability to listen and offer appreciations to build the friendship in a relationship.  | 128 | 2.75 (1.00)     | 3.32 (0.79) | 7.02**  |

<sup>t</sup> p < .10, \* p < .05, \*\* p < .01

#### **Sample of comments reflective of what students reported learning**

- How to manage an argument.
- Paraphrasing is a good way to listen. Stop and listen better.
- Don’t fuel an argument when you’re getting mad. Take a break.
- How to argue the correct way.
- How to communicate better.
- I learned the speaker-listener technique.
- Don’t interrupt.
- Consequences of talking back to someone.
- You can’t expect the other person to read your mind and know what you are talking about.
- Tell people your feelings.
- Listen and don’t interrupt and find a reason for the statement to be true.
- To listen before you speak.
- Admit when you are wrong; appreciations need to be given.
- Communication is key to a relationship.

## Appendix K

### Lesson 10: Communication Challenges

**Summary:** Out of the 25 implementations of the RS program, 4 offered Lesson 10 to 141 potential youth across 4 counties. Of these youth, 54 attended Lesson 10 and 53 completed an evaluation form for this lesson. Table K1 summarizes the level of understanding that youth reported having before and after the lesson, and Table K2 presents the mean score change. Most youth felt their understanding was fair/good before the lesson and excellent after the lesson. Statistically significant improvements of knowledge were observed in all areas.

**Table K1. Youth’s Knowledge and Attitudes on Lesson 10 Concepts.**

| <u>Before participating in program</u> |       |       |           |   | <u>After participating in program</u> |       |       |           |
|--|-------|-------|-----------|---|---------------------------------------|-------|-------|-----------|
| Poor                                   | Fair  | Good  | Excellent |   | Poor                                  | Fair  | Good  | Excellent |
| 1.9%                                   | 37.7% | 34.0% | 26.4%     | (a) My understanding of communication patterns that damage relationships. | 0.0%                                  | 7.5%  | 34.0% | 58.5%     |
| 11.3%                                  | 30.2% | 41.5% | 17.0%     | (b) My awareness of the 4 danger signs in relationships.                  | 0.0%                                  | 7.5%  | 22.6% | 69.8%     |
| 15.2%                                  | 15.2% | 45.5% | 24.2%     | (c) My knowledge of how to complain in a way that I can be heard.         | 0.0%                                  | 12.1% | 30.3% | 57.6%     |
| 11.8%                                  | 26.5% | 41.2% | 20.6%     | (d) My understanding of how to use the WWWF format.                       | 2.9%                                  | 14.7% | 20.6% | 61.8%     |
| 11.8%                                  | 23.5% | 29.4% | 35.3%     | (e) My awareness of how to avoid negative starts and use gentle starts.   | 0.0%                                  | 5.9%  | 23.5% | 70.6%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 53, (a) after = 53, (b) before = 53, (b) after = 53, (c) before = 33, (c) after = 33, (d) before = 34, (d) after = 34, (e) before = 34, and (e) after = 34.

**Table K2. Before and After Mean Change Scores on Lesson 10 Concepts.**

|   | n  | Mean Score (SD) |             | t-value |
|---|----|-----------------|-------------|---------|
|   |    | Before          | After       |         |
| (a) My understanding of communication patterns that damage relationships. | 53 | 2.65 (0.84)     | 3.51 (0.64) | 5.96**  |
| (b) My awareness of the 4 danger signs in relationships.                  | 53 | 2.64 (0.90)     | 3.62 (0.63) | 7.68**  |
| (c) My knowledge of how to complain in a way that I can be heard.         | 33 | 2.79 (0.99)     | 3.45 (0.71) | 4.49**  |
| (d) My understanding of how to use the WWWF format.                       | 34 | 2.71 (0.94)     | 3.41 (0.86) | 4.24**  |
| (e) My awareness of how to avoid negative starts and use gentle starts.   | 34 | 2.88 (1.04)     | 3.65 (0.60) | 4.67**  |

<sup>t</sup> p < .10, \* p < .05, \*\* p < .01

#### **Sample of comments reflective of what students reported learning**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Avoiding negative starts. Get gentle.</li> <li>• How to feel about other feelings.</li> <li>• How to handle a problem in a relationship.</li> <li>• I learned good and bad complaints.</li> <li>• Positive ways to complain</li> </ul> | <ul style="list-style-type: none"> <li>• Blaming is not a good way to complain.</li> <li>• How to complain in a nicer way.</li> <li>• How to be clear.</li> <li>• I learned about avoiding negative things.</li> <li>• I learned that WWWF = when, where, what, feelings</li> </ul> |
|---|---|

## Appendix L

### Lesson 11: Why Parents' Relationships Really Matter to Children

**Summary:** Out of the 25 implementations of the RS program, 5 offered Lesson 11 to 141 potential youth across 4 counties. Of these youth, 86 attended Lesson 11 and 67 completed an evaluation form for this lesson. Table L1 summarizes the level of understanding that youth reported having before and after the lesson, and Table L2 presents the mean score change. Most youth felt that their understanding was good before the lesson and excellent after the lesson. Statistically significant improvements of knowledge were observed in all areas.

**Table L1. Youth's Knowledge and Attitudes on Lesson 11 Concepts.**

| Before participating in program |       |       |           |   | After participating in program |      |       |           |
|---------------------------------|-------|-------|-----------|---|--------------------------------|------|-------|-----------|
| Poor                            | Fair  | Good  | Excellent |   | Poor                           | Fair | Good  | Excellent |
| 9.0%                            | 26.9% | 46.3% | 17.9%     | (a) My understanding of ways that parents' relationships affect their children.                 | 1.5%                           | 7.5% | 38.8% | 52.2%     |
| 7.5%                            | 29.9% | 40.3% | 22.4%     | (b) My awareness of what babies need from their parents.  | 0.0%                           | 9.1% | 27.3% | 63.6%     |
| 9.1%                            | 24.2% | 42.4% | 24.2%     | (c) My knowledge of how parental separation and divorce can affect children.                    | 1.5%                           | 3.0% | 31.8% | 63.6%     |
| 11.9%                           | 17.9% | 38.8% | 31.3%     | (d) My understanding of what a good father is.  | 1.5%                           | 9.0% | 31.3% | 58.2%     |
| 9.0%                            | 22.4% | 44.8% | 23.9%     | (e) My awareness of how both mothers and fathers can increase the well-being of their children. | 0.0%                           | 7.5% | 32.8% | 59.7%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 67, (a) after = 67, (b) before = 67, (b) after = 66, (c) before = 66, (c) after = 66, (d) before = 67, (d) after = 67, (e) before = 67, and (e) after = 67.

**Table L2. Before and After Mean Change Scores on Lesson 11 Concepts.**

|   | n  | Mean Score (SD) |             | t-value |
|---|----|-----------------|-------------|---------|
|   |    | Before          | After       |         |
| (a) My understanding of ways that parents' relationships affect their children.                 | 67 | 2.73 (0.86)     | 3.42 (0.70) | 7.01**  |
| (b) My awareness of what babies need from their parents.  | 66 | 2.79 (0.89)     | 3.55 (0.66) | 6.75**  |
| (c) My knowledge of how parental separation and divorce can affect children.                    | 66 | 2.82 (0.91)     | 3.58 (0.63) | 6.87**  |
| (d) My understanding of what a good father is.  | 67 | 2.90 (0.99)     | 3.46 (0.73) | 5.42**  |
| (e) My awareness of how both mothers and fathers can increase the well-being of their children. | 67 | 2.84 (0.90)     | 3.52 (0.64) | 7.37**  |

<sup>†</sup> p < .10, \* p < .05, \*\* p < .01

#### **Sample of comments reflective of what students reported learning**

- |  |  |
|--|--|
| • That parents' relationships matter to children.                  | • If I have a baby, he/she needs a father and a mother.                          |
| • Babies are more at risk when parented by a single mother (teen). | • I learned that having a father figure for my kids is something they will need. |
| • Don't fight around your kids.                                    | • How parents' attitudes affect their children.                                  |
| • Don't have kids as a teen.                                       | • How to be good parents.  |
| • Teen mothers are less likely to marry.                           | • Don't have kids before you marry.  |

## Appendix M

### *Lesson 12: Increasing the Odds of Having a Healthy Marriage Someday*

**Summary:** Out of the 25 implementations of the RS program, 6 offered Lesson 12 to 151 potential youth across 5 counties. Of these youth, 89 attended Lesson 12 and 71 completed an evaluation form for this lesson. Table M1 summarizes the level of understanding that youth reported having before and after the lesson, and Table M2 presents the mean score change. Most youth felt that their understanding was good before the lesson and excellent after the lesson. Statistically significant improvements of knowledge were observed in all areas.

**Table M1. Youth’s Knowledge and Attitudes on Lesson 12 Concepts.**

| Before participating in program |       |       |           |  | After participating in program |       |       |           |
|---------------------------------|-------|-------|-----------|--|--------------------------------|-------|-------|-----------|
| Poor                            | Fair  | Good  | Excellent |  | Poor                           | Fair  | Good  | Excellent |
| 15.7%                           | 17.1% | 47.1% | 20.0%     | (a) My understanding of risky marriage choices.                                  | 1.4%                           | 8.5%  | 26.8% | 63.4%     |
| 10.0%                           | 30.0% | 38.6% | 21.4%     | (b) My knowledge of ways to have a great marriage.                               | 0.0%                           | 8.5%  | 32.4% | 59.2%     |
| 15.7%                           | 25.7% | 40.0% | 18.6%     | (c) My awareness of why some marriages succeed and others fail.                  | 1.4%                           | 8.5%  | 28.2% | 62.0%     |
| 12.9                            | 20.0% | 50.0% | 17.1%     | (d) My understanding of why my expectations for a marriage/family are important. | 1.4%                           | 11.4% | 25.7% | 61.4%     |
| 14.5%                           | 20.3% | 40.6% | 24.6%     | (e) My knowledge of the success sequence.  | 0.0%                           | 8.6%  | 21.4% | 70.0%     |

Note: Because of missing data, valid percents are reported here. Actual n-size for (a) before = 70, (a) after = 71, (b) before = 70, (b) after = 71, (c) before = 70, (c) after = 71, (d) before = 70, (d) after = 70, (e) before = 69, and (e) after = 70.

**Table M2. Before and After Mean Change Scores on Lesson 12 Concepts.**

|  | n  | Mean Score (SD) |             | t-value |
|--|----|-----------------|-------------|---------|
|  |    | Before          | After       |         |
| (a) My understanding of risky marriage choices.                                  | 70 | 2.71 (0.97)     | 3.51 (0.72) | 7.93**  |
| (b) My knowledge of ways to have a great marriage.                               | 70 | 2.71 (0.92)     | 3.50 (0.65) | 7.18**  |
| (c) My awareness of why some marriages succeed and others fail.                  | 70 | 2.61 (0.97)     | 3.50 (0.72) | 7.75**  |
| (d) My understanding of why my expectations for a marriage/family are important. | 69 | 2.72 (0.91)     | 3.46 (0.76) | 6.94**  |
| (e) My knowledge of the success sequence.  | 69 | 2.75 (0.99)     | 3.61 (0.65) | 8.08**  |

<sup>†</sup> p < .10, \* p < .05, \*\* p < .01

#### **Sample of comments reflective of what students reported learning**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• How to keep a good marriage.</li> <li>• Waiting until after marriage to get pregnant is better.</li> <li>• What cohabitation can bring.</li> <li>• Don’t have kids till you’re married.</li> <li>• Get married at an older age.</li> <li>• How to keep a marriage going.</li> </ul> | <ul style="list-style-type: none"> <li>• Ways to have a great marriage.</li> <li>• Be financially stable before getting married.</li> <li>• Risky marriage choices.</li> <li>• Things to think about before marriage.</li> <li>• When you get married, you marry the family.</li> <li>• The success sequence.</li> </ul> |
|--|--|

## Appendix N

### Overall Program Evaluation Comments

#### **Sample of comments reflective of what students liked best about the program**

- How we talked about relationships and talked through what you should do when things happen.
- I know more about myself.
- I like how she tells us stories of her experiences so that we could relate her experiences to ours.
- All the fun games.
- Just actually finding out so much about myself.
- I liked that we got to talk like we were just all friends.
- I like how you taught us the meaning of real relationships.
- How we talked about our problems.
- I liked when we talked about relationships and the activities we did.
- I like the speaker listener skills the best.
- Learning how to stay away from an abusive boyfriend/girlfriend.
- I liked most about this program that they didn't lie and say it was going to be easy.
- I liked everything; the different lessons and how to apply them to every day life.
- The advice on relationships. What to do and expect in order to have a healthy relationship.
- Good and healthy ways to say no or to recognize an abusive relationship.
- You get to discuss stuff you wouldn't normally discuss.
- They tell you everything straightforward.
- It was all really interesting, but my favorite part was about values.
- Learning how to have good conversations and avoid bad ones.
- We talked about a lot of topics that you don't ever learn or talk about with people your age.
- It taught you how to be a better listener.
- The hands-on activities and how they relate to my life as well.

#### **Sample of comments reflective of what students liked least about the program**

- How not everyone would share their thoughts.
- Having guys and girls in the same room.
- It was short.
- Doing the surveys.
- The time. It was long and I became a little antsy. But, besides that, it was great.
- The presentations.
- Not many outside meetings.
- Sitting and listening
- The noisy kids.
- The out-loud reading.
- How we stop talking and didn't get finish with the things.
- The work we did was alright, but too much.
- It made you face reality and reality always sucks.
- There was nothing I liked least about the program. It was overall just a good program

#### **Sample of comments reflective of how students feel this program has or will help them personally**

- Be more confident and more respectful.
- It showed me the signs of a healthy relationship.
- Help me be a better person.
- By choosing the right thing to do in life as I grow older.
- Helped me learn how to communicate better in my relationships.
- I feel like I can share myself more.
- I feel it will help me be true to myself and have better, healthier relationships.
- That I will respect my mom more often and help her.
- I know what a bad relationship looks like so I can avoid one.
- I have changed my attitude. It has become a lot more positive and I let a lot of the little things pass by me.
- Made me a better person.
- Well, I feel good about this program because it helped me have better communication.
- If I, or someone I know, gets stuck in a bad relationship, I'll know the best way to handle it.
- I won't get as angry while in an argument.
- It has opened my eyes to real situations and has taught me how to deal with them appropriately and intelligently.
- It will help me be a better listener/partner and to have better relationships.
- Learned more about myself and how to go about conflict in a better way.
- It helps me realize how much I need to stay away from drugs and alcohol, and wait until I'm married to have sex.
- This program will help with future relationships.
- To help get out of danger when it happens.
- By showing and telling me the signs of healthy relationships.
- It helped me with my relationships. How to care about people's feelings.

## Appendix O. 2010 Evaluation Summary of Outputs and Short-Term Impacts

| INPUTS   | ACTIVITY  | OUTPUT   | OUTCOMES - IMPACT   |  |   |
|--|---|--|---|--|---|
| What we invested to develop, deliver & evaluate the program  | What we did to carry out the program.   | What we yielded and/or who we reached.   | The short term results of the program ( <i>Learning</i> ).  | The medium term results of the program ( <i>Action</i> ).  | The ultimate impact of the program. ( <i>Achievement</i> )  |
| <ul style="list-style-type: none"> <li>• <b>Funding</b> (e.g., state and county level support; grants)</li> <li>• <b>Staff/Faculty Effort</b> (content specialists, FACS/4H county agents, clerical support)</li> <li>• <b>Partners</b> (e.g., Georgia middle and high schools, communities, agencies, faith-based and social service organizations)</li> <li>• <b>Time</b> (e.g., designing, coordinating, delivering, documenting, evaluating)</li> <li>• <b>Space</b> (e.g., program delivery)</li> <li>• <b>Materials</b> (curriculum, handouts, activity supplies, attendance sheets, lesson evaluations, post evaluations, attendance sheets)</li> </ul> | <ul style="list-style-type: none"> <li>• Training FACS/4H agents on RS+</li> <li>• Supplemental training and updates on RS+</li> <li>• Establish partnerships with schools or other youth organizations where program will be implemented</li> <li>• County agents deliver RS+ program to youth</li> <li>• Retrospective pre then post test completed after each lesson</li> <li>• Overall program evaluation completed by those attending 4 or more “core lessons”</li> <li>• Prepare outcome/impact report for each county as well as a full state report for the year</li> </ul> | <ul style="list-style-type: none"> <li>• FACS/4H agents and community partners in 27 GA counties</li> <li>• Program delivered across 14 counties through middle schools, high schools, youth organizations, etc. Total of 25 programs offered (13 programs included 6 or more lessons).</li> <li>• 511 youth reached (e.g., middle and high schools, 4H, foster care, youth groups, boys/girls club) through in-school and out-of-school program</li> <li>• 377 youth completed lesson evaluations to document knowledge gained.</li> <li>• 177 youth completed the overall program evaluation to document confidence and skills gained</li> <li>• 18 county reports prepared for agents to share with community partners, and prospective funders.</li> </ul> | <ul style="list-style-type: none"> <li>• Youth improved in their <b>understanding</b> of                             <ul style="list-style-type: none"> <li>Their own identity/personal values (83%)</li> <li>Infatuation versus genuine love (84%)</li> <li>Healthy vs. unhealthy relationships (76%)</li> <li>Principles of smart relationships (83%)</li> <li>Signs of dating abuse (78%)</li> <li>Foundations of good communication (76%)</li> <li>Why parents’ relationships matter to children (67%)</li> <li>How to have a healthy marriage someday (73%)</li> </ul> </li> <li>• Youth felt more <b>confident</b> in                             <ul style="list-style-type: none"> <li>Using learned skills to have healthy relationships with family and friends (82%)</li> <li>Being a good and sensitive listener (80%)</li> <li>Managing conflict in healthy ways (77%)</li> <li>Having a healthy dating relationship (78%)</li> <li>Expressing feelings and sharing their needs and wants with a dating partner (74%)</li> </ul> </li> <li>• 79% of youth <b>felt better</b> about themselves</li> <li>• 95% of youth reported that they were <b>likely to use</b> the skills learned</li> </ul> | <ul style="list-style-type: none"> <li>• Youth increase in their practice of positive communication and conflict management skills</li> <li>• Youth exhibit lowered levels of risky sexual behaviors</li> <li>• Youth avoid or remove self from abusive relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Maintain healthy peer and intimate relationships</li> <li>• Avoid premarital pregnancy</li> <li>• Establish healthy and stable future marriages</li> </ul> |

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